



# On-Campus Course Syllabus

## NT 510

### New Testament Intensive

#### Spring 2021

### Class Information

**Day and Time:** Wednesday 8:00–10:45 am

**Room Number:** E201

### Contact Information

**Instructor Name:** R. Alan Streett

**Instructor Email:** [astreett@criswell.edu](mailto:astreett@criswell.edu)

**Instructor Phone:** 214-818-1343

**Instructor Office Hours:** Monday 11:00 AM-1:00 PM; Wednesday 1:00–3:00 pm

### Course Description and Prerequisites

An advanced examination of selected books in the English Bible. (Course may be repeated for credit when the Bible book differs; Prerequisite: NTS 501 or equivalent; Prerequisite may be taken concurrently: NTS 601 or equivalent)

### Course Objectives

The student who successfully completes this course will be:

1. Cognizant of the scope (theme) and the design (outline) of the Gospel of Luke,
2. Familiar with the socio-political context in which Luke was written,
3. Able to exegete the text from a historical-grammatical perspective,
4. Recognize the importance Luke places on Spirit, meals, kingdom and resurrection,
5. Be competent to teach and preach through the Gospel of Luke

### Required Textbooks

A. Malina, J. Bruce and Richard L. Rohrbaugh. *Social-Science Commentary of the Synoptics*, 2nd ed. Minneapolis: Fortress, 2002.

B. Levine, Amy-Jill and Ben Witherington III. *The Gospel of Luke*. NCBC. Cambridge, UK: Cambridge University Press, 2018.

### Course Requirements and Assignments

1. The student will listen to Dr. Streett's taped expositions of Luke and be ready to discuss the assigned texts and answer a prescribed series of questions about the texts in class. Counts 30% of semester grade.
2. The student will read pages in "Social-Science Commentary on the Synoptics" and Levine and Witherington Commentary that correspond to Dr. Streett's expositions. Each week we will discuss how

these two books support or weaken Dr. Streett’s exposition and provide additional historical context for understanding the assigned passage. Counts 10% of semester grade.

3. A midterm test covering the key concepts in the “Reading Scenarios” in Malina and Rohrbaugh will be given on March 10, 2021. Counts 20%
4. The student will be assigned a passage in Luke and write a 10–12 page exegetical paper, using five sources from the bibliography. This will be presented in class. Due Date: March 24, 2021. Counts 20% of semester grade.
5. The Masters Student will conduct a email interview with read Joel B. Green’s “Conversion in Luke-Acts” and write a critical review of the book. This will include summarizing the chapters, giving the book’s strengths and weaknesses, telling how the book was helpful to the students, and conducting an email interview with the author to ask questions for clarification or to gain further knowledge. Counts 20% of semester grade.
6. Attendance Grade Students are expected to attend all class sessions, both arriving on time and not leaving until the session is over. One absence per semester will be allowed without penalty. Two absences will have semester grade lowered by 3 points; three absences 6 points; four absences, 9; Five or more absences will result in course failure.

## Course/Classroom Policies and Information

All computers, iPads, and cell phones must be put away during class to assure students can engage wholeheartedly in discussion. Students may record the class upon professor’s approval.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	

D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Background to understanding of each book

Author

Genre

Historical setting

Use of critical commentaries and primary resources

Approaches to the book

Historical

Theological  
Pastoral

Exegesis of the Texts

- Hermeneutical considerations
- Historical context
- Cultural context
- Socio-political context

Verse by verse Exegesis of Book

The Preface (1:1-4)

**The Births of John the Baptist and Jesus (1:5—2:52)**

The Annunciations (1:5-56)

The Birth of John the Baptist (1:57-80)

The Birth and Childhood of Jesus (2:1–52)

**The Preparation of Jesus for His Public Ministry (3:1—4:13)**

His Forerunner (3:1-20)

His Baptism (3:21-22)

His Genealogy (3:23-38)

His Temptation (4:1-13)

**His Ministry in Galilee (4:14—9:9)**

The Beginning of the Ministry in Galilee (4:14-41)

The First Tour of Galilee (4:42-5:39)

A Sabbath Controversy (6:1-11)

The Choice of the 12 Apostles (6:12-16)

The Sermon on the Plain (6:17-49)

Miracles in Capernaum and Nain (7:1-18)

The Inquiry of John the Baptist (7:19-29)

Jesus and the Pharisees (7:30-50)

The Second Tour of Galilee (8:1-3)

The Parables of the Kingdom (8:4-21)

The Trip across the Sea of Galilee (8:22-39)

The Third Tour of Galilee (8:40-9:9)

**His Withdrawal to Regions around Galilee (9:10-50)**

To the Eastern Shore of the Sea of Galilee (9:10-17)

To Caesarea Philippi (9:18-50)

### **His Ministry in Judea (9:51—13:21)**

Journey through Samaria to Judea (9:51-62)

The Mission of the 72 (10:1-24)

The Lawyer and the Parable of the Good Samaritan (10:25-37)

Jesus at Bethany with Mary and Martha (10:38-42)

Teachings in Judea (11:1;13:21)

### **His Ministry in and around Perea (13:22—19:27)**

The Narrow Door (13:22-30)

Warning concerning Herod (13:31-35)

At a Pharisee's House (14:1-23)

The Cost of Discipleship (14:24-35)

The Parables of the Lost Sheep, the Lost Coin and the Lost Son (ch. 15)

The Parable of the Shrewd Manager (16:1-18)

The Rich Man and Lazarus (16:19-31)

Miscellaneous Teachings (17:1-10)

Ten Healed of Leprosy (17:11-19)

The Coming of the Kingdom (17:20-37)

The Persistent Widow (18:1-8)

The Pharisee and the Tax Collector (18:9-14)

Jesus and the Children (18:15-17)

The Rich Young Ruler (18:18-30)

Christ Foretells His Death (18:31-34)

A Blind Beggar Given His Sight (18:35-43)

Jesus and Zacchaeus (19:1-10)

The Parable of the Ten Minas (19:11-27)

### **His Last Days: Sacrifice and Triumph (19:28—24:53)**

The Triumphal Entry (19:28-44)

The Cleansing of the Temple (19:45-48)

The Last Controversies with the Jewish Leaders (ch. 20)

The Olivet Discourse (ch. 21)

The Last Supper (22:1-38)

Jesus Praying in Gethsemane (22:39-46)

Jesus' Arrest (22:47-65)

Jesus on Trial (22:66-23:25)

The Crucifixion (23:26-56)

The Resurrection (24:1-12)

The Post-Resurrection Ministry (24:13-49)

The Ascension (24:50-53)

## SELECTED BIBLIOGRAPHY ON THE GOSPEL OF LUKE

\*\*Bock, Darrel L. Luke: 1-9:50 (Exegetical Commentary on the New Testament), vol. 1. Grand Rapids: Baker, 1994.

\*\*\_\_\_\_\_. Luke: 9:51-24:53 (Exegetical Commentary on the New Testament) , vol. 2, Grand Rapids: Baker, 1996.

Bovan, Francios. Luke 1: A Commentary on the Gospel of Luke 1- 9:51. (Hermeneia: A Critical & Historical Commentary on the Bible). Minneapolis: Fortress, 2002.

\_\_\_\_\_. Luke 2: A Commentary on the Gospel of Luke 9:51-19:27 (Hermeneia: A Critical & Historical Commentary on the Bible). Minneapolis: Fortress, 2013.

\_\_\_\_\_. Luke 3: A Commentary on the Gospel of Luke 19:28-24:53 (Hermeneia: A Critical & Historical Commentary on the Bible). Minneapolis: Fortress, 2013.

Brawley, Robert L. Luke-Acts and the Jews: Conflict, Apology, and Conciliation. Atlanta: Scholars Press, 1987.

\_\_\_\_\_. Centering on God Method and Message in Luke-Acts . Louisville: WJK, 1990.

Carroll, John T. Luke A Commentary (New Testament Library). Louisville: WJK, 2012.

Craddock, Fred. Luke: Interpretation, A Bible Commentary for Teaching and Preaching. Louisville: John Knox Press, 2009.

Culpepper, R. Alan. The Gospel of Luke (New Interpreters Bible) Nashville: Abingdon Press, 1995.

Danker, Frederick W. LUKE (Proclamation Commentaries). Philadelphia: Fortress, 1976.

Darr, John A., Herod the Fox: Audience Criticism and Lukan Characterization. Sheffield (UK): Sheffield Academic Press, 1998.

Darr, John, On Character Building: The Reader and the Rhetoric of Characterization in Luke-Acts . Louisville: WJK, 1992.

Edwards, O.C. Jr. Luke's Story of Jesus. Philadelphia: Fortress, 1981.

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Evans, C.F. Saint Luke. Philadelphia: Trinity Press, 1990.

Evans, Craig A. Luke (New International Biblical Commentary) Peabody, MA: Hendrickso, 1990.

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\*\*Fitzmyer, Joseph A. The Gospel According to Luke (Anchor Bible) volumes 28 (1981) & 28a (1985) New York: Doubleday, 1981, 1985.

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

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\_\_\_\_\_. Luke: A New Paradigm , vol. 2. Sheffield, England: Sheffield Academic Press, 1989.

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\*\*Green, Joel B. The Gospel of Luke: [NICNT] Grand Rapids: Eerdmans, 1997.

\*\*Johnson, Luke Timothy. The Gospel of Luke (Sacra Pagina). Collegeville: The Liturgical Press, 2007.

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Kurz, William S., S.J. Reading Luke-Acts: Dynamics of Biblical Narrative. Louisville: WJK, 1993.

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\*\*Levine, Amy-Jill and Ben Witherington III. The Gospel of Luke. NCBC. Cambridge, UK: Cambridge University Press, 2018.

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### On-Campus Course Syllabus

ADDENDUM FOR SP-21

NTS 310

NEW TESTAMENT INTENSIVE

To students: Although Criswell College has closed the campus to on-campus classes for the rest of the semester, courses will continue. This addendum specifies how your instructor has adjusted the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus are pasted below.

#### Course Requirements and Assignments

1. The student will listen to Dr. Streett's taped expositions of Luke and be ready to discuss the assigned texts and answer a prescribed series of questions about the texts in class. Counts 30% of semester grade.
2. The student will read pages in "Social-Science Commentary on the Synoptics" and Levine and Witherington Commentary that correspond to Dr. Streett's expositions. Each week we will discuss how these two books support or weaken Dr. Streett's exposition and provide additional historical context for understanding the assigned passage. Counts 20% of semester grade.
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4. The student will be assigned a passage in Luke and write a 10–12 page exegetical paper, using five sources from the bibliography. This will be presented in class. Due Date: March 24, 2021. Counts 30% of semester grade.
5. Attendance. Students are expected to attend all class sessions, both arriving on time and not leaving until the session is over. One absence per semester will be allowed without penalty. Two absences will lower the semester grade by 3 points; three absences will lower the semester grade by 6 points; four absences by 9 points. Five or more absences will result in failure of the course.

Course Outline/Calendar: (JANUARY 2021)

NO REVISIONS

