



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

B115 Introduction to the New Testament

3 credits. Prerequisites: none

This course is transferrable to the University of Saskatchewan.

 On Campus  Live-Stream  Video on Demand

January 10-14, 2022
Module C
Mon – Fri, 9am – 4pm

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“If you have learned much Torah [or Scripture], do not be too proud of yourself; for it was for that very purpose that you were created!” – Rabbi Yohanan ben Zakkai, Avot 2:8

Course Goals

Course Description

A foundational course introducing students to the literature, content, theology, and historical and social backgrounds of the New Testament. The course also introduces students to the processes behind the New Testament's composition, preservation, and canonization.

Relationship to Horizon's Mission

This course prepares students for Christian leadership by teaching them to interpret the New Testament faithfully and relevantly, challenging them to grow in Christ-like character as they apply the NT to their lives, requiring them to model healthy social interaction, and equipping them to share exegesis of the New Testament, which is a foundational ability for Christian ministry.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Interpret the New Testament in reference to the first-century Greco-Roman and Jewish context.
 - *Assessment:* Quizzes #1-5
2. Use appropriate entry-level secondary resources for researching the New Testament.

- *Assessment:* Research and Reflection Paper
- 3. Identify and explain key terms and ideas in New Testament studies.
 - *Assessment:* Quizzes #1-5, Reading and Analysis, Research and Reflection Paper
- 4. Apply New Testament teachings to contemporary issues.
 - *Assessment:* Research and Reflection Paper

About the Instructor

Marty Culy is the Director of Cypress Hills Ministries. He has been a follower of Jesus since 1974 and has been blessed to serve the Lord as a Bible translator, college and seminary professor, pastor, and church planter over the past 35 years. He has been married to his wife, Jo-Anna, since 1985, and they have three adult children who are all followers of Jesus (and eight grandchildren). Marty is the founding editor of the *Baylor Handbook on the Greek New Testament* commentary series and is the author of many articles and twelve books, including *The Book of Revelation: The Rest of the Story* (2017), *Quoting Corinthians: Identifying Slogans and Quotations in 1 Corinthians* (2018), and *The Fear of the Lord is the Beginning of Everything* (2021).

Course Work

Required Readings

Berding, Kenneth and Matt Williams. *What the New Testament Authors Really Cared About: A Survey of Their Writings*. Second Edition. Grand Rapids: Kregel Academic, 2015. (ISBN 9780825443848)

Watson, Edward W., and Martin M. Culy. *The Making of a Disciple: Character Studies in the Gospel of John*. Eugene, OR: Cascade, 2021. (ISBN: 9781725298767)

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Research and Reflection Paper.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

BEFORE THE MODULE

Preparing for the Week of Class: *This assignment will help you begin to develop a framework for interpreting the New Testament in reference to its first-century Greco-Roman and Jewish context and begin to identify and explain key terms and ideas in New Testament studies (see Learning Outcomes #1 and #3).*

1. Quiz #1.

There are 3 elements required to prepare for Quiz #1.

- *Bible Reading.* Read the Gospel of John carefully. Watch for key features (content) of John's Gospel and themes that are particularly prominent (usually because they occur repeatedly). Part of your grade for Quiz #1 will be based on confirming that you completed this reading assignment. This assignment provides a foundation for class discussions of appropriate reading strategies and how to identify key themes in the New Testament (**see Learning Outcome #3**).
 - *Textbook Reading: What the New Testament Authors Really Cared About.* Carefully read Chapter 1 (pages 17–35), Chapter 3 (pages 62–79), and Chapter 26 (pages 315–320) of Berding/Williams. Come to class on January 10 prepared to answer quiz questions from Quiz #1 covering the material in these chapters. This assignment is intended to help you begin to understand key background issues (**see Learning Outcome #1**) and understand key themes and ideas in the Gospel of Mark (**see Learning Outcome #3**).
 - *Textbook Reading: The Making of a Disciple.* Be sure to complete the *Bible Reading* section of this assignment before doing this part. Carefully read Chapters 1–4 (pages 1–52) of Watson/Culy in preparation for Quiz #1 on the first day of class. This assignment introduces you to foundational reading strategies for biblical narratives (**see Learning Outcome #1**) and models how to identify key themes in New Testament (and other) narratives (**see Learning Outcome #3**). Pay close attention to how we get meaning from characters in biblical narrative and how this is illustrated in the characters that are discussed in the assigned chapters in preparation for Quiz #1.
- Related learning outcomes: #1 and #3.
 - **Due date:** January 10, 2022.

DURING THE MODULE (January 10-14, 2022)

2. Quizzes #2-#5.

There will be quizzes given each day at the beginning of class. Each quiz will primarily be used to assess your growing ability to explain key terms and ideas in New Testament studies (**see Learning Outcome #3**), though there will also be some questions that are used to assess your growing ability to interpret the New Testament in reference to its first-century Greco-Roman and Jewish context (**see Learning Outcome #1**). Each quiz will mostly be made up of multiple-choice questions, with some TRUE/FALSE questions, and some that require you to fill in the blank.

Quizzes #2-5 will cover (1) the material from the textbooks listed in the course schedule for that day and (2) key points from the previous day of class. *Students may optionally do some or all of the textbook readings that relate to these Quizzes 2-5 prior to the week of class.* Assessments based on Quizzes #1-5 will consider how you have demonstrated competency through all of the quizzes together for both Learning Outcome #1 and #3, rather than through each individual quiz.

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** January 11-14, 2022 (daily).

AFTER THE MODULE (January 15 – February 11, 2022)*3. Reading and Analysis.*

Read through the New Testament books listed in the Reading Chart at the end of the syllabus (50% of the chapters found in the New Testament). You are free to complete the reading by listening to audio recordings of the New Testament, or through a mix of reading and listening. You will need to submit your reading chart along with either Option #1 or Option #2. For this assignment and the final assignment, choose **ONE** of the following options:

- a. **OPTION #1:** As you read, make a running list of passages that speak to **one** of the key components of a Christian worldview we discussed in class. Copy and paste the *full passages* (not just references) into a document and submit it along with the completed Reading Chart. You will need to frequently pause or stop reading to add to your running list. This assignment assesses your growing ability to read Scripture (primary source material) carefully with a view to identifying key themes (**see Learning Outcome #3**). Please be sure to review Assignment #4 below before starting on this assignment.
 - Related learning outcome: #3.
 - **Assignment Length:** No limit.
 - **Due date:** February 2, 2022.

- b. **OPTION #2:** As you read the Gospel of Luke and Acts (part of the reading assignment), identify at least *two* characters that you think would be suitable for a character study. Write a brief paragraph for each character explaining what makes them suitable for a character study in light of what you have learned in the textbook (**see Learning Outcome #3**). Please be sure to review Assignment #4 below before starting on this assignment.
 - Related learning outcome: #3.
 - **Assignment Length:** 1-2 pages.
 - **Due date:** February 2, 2022

4. Research and Reflection Paper.

Using your Bible and credible scholarly sources, you will research and produce a report on an approved topic of your choice following one of the two options below. Both options for the research and reflection paper give you an opportunity to demonstrate your growing ability to select an appropriate research topic, identify and evaluate primary and secondary source information, identify and explain key issues within the topic, and communicate how the Bible relates to contemporary issues (**see Learning Outcomes #2, #3, and #4**). If you chose Option #1 for the Reading and Analysis assignment, you must choose Option #1 for this assignment. Similarly, if you chose Option #2 for the Reading and Analysis assignment, you must choose Option #2 for this assignment.

- a. **OPTION #1:** We will discuss a variety of key components of a Christian worldview during the week of class. You may choose one of these or seek approval for an alternative topic. Once you have your topic, you should begin by making a running list of biblical passages that relate to the topic as you read the assigned books of the

New Testament (see Option #1 in *Reading and Analysis* assignment above). You should then proceed to review appropriate secondary resources. For this option, you must use *at least three scholarly sources*, including at least two books and one scholarly article, essay, blog post, or Bible dictionary/encyclopedia entry. Your secondary research will point you to additional New Testament passages that are relevant and also help you to flesh out the significance of the biblical data for your topic, but this option relies more heavily on primary research (examining the New Testament itself). In the final portion of your paper, be sure to identify how this topic relates to contemporary issues.

- b. **OPTION #2:** Choose a character or character pair from the Gospel of Luke or Acts to study (see Option #2 in *Reading and Analysis* assignment above). Once you have your topic, you should begin by carefully identifying the lessons taught through the character(s). Your paper should follow the same pattern found in the character studies of *The Making of a Disciple*. First, carefully describe the details of the passage, focusing on the actions of the character(s) you are examining. Second, identify lessons in discipleship that are taught through the character(s). Third, conclude with “questions for disciples” that will demonstrate how you would help others to connect the discipleship lessons to their lives. Early on in your paper, you should include a brief discussion of how we get meaning from characters in narrative texts. Feel free to make heavy use of Chapter 1 in *The Making of a Disciple* as a scholarly source for this portion of your paper.

I recommend that you complete a rough draft of your paper and then consult secondary sources and add further insights from them to complete your paper. For this option, you must use *at least five scholarly sources*. Your sources will likely primarily be scholarly commentaries, but in some cases other sources that relate to specific character studies may be available, such as the following:

- Black, C. Clifton. “The Presentation of John Mark in the Acts of the Apostles.” *Perspectives in Religious Studies* 20 (1993): 235–54. (Available online through Horizon Library)
- Darr, John A. *On Character Building: The Reader and the Rhetoric of Characterization in Luke–Acts*. Louisville: Westminster John Knox, 1992.
- Lehtipuu, Outi. “Characterization and Persuasion: The Rich Man and the Poor Man in Luke 16:19-31.” Pages 73–105 in *Characterization in the Gospels: Reconceiving Narrative Criticism*. Edited by David Rhoads and Kari Syreeni. Journal for the Study of the New Testament Supplement Series 184. Sheffield: Sheffield Academic, 1999.

Whichever OPTION you choose for Assignment #4, be sure to construct your paper according to the [Horizon Format Guide](#). **Remember, this paper will be a part of your Learning Portfolio and will allow you to prove achievement of the learning outcomes.

- Related Learning Outcomes: #2, #3, #4.
- **Assignment Length:** 5-7 pages.

- **Due date:** February 11, 2022.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *different* assignment due dates as in-class students. The assignments are due as below:
 - Quiz #1: due January 17 at 11:59PM (complete before watching the lectures)
 - Quiz #2: due January 22 at 11:59PM (complete before watching the lectures)
 - Quiz #3: due January 27 at 11:59PM (complete before watching the lectures)
 - Quiz #4: due February 1 at 11:59PM (complete before watching the lectures)
 - Quiz #5: due February 5 at 11:59PM (complete before watching the lectures)
 - Reading and Analysis: due February 10 at 11:59PM
 - Research and Reflection Paper: due February 17 at 11:59PM
- VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module, according to the schedule below.
 - Day 1 lectures & FlipGrid report: completed by January 17 at 11:59PM.
 - Day 2 lectures & FlipGrid report: completed by January 22 at 11:59PM.
 - Day 3 lectures & FlipGrid report: completed by January 27 at 11:59PM.
 - Day 4 lectures & FlipGrid report: completed by February 1 at 11:59PM.
 - Day 5 lectures & FlipGrid report: completed by February 5 at 11:59PM.
- According to the schedule directly above, VOD students will submit a 2–3-minute video to FlipGrid that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Quiz #1	9 hrs	January 10
2. Quizzes #2-5	6 hrs	January 11-14
3. Reading and Analysis	16 hrs	February 2
4. Research and Reflection Paper	25 hrs	February 11
Total =	86 hrs	

Assessment Rubrics

Rubrics for your written assignments will be available on Populi by the first day of class under the Lesson “B115 Assessment Rubrics.”

Course Outline / Class Schedule

Please take time on the first day of class time to enter assignments into a study calendar.

Date	Topics	Readings/Quizzes
Monday, Jan 10	Introduction to the NT The “Synoptic Problem” Gospel of Matthew, Mark, Luke	Quiz 1 1. Gospel of John 2. Watson/Culy, pp. 1–52 3. Berding/Williams, pp. 17–35, 62–79, 315–320
Tuesday, Jan 11	Gospel of John Acts of the Apostles Intro to Pauline Epistles, Romans	Quiz 2 1. Day 1 class material 2. Watson/Culy, pp. 53–69 3. Berding/Williams, pp. 188–199
Wednesday, Jan 12	1 & 2 Corinthians Galatians, Ephesians Philippians, Colossians PM: Library Orientation	Quiz 3 1. Day 2 class material 2. Watson/Culy, pp. 70–83 3. Berding/Williams, pp. 244–251
Thursday, Jan 13 Chapel 10:50am – 12:20pm	1 & 2 Thessalonians 1 & 2 Timothy, Titus Philemon, Hebrews, James	Quiz 4 1. Day 3 class material 2. Watson/Culy, pp. 84–93 3. Berding/Williams, pp. 268–273, 274–277
Friday, Jan 14	1 & 2 Peter, Jude 1, 2, 3 John, Revelation	Quiz 5 1. Day 4 class material 2. Watson/Culy, pp. 94–111 3. Berding/Williams, 144–151, 306–309
Jan 15 – Feb 11	Working on Post-Module assignments	Reading/Analysis due Feb 2, 2022 Research Paper due Feb 11, 2022
Feb 21-25	Revision Week	Final submissions due Feb 25, 2022

- First submissions of assignments will not be accepted after February 18, 2022.

Monday, February 21, 2022	Resubmission of <i>Quizzes 1-5 (as necessary)</i>
Tuesday, February 22, 2022	Resubmission of <i>Reading and Analysis (as necessary)</i>
Wednesday, February 23, 2022	Resubmission of <i>Research and Reflection Paper (as necessary)</i>
Thursday, February 24, 2022	Second Resubmissions
Friday, February 25, 2022	Additional Resubmissions

- No resubmission of assignments will be accepted after February 25, 2022.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 more than 40% of the 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 40% or less.	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	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+	2.3	67-69
			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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.

Resources for Effective Bible Reading, Preaching, and Teaching

Recommended Commentaries

Beale, G. K. and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Second edition. Downers Grove, Ill.: InterVarsity, 2014.

MATTHEW

- Carson, D. A. "Matthew." In *The Expositor's Bible Commentary*. Volume 8. Grand Rapids: Zondervan, 1984.
- Carson, D. A. *The Sermon on the Mount: An Evangelical Exposition of Matthew 5-7*. Grand Rapids: Baker, 1978.
- France, R. T. *The Gospel of Matthew*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2007.
- Hagner, Donald A. *Matthew 1-13*. Word Biblical Commentary. Dallas: Word, 1993.
- Hagner, Donald A. *Matthew 14-28*. Word Biblical Commentary. Dallas: Word, 1993.
- Keener, Craig S. *A Commentary on the Gospel of Matthew*. Grand Rapids: Eerdmans, 1999.
- Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2005.
- Osborne, Grant R. *Matthew*. Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.
- Turner, David L. *Matthew*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2008.
- Wilkins, Michael J. *Matthew*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.
- Guelich, Robert. *The Sermon on the Mount*. Dallas: Word, 1982.

MARK

- Edwards, James R. *The Gospel of Mark*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2002.
- Evans, Craig A. *Mark 8:27-16:20*. Word Biblical Commentary. Nashville: Nelson, 2001.
- France, R. T. *The Gospel of Mark*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2002.
- Garland, David E. *Mark*. NIV Application Commentary. Grand Rapids: Zondervan, 1996.
- Guelich, Robert A. *Mark 1-8:26*. Word Biblical Commentary. Dallas: Word, 1989.
- Stein, Robert H. *Mark*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2008.
- Strauss, Mark L. *Mark*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2014.

LUKE

- Bock, Darrell L. *Luke. Volume 1: 1:1-9:50*. BECNT. Grand Rapids: Baker, 1994.
- _____. *Luke. Volume 2: 9:51-24:53*. BECNT. Grand Rapids: Baker, 1996.
- Culy, Martin M., Mikeal C. Parsons, and Joshua J. Stigall. *Luke: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco: Baylor University Press, 2010.

- Fitzmyer, Joseph A. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 1: 1-9*. Anchor Bible. New York: Doubleday, 1981.
- _____. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 2: 10-24*. Anchor Bible. New York: Doubleday, 1985.
- Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans, 1997.
- Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. NIGNT. Grand Rapids: Eerdmans, 1978.
- Nolland, John. *Luke 1-9:20*. WBC. Dallas: Word, 1989.
- _____. *Luke 9:21-18:34*. WBC. Dallas: Word, 1993.
- _____. *Luke 18:35-24:53*. WBC. Dallas: Word, 1993.

JOHN

- Burge, Gary M. *John*. NIV Application Commentary. Grand Rapids: Zondervan, 2000.
- Carson, D.A. *The Gospel According to John*. Grand Rapids: Eerdmans, 1991.
- Keener, Craig S. *The Gospel of John: A Commentary*. 2 volumes. Peabody, Mass.: Hendrickson, 2003.
- Köstenberger, Andreas J. *John*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2004.
- Malina, Bruce J., and Richard L. Rohrbaugh. *Social-Science Commentary on the Gospel of John*. Minneapolis: Fortress, 1998.
- Michaels, J. Ramsey. *The Gospel of John*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2010.

ACTS

- Bock, Darrell L. *Acts*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2007.
- Bruce, F. F. *The Book of Acts*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1988.
- Culy, Martin M., and Mikeal C. Parsons. *Acts: A Handbook on the Greek Text*. Waco: Baylor University Press, 2003.
- Fernando, Ajith. *Acts*. NIV Application Commentary. Grand Rapids: Zondervan, 1998.
- Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. AB. New York: Doubleday, 1998.
- Keener, Craig S. *Acts: An Exegetical Commentary. Volume 1: Introduction and 1:1–2:47*. Grand Rapids: Baker, 2012.
- _____. *Acts: An Exegetical Commentary. Volume 2: Introduction and 3:1–14:28*. Grand Rapids: Baker, 2013.

_____. *Acts: An Exegetical Commentary. Volume 3: Introduction and 15:1–23:35*. Grand Rapids: Baker, 2014.

_____. *Acts: An Exegetical Commentary. Volume 4: Introduction and 24:1–28:31*. Grand Rapids: Baker, 2015.

Longenecker, Richard N. “The Acts of the Apostles.” In *The Expositor’s Bible Commentary*. Volume 9. Grand Rapids: Zondervan, 1981.

Parsons, Mikeal C. *Acts*. Paideia. Grand Rapids: Baker Academic, 2008.

Peterson, David G. *The Acts of the Apostles*. Pillar New Testament Library. Grand Rapids: Eerdmans, 2009.

Schnabel, Eckhard J. *Acts*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012.

Witherington, Ben III. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

ROMANS

Dunn, James D.G. *Romans 1-8*. Word Biblical Commentary. Dallas: Word, 1988.

_____. *Romans 9-16*. Word Biblical Commentary. Dallas: Word, 1988.

Hughes, R. Kent. *Romans: Righteousness from Heaven*. Preaching the Word. Wheaton, Ill.: Crossway, 1991.

Keener, Craig S. *Romans*. New Covenant Commentary Series. Eugene, Ore.: Cascade, 2009.

Kruse, Colin. *Paul’s Letter to the Romans*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2012.

Longenecker, Richard N. *The Epistle to the Romans: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2016.

Moo, Douglas. J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996.

Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1998.

Stott, John. *The Message of Romans*. The Bible Speaks Today. Downers Grove, IL: InterVarsity, 2001.

1 CORINTHIANS

Blomberg, Craig. *1 Corinthians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1994.

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Tyndale House: www.tyndale.cam.ac.uk/index.php?page=online-resources

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Accordance: www.accordancebible.com

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Bible Gateway Bible App

Glo Bible App

Logos Bible App

Olive Tree Bible Study App

New Testament Reading Chart

Name: _____

Luke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
Acts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Romans	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16												
2 Corinthians	1	2	3	4	5	6	7	8	9	10	11	12	13															
Philippians	1	2	3	4																								
1 Thessalonians	1	2	3	4	5																							
Titus	1	2	3																									
James	1	2	3	4	5																							
1 Peter	1	2	3	4	5																							
1 John	1	2	3	4	5																							
Revelation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						