HORIZON
COLLEGE & SEMINARY
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Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B119 DE Bible Study Methods
3 credits. Prerequisites: none.

January 13-April 16, 2020   Carmen Bellamy, MTS
Winter 2020   bellamycarmen@hotmail.com

Course Content and Goals

Course Description
This course introduces students to the Bible's historical composition, canonization, and
translation into English, and provides students the foundational framework for interpreting,
understanding, and applying the Bible today.

Relationship to Horizon's Mission
This course prepares students for Christian leadership by empowering them to interpret the Bible
faithfully and relevantly, challenging them to grow in Christ-like character as they apply the
Bible to their lives, and equipping them to share exegesis of the Bible – a foundational ability for
Christian ministry.

Given that it is Horizon's mission to prepare leaders for life and ministry, competency
development will focus on students demonstrating **biblical and theological literacy** by applying
God's Word carefully in order to uphold the Christian faith and refute flawed teachings.

About the Instructor
Carmen Bellamy holds a Masters in Theological Studies degree from the Lutheran Theological
Seminary in Saskatoon, SK. He has also completed a BA in Religion and Culture. His major
focus of study was on the Bible with a minor in Pastoral Leadership. In addition, he is fluent in
both Biblical Hebrew and Attic Greek. He is experienced in church-based adult education and
was fortunate to intern in a multi-staff ministry at Circle Drive Alliance Church in Saskatoon.

Carmen is married to Leanne and they have three children: Jacob, Edanna, and Samuel. Carmen
and Leanne participate in various theology and discussion groups around the city. He is currently
employed with the Salvation Army where he uses his role as a truck driver to minister to some of
the homeless men and women who suffer most in our city.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will:
1. Recall primary source information (i.e., the Bible and its social and cultural background) and the methodologies for accessing that information.
   - *Assessment:* Workshops
2. Utilize the entry-level resources necessary for researching the exposition of the text as well as the social and cultural background of biblical passages.
   - *Assessment*: Workshops
3. Explain their personal reasons for adhering to the authority of the Bible for Christian life and ministry.
   - *Assessment*: Statement of Biblical Authority
4. Demonstrate competence with the exegetical techniques necessary for leading or writing a comprehensive Bible study.
   - *Assessment*: Bible Study

Course Work

Required Readings

Textbooks

The Bible. (Any version.)

Duvall, J. Scott and J. Daniel Hays, *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*, 3rd edition. Grand Rapids, MI: Zondervan, 2012. (ISBN: 9780310492573)

Geisler, Norman and William Nix. *From God to Us: How We Got Our Bible.* Moody Publishers, 2012. (ISBN: 978-0802428820)

Book chapter

Lane, Tony. "The Bible" from *Exploring Christian Doctrine: A Guide to What Christians Believe*, 21-29. Downers Grove, IL: IVP Academic, 2014.   *Available on Populi.*

Weekly Reading Supplements

Two PDF files will be provided. One contains all the weekly supplements to the readings. The other file contains the workshops.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Statement of Biblical Authority*. This assignment must be edited and submitted to the Statements of Belief *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

Portfolio Components. *Bible Study*. This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Workshops.*
In the first week of the course, you will select one passage from a list of biblical passages. You will work on this passage throughout the course. Every two weeks we will learn an important step for effective Bible interpretation through online workshops where students will work together to apply what they have learned about their passage. The workshops will provide instructor direction as you explore your passage.

Workshop #1: **Observations and Translations** **Due Feb 2**	Students will **select the passage** they will be working on for the remainder of the course and **make observations** on that passage as they read it in multiple translations.
Workshop #2: **Using Bible Study Tools** **Due Feb 16**	Students will use Bible study tools such as **commentaries**, **dictionaries**, **atlases**, and others to research the social and cultural background of their passage.
Workshop #3: **Reading in a Genre** **March 8, 2020**	Students will probe their passage with **genre-specific questions** (use your *Grasping God's Word* **textbook**) and make use of Bible study tools to look for answers.
Workshop #4: **Doing a Word Study** **March 29, 2020**	Students will use important tools such as a **concordance** to investigate a single word in their passage.
Workshop #5: **Analyses of Bible Study Methods** **April 5, 2020**	Students will draw watch a video and **analyse** how two pastors use their Bible Study Methods techniques.

- Related learning outcome(s): # 1 and 2.
- **Assignment Length:** various (see professor for further details). **Due date:** Feb. 2, 16; Mar. 8, 29; Apr. 5.

2. *Statement of Biblical Authority*.
This is a two-part assignment. For Part One, you will need to respond to the questions on Populi on the assigned Tony Lane reading (available on Populi). You can work on this part of the assignment together with a classmate. For Part Two, produce a personal statement on how the

Bible functions with religious authority in the Christian faith. Using complete sentences and paragraphs, discuss:
- What do the words "inspired" and "authoritative" mean as used by believers in reference to the Bible? Write a definition of these terms.
- What reasons do believers give to support their belief that the Bible is "inspired" and "authoritative"?
- In one paragraph (3-4 sentences), explain:
  - what you believe personally about the Bible's "inspiration" and "authority"; and
  - why you believe it
- (Optional) Conclude with 1-2 examples of how the Bible has functioned as "inspired" and "authoritative" in your own experience.

- Related learning outcome(s): #3.
- **Assignment Length:** 1-2 pages. **Due date:** March 15, 2020.

3. *Bible Study.*
Throughout the course, you will work in a workshop on a selected biblical passage, applying methodologies learned in class. As a final project, you will complete what you began in class, doing further research for and finalizing a full Bible study lesson on that passage. Specifically, you will be assessed on how well you:
- Develop a guiding question derived from observations of the biblical text
- Select and interact with five (5) relevant secondary sources
- Use research to identify questions and explanations related to the passage's genre and historical/social background
- Outline the passage's central argument or narrative structure
- Execute proper word-study technique for at least **one** word in the passage
- Identify relevant application principles of the passage
- Construct appropriate guiding questions for a contemporary Bible study

- Related learning outcome(s): # 4.
- **Assignment Length:** 8-10 pages. **Due date:** April 9, 2020.

Summary of Assignment Due Dates

Readings	See Course Outline
1. Workshop 1	Feb. 2
Workshop 2	Feb. 16
Workshop 3	Mar. 8
Workshop 4	Mar. 29
Workshop 5	April 5
2. Statement of Biblical Authority	March 15
3. Bible Study	April 9

Assessment Rubrics
Assessment Rubrics will be available on Populi under the Lesson "B119 DE Assessment Rubrics."

Course Outline / Class Schedule
UNIT ONE: What is the Bible - and why bother with it?

January 13 What is the Bible? Inspiration, unity, and diversity
Read "From God to Us" Ch. 1-5

January 20 Which books belong to my Bible? The Canon
Read "Grasping God's Word" Appendix 1: 443-454 and "From God to Us" Ch. 6-10 and The Canon (PDF)

January 27 So many translations! How do I choose?
Read "Grasping God's Word" Ch.1&Ch.2 and "From God to Us" Ch.16-20 and Translations (PDF)

Feb 2 Workshop #1: Observations and translations Due 11:59pm

UNIT TWO: Where was the Bible written?

Feb 3 The World of the Old Testament
Read "Grasping God's Word" Ch.6 & Ch. 10 and World of the Old Testament (PDF)

Feb 10 The World of the New Testament
Read "Grasping God's Word" Ch. 11 & Ch.12 and "From God to Us" Ch. 13 and World of the New Testament (PDF)

Feb 16 Workshop #2: Using Bible study tools Due 11:59pm

UNIT THREE: What are all those "books" in the Bible?

Feb 17 The "genres" of the Bible: Stories
Read "Grasping God's Word" Ch. 8 & Ch.18 and "From God to Us" Ch. 14-15 and Stories (PDF)

Feb 24 The "genres" of the Bible: Gospels
Read "Grasping God's Word" Ch.15 & Ch. 16 and Gospels and Acts (PDF)

March 2 The "genres" of the Bible: Law and Prophets, Poetry & Wisdom
Read "Grasping God's Word" Ch. 19-22 and Law and Prophets (PDF)

March 8 Workshop #3: Reading in a genre Due 11:59pm

UNIT FOUR: How do I read the Bible?

March 9 Work on Statement of Biblical Authority
Read "Lane Chapter" (PDF) and "From God to Us" Ch. 11-12

March 15 Statement of Biblical Authority Due 11:59pm

March 16 Reading big to small: Authors and Books and Reading big to small: Discourses
Read "Grasping God's Word" Ch. 5 and How to Read: Authors and Discourses (PDF)

March 23 Reading big to small: Sentences and words
Read "Grasping God's Word" Ch. 3 & Ch. 9

March 29 Workshop #4: Doing a "word study." Due 11:59pm

UNIT FIVE: How do I apply the Bible to my life?

March 30 Principles of applying the Bible
Read "Grasping God's Word" Ch. 13 and Principles of Application (PDF)

April 5 Workshop #5: Analyses of Bible Study Methods Due 11:59pm

April 9 Comprehensive Bible Study Due 11:59pm

April 14 Comprehensive Bible Study Revisions Due 11:59pm

- First submissions of assignments will not be accepted after *Friday, April 10, 2020*.
- Since this is a DE course, there is no specific Revision Week. Rather, the professor will specify when revisions are due for each assignment throughout the course.
- No resubmission of assignments will be accepted after *Thursday, April 16, 2020*.

Academic Policies

General Assignment Guidelines
Please see the Horizon Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments
Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work
The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student **exceeded competency requirements for some** learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM			C+	2.3	67-69

	Beginning to meet	Student was **beginning to meet competency requirements for any one or more** learning outcomes, and met or exceeded competency requirements for all other outcomes.	C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was **not yet meeting competency requirements for one or more** learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

APPENDIX A

What is Active Reading?

Active reading takes place when students are proactively involved in the reading of a text. Active reading is about more than reading words in black and white and answering questions afterwards. Student engagement is important in order to optimize learning, so when you, as the teacher, get your students involved in what they are reading, they are more likely to better understand the meaning within the text.

Strategies

There are some common strategies that can be used by students to keep engaged in the reading of the text.

Highlighting - This will only work if you know proper highlighting techniques. It is a pointless strategy if students simply highlight the information they find interesting. If a student does not understand what essential information looks like, they will likely highlight everything they come across as they are reading. For example, you may want to start by highlighting the title of the selection, taking notes that that the title gives the reader clues regarding what the portion will be about. Students may also want to highlight important dates or words that are in bold or italics. This information may pop up if they have to answer questions about the reading. As students are highlighting, they will have to pay close attention to the reading, thus remaining actively involved in the process.

Read Aloud/Think Aloud - It may be beneficial for students to start with a series of short passages or articles. As a student reads aloud the passage, they should stop periodically to ask questions related to the story. For example, let's say a student is reading an excerpt from *The Three Little Pigs,* specifically the part where one of the pigs has decided to build his house out of straw. They may ask aloud or make notes like, "Why would he use straw instead of something

sturdier?" By doing so, the student is not only reading the story but actively involved in the reading. By thinking aloud throughout their reading, students are increasing their ability to make important observations and comprehend the text.

Making Predictions - This strategy is used when students are pausing to assess whether the important information has clear relevance to their lives. For example, students can respond. E.g., "I have been wondering about this same problem; Right now, I have to say that I have never really thought much about this stuff; I find this topic confusing and am concerned that I will not enjoy reading this material; I have heard of this before, so I am curious to learn more as I continue reading." As students continue to read, they will find out whether their prediction was correct.

Questioning – Students should be encouraged to develop their critical thinking skills. This can be accomplished by having them ask questions as they read. Good readers are able to ask relevant questions as they are reading, in order to check their understanding of the text. For example:

1. What is the tone and mood or the story or argument?
2. Why are certain characters important to the plot? Why are certain authors being referenced (or not) in this argument?
3. Do you think the setting is as important as the characters?

Clarifying - As students engage in questioning the text, they may need to clarify or clear up some of the questions that remain unanswered. Clarifying may involve students being able to answer the basic who, what, when, where, why and how questions as they are reading. It may also require students to answer higher-order questions that require them to be able to examine the text beyond the basics. Higher order questions are those that may ask the students to analyze, create, describe or evaluate specific parts of the story. A student's ability to answer these types of questions will require them to first be able understand what they have read. Students may also need to re-read portions of the text and restate them, or the teacher may need to guide students through the critical thinking process in order to help them develop the ability to clarify with accuracy.

Summarizing - Another active reading strategy is having students summarize what they have read in order to check comprehension. Summarizing is when students put the content of the text into their own words. The summary should include key information from the text but not be so long that it exceeds the length of the text. For example, a five-sentence passage should not be summarized in five sentences, as it defeats the purpose of the summary. A five-sentence passage should require no more than two sentences, and should be sufficient enough to allow the writer to explain the gist of the reading. Students often have difficulty with this strategy because they either leave out important information, or their summaries are too long. Teachers will likely need to model this particular strategy so that students can become proficient with it.

Lesson Summary

Active reading allows students to remain engaged in the text by using strategies such as read aloud/think aloud, clarifying, summarizing, highlighting and making predictions. By using these strategies, students will stay focused on what they are reading and increase their ability to comprehend the material.

(Adapted from Study.com, "What is Active Reading?" Retrieved from http://study.com/academy/lesson/what-is-active-reading-definition-strategies.html)

APPENDIX B

Resources for Effective Bible Reading, Preaching, and Teaching

Accessing Quality Resources

Horizon's library is part of the Saskatoon Theological Union, one of the largest theological libraries in western Canada, containing nearly 125,000 volumes and providing digital access to journal articles through databases such as ATLA. Horizon students also have borrowing privileges at all University of Saskatchewan libraries.

Consequently, to pick up the best resources available to you, you will likely need to go beyond Horizon's campus library. Additionally, students have free access to interlibrary loans for resources not available at any of our Saskatoon libraries.

See the Horizon website for links on how to search for books, journal articles, and access to the UofS and other libraries: http://www.horizon.edu/library/.

Assessing Resources for Quality

Not all resources are equal. When assessing resources, be aware of:

- The source's *actual* **expertise** (what are your source's credentials? What is your source *qualified* to tell you?);

- The source's intended **purpose** (is your source scholarly? devotional? homiletical?);

- The source's **currency** (how up-to-date is your source? Matthew Henry is long dead…let's let him rest in peace! Similarly, Vine's Dictionary and Strong's Concordance use long discarded definitions of Greek and Hebrew words. Using these is like a doctor using a 1st edition of Gray's Anatomy to practise medicine today!);

- The source's **theological or ideological bias**. This is often more difficult to discern, but it's important to be aware that *everyone* has biases, and sometimes even recognized scholars are pushing particular agendas.

How to Read the Bible

Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids: Baker Academic, 2016.

Blomberg, Craig L. *Can We Still Believe the Bible? An Evangelical Engagement with Contemporary Questions.* Grand Rapids: Brazos Press, 2014.

Blomberg, Craig L., with Jennifer Foutz Markley. *Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010.

Carson, D.A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker, 1996.

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3rd ed. Grand Rapids: Zondervan, 2012.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3rd ed. Louisville: Westminster/John Knox, 2002.

Green, Joel B. *Seized by Truth: Reading the Bible as Scripture.* Abingdon, 2010.

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Rev. and expanded ed. Grand Rapids: Baker, 2010.

Kaiser, Jr., Walter C. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids: Baker, 2011.

Kaiser, Walter C. and Moisés Silva, *An Introduction to Biblical Hermeneutics: The Search for Meaning*. Revised and expanded ed. Grand Rapids: Zondervan, 2009.

McKnight, Scot. *The Blue Parakeet: Rethinking How You Read the Bible*. Grand Rapids: Zondervan, 2010.

Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4th rev. ed. Louisville: Westminster/John Knox, 2009.

Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge.* Grand Rapids: Zondervan, 2009.

OT Introductions and Theologies

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2nd ed. Grand Rapids: Baker, 2008.

Birch, Bruce C., Walter Brueggemann, Terence E. Fretheim, and David L. Petersen. *A Theological Introduction to the Old Testament*. 2nd ed. Abingdon, 2005.

Broyles, Craig C., ed. *Interpreting the Old Testament. A Guide for Exegesis*. Grand Rapids: Baker, 2001.

Brueggemann, Walter. *Old Testament Theology: An Introduction*. Minneapolis: Fortress, 2008.

Childs, Brevard S. *Old Testament Theology in a Canonical Context*. Minneapolis: Fortress, 1986.

Childs, Brevard S. *Introduction to the Old Testament as Scripture.* Minneapolis: Fortress, 1979.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2007.

Dillard, Raymond and Tremper Longman III. *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.

Goldingay, John. *Old Testament Theology. Volume One. Israel's Gospel*. Downers Grove: IVP, 2003; *Volume Two. Israel's Faith*. InterVarsity Press, 2006; *Volume Three. Israel's Life*. Downers Grove, IVP, 2009.

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament* 3rd ed. Grand Rapids: Zondervan, 2009.

Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.

Routledge, Robin. *Old Testament Theology: A Thematic Approach*. Downers Grove: IVP Academic, 2008.

Sweeney, Marvin A. *Tanak: A Theological and Critical Introduction to the Jewish Bible*. Minneapolis: Fortress, 2011.

Vanhoozer, Kevin J., ed. *Theological Interpretation of the Old Testament: A Book-by-Book Survey*. Grand Rapids: Baker, 2008.

Waltke, Bruce K. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.

Walton, John H. *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*. 5 volumes. Grand Rapids: Zondervan, 2009.

NT Introductions and Theologies

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology.* Grand Rapids: Eerdmans, 2001.

Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology.* Louisville: Westminster John Knox Press, 2012.

Burge, Gary M., Lynn H. Cohick and Gene L. Green, *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Contexts.* Grand Rapids: Zondervan, 2009.

Brown, Raymond E. *An Introduction to the New Testament*. NY: Doubleday, 1997.

Caird, G.B. and L.D. Hurst, *New Testament Theology*. Toronto: Oxford University Press, 1994.

Carson, D.A. and Douglas J. Moo, *An Introduction to the New Testament,* 2nd ed. Grand Rapids: Zondervan, 2005.

Dunn, James D.G. *New Testament Theology: An Introduction*. Nashville: Abingdon, 2009.

Dunn, James D.G., ed. *New Testament Theology* monograph series. Cambridge: Cambridge University Press, 1991-2003.

Ehrman, Bart D. *The New Testament: A Historical Introduction,* 5th ed. Toronto: Oxford University Press, 2011.

Green, Joel B. and Lee Martin McDonald, eds., *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids, MI: Baker, 2013.

Gundry, Robert H. *A Survey of the New Testament*, 5th ed. Grand Rapids, MI: Zondervan, 2012.

Guthrie, Donald. *New Testament Introduction*, rev. ed. Downers Grove: InterVarsity Press, 1990.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation,* rev. ed. Minneapolis: Fortress Press, 2002.

Kee, Howard Clark. *The Beginnings of Christianity: An Introduction to the New Testament* (NY: T&T Clark, 2005.

Kümmel, Georg Werner. *Introduction to the New Testament*. Trans. Howard Clark Kee Nashville: Abingdon Press, 1996.

Ladd, George Eldon. *A Theology of the New Testament*, rev. ed. Grand Rapids: Eerdmans, 1993.

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville: Westminster John Knox, 2007.

Morris, Leon. *New Testament Theology*. Grand Rapids: Zondervan, 2011.

Perkins, Pheme. *Reading the New Testament: An Introduction.* 3rd ed. Mahweh: Paulist Press, 2012.

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009.

Witherington III, Ben. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Vol I: The Individual Witnesses.* Downers Grove, IL: IVP Academic, 2009; *Vol. II: The Collective Witness.* Downers Grove, IL: IVP Academic, 2010.

Witherington III, Ben. *Invitation to the New Testament: First Things*. Toronto: Oxford University Press, 2012.

Commentaries

Single and Two Volume

Barker, Kenneth L. *Expositor's Bible Commentary (Abridged Edition: New Testament)*, Grand Rapids, MI: Zondervan Publishing House, 1994.

Barker, Kenneth L. *Expositor's Bible Commentary (Abridged Edition: Old Testament)*, Grand Rapids, MI: Zondervan Publishing House, 1994.

Barton, J. and J. Muddiman, eds. *The Oxford Bible Commentary*. Oxford: Oxford University Press, 2001.

Bruce, F.F., ed. *New International Bible Commentary*, rev. ed. Grand Rapids, MI: Zondervan, 1999.

Dunn, J.D.G. and J.W Rogerson, eds. *Eerdmans Commentary on the Bible*. Grand Rapids, MI: Eerdmans, 2003.

Kroeger, C.C. and M.J. Evans, eds. *The IVP Women's Bible Commentary*. Downers Grove, IL: InterVarsity Press, 2002.

Mays, James L., ed. *HarperCollins Bible Commentary*, rev. ed. San Francisco, CA: HarperOne, 2000.

Wenham, G.J., J.A. Motyer, D.A. Carson and R.T. France, eds. *New Bible Commentary, 21ˢᵗ-Century Edition*, 4ᵗʰ rev. ed. Downers Grove, IL: IVP Academic, 2006.

Commentary Series

Although commentaries must be assessed on an individual basis, the editorial intentions of certain series make it possible to comment on them generally. This is not an exhaustive list.

- *Anchor Bible Commentaries*. Semi-technical; original languages transliterated; both academically rigorous and sensitive to intelligent non-specialists.

- *Baker Exegetical Commentary on the New Testament*. Semi-technical recent Evangelical series; transliterated Greek.

- *Black's New Testament Commentaries*. Semi-technical; transliterated Greek; less rigorous than the Anchor Bible.

- *Brazos Theological Commentary on the Bible*. A careful, Evangelical discussion of the meaning of the biblical text; primary purpose is to identify theological significance.

- *Hermeneia*. Technical; original languages. Don't be fooled by its small size – assumes much background knowledge of its readers. Always read the footnotes. Not evangelical.

- *International Critical Commentaries*. Technical; knowledge of original languages will help.

- *Interpretation*. Non-technical; aimed at pastors and non-specialists, it deals usefully but generically with current critical issues; does not necessarily comment specifically on every verse.

- *The IVP Commentary Series*. Non-technical, by Evangelical scholars. (Published also as Tyndale Old Testament Commentaries and The Bible Speaks Today series.)

- *The New American Commentary*. Semi-technical Evangelical series; original languages in footnotes.

- *New Century Bible*. Non-technical; written by critical scholars and aimed at lay readers.

- *New International Commentary on the Old Testament/ New International Commentary on the New Testament*. Semi-technical; knowledge of original languages will help, but is unnecessary. This series is updating its publications, so there are often two independent commentaries for a given biblical book.

- *New International Biblical Commentary*. Non-technical Evangelical series; reasonable overview of issues.

- *New International Greek Testament Commentaries*. Technical; assumes some knowledge of Greek.

- *New Interpreter's Bible*. A Bible commentary in 12 volumes. Non-technical, by first-rate scholars.

- *The NIV Application Commentary*. Non-technical Evangelical series. Mixed quality.

- *The Old Testament Library*. Semi-technical critical series; languages transliterated.

- *Sacra-Pagina*. Semi-technical; Roman Catholic series; critical but sensitive to the non-specialist.
- *Word Biblical Commentaries*. Technical; original languages; offers verse-by-verse exegesis and a separate explanation section.

Bible Dictionaries and Lexicons

Topics

- *Anchor Bible Dictionary.* 6 vols. Doubleday, 1992.
- *Dictionary of Jesus and the Gospels.* 2nd ed. IVP Academic, 2013.
- *Dictionary of the Later New Testament and Its Development.* IVP Academic, 2000.
- *Dictionary of New Testament Background.* IVP Academic, 2000.
- *Dictionary of the Old Testament: Historical Books.* IVP Academic, 2006.
- *Dictionary of the Old Testament: Pentateuch*. IVP Academic, 2006.
- *Dictionary of the Old Testament: Prophets.* IVP Academic, 2012.
- *Dictionary of the Old Testament: Wisdom, Poetry & Writings.* IVP Academic, 2008.
- *Dictionary of Paul and His Letters.* IVP Academic, [1993] 2006.
- *HarperCollins Bible Dictionary*, rev. ed. HarperOne, 1996.
- *The International Standard Bible Encyclopedia.* Rev. ed. 4 vols. Zondervan, 1986.
- *The IVP Bible Background Commentary: New Testament*. InterVarsity Press, 1994.

Words

The Bible is composed of words written in Aramaic, Hebrew, and Greek. Since most of the following resources require some knowledge of the original languages, use an English concordance to find words in their original languages.

- *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Eerdmans, 1972).
- *Exegetical Dictionary of the New Testament.* 3 vols (Eerdmans, 1990-93).
- *A Greek-English Lexicon of the New Testament and Other Early Christian Literature.* 3rd ed. (University of Chicago, 2000).
- **New International Dictionary of New Testament Theology,* Rev. ed. 4 vols (Zondervan, 1986) (*Lists terms in English; Greek words can be looked up in the index).
- *New International Dictionary of New Testament Theology and Exegesis.* 4 vols (Zondervan, 2014).
- *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. (Zondervan, 1997).
- **The NIV Exhaustive Bible Concordance.* 3rd ed. (Zondervan, 2015). (*Lists terms in English. A better alternative to Strong's Concordance.)
- *Theological Dictionary of the New Testament,* 10 vols (Eerdmans, 1964-76)/ *Theological Dictionary of the Old Testament*, 15 vols (Eerdmans, 1975-2015).

Electronic and Online Sources

Despite popular opinion, everything *is not* now available for free on the Internet. Mostly, the Internet gives free access to unaccountable opinion pieces or resources that are out of copyright (and often out of date). The most current and reliable resources are still protected by publisher's copyright and need to be purchased as books or online through paid access.

There are a few quality resources available for free online, but they need to be discriminated from the majority non-quality content. Here is a list of ten online tools that provides free access to some quality resources, a list of the top *paid* Bible software (costs vary depending on packages), and a list of Bible software for *mobile devices*:

Free Online Resources

1) Bible Gateway: https://www.biblegateway.com/
2) Bible Hub: http://biblehub.com/
3) BibleStudyTools.com: http://www.biblestudytools.com/
4) Biblical Studies UK: http://www.biblicalstudies.org.uk/index.html
5) Christian Classics Ethereal Library: http://www.ccel.org/
6) e-Sword: http://www.e-sword.net/index.html
7) Net Bible: https://net.bible.org
8) NT Gateway: http://www.ntgateway.com/
9) Oxford Biblical Studies Online: http://www.oxfordbiblicalstudies.com/
10) Tyndale House (Cambridge, UK): http://www.tyndale.cam.ac.uk/index.php?page=online-resources
11) Tyndale Seminary (Toronto) Reading Rooms:
    a. NT: http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/newt
    b. OT: http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/oldt

Paid Software

- Accordance: http://www.accordancebible.com/
- BibleWorks: http://www.bibleworks.com/
- Logos: http://www.logos.com/

Mobile Apps for iOS and Android (Basic downloads are free; contains in-app purchases)

- Bible Gateway Bible App
- Glo Bible App
- Logos Bible App

- Olive Tree Bible Study App