

HORIZON

COLLEGE & SEMINARY

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

B119 Bible Study Methods

3 credits. No Prerequisites.

👤 On Campus **"A"** Live-Stream 📺 Video on Demand

Dates: Oct 30-Nov 3
Module B
Mon-Fri / 9am-4:30pm

Dr. Jeromey Q. Martini, Ph.D.

jmartini@horizon.edu

<https://portfolium.com/JeromeyMartini>



1. AI-Yahuda tablet (6th-5th century BCE and earliest reference to city of Jerusalem); 2. Great Isaiah Scroll (c. 125 BCE); 3. Papyrus 46 (Chester Beatty Papyrus – 2nd-3rd Century CE); 4. Codex Sinaiticus (4th century CE); 5. Book of Kells (9th century CE, Dublin, Ireland); 6. earliest known draft of the King James Bible (1608 CE, Cambridge, England); 7. Life Application Study Bible; 8. Bible on iPhone.

Course 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, requiring them to model healthy social interaction, and equipping them to share exegesis of the Bible – a foundational ability for Christian ministry.

Core Competencies and Learning Outcomes

This course assesses aspects of **Biblical & Theological Literacy** and **Skilled Communication**.



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

1. Learning Outcome #1

Demonstrate competence with exegetical techniques necessary to prepare a Bible study on a single biblical passage.

- *Assessment:* Bible Study

2. Learning Outcome #2

Assess primary and secondary biblical and theological sources that aid in exegesis (e.g., including the Bible, commentaries, Bible dictionaries, and other relevant sources).

- *Assessment:* Bible Study, Quizzes

3. Learning Outcome #3

Express and explain a personal position on Scripture's authority for Christian life and ministry.

- *Assessment:* Bible Study, Statement of Biblical Authority



To demonstrate competency in **Skilled Communication**, students will:

4. Learning Outcome #4

Use appropriate English to prepare a Bible study and facilitate leading it to a small group.

- *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*. 4th edition. Grand Rapids, MI: Zondervan, 2020. ISBN-9780310109174.

In-Class (selections provided in class and on Populi)

Lane, Tony. *Exploring Christian Doctrine: A Guide to What Christians Believe*, 21-29. Downers Grove: IVP Academic, 2014.

Course Assignments and Activities

1. *Statement of Biblical Authority* – personal statement – 15%.

A. **Part One:** respond to the questions on the assigned Tony Lane reading:

Lane, Tony. *Exploring Christian Doctrine: A Guide to What Christians Believe*, 21-29. Downers Grove, IL: IVP Academic, 2014. (Accessible from the Assignment on Populi.)

You can work on this part of the assignment together with a classmate, and you may answer in point form. The answers are located in the reading.

B. **Part Two:** Working **independently**, respond to the questions in Part Two to produce your own **personal statement** on how the Bible functions with religious authority in the Christian faith. Use **complete sentences** and **paragraphs**.

To complete this assignment, students will follow these guidelines:

- Use point form to answer all questions correctly from the Lane reading in Part One.
- Use complete sentences and paragraphs to demonstrate thoughtful answers to all questions from Part Two.

- Related to **Learning Outcome #3**
- **ASSIGNMENT LENGTH:** 1-2 pages.
- **DUE DATE:** Both parts of the assignment are due on **Thursday, November 2**.

2. *Bible Study* – written Bible study and feedback forms from leading Bible study – 70%.

You MUST complete BOTH PARTS of this assignment.

You will complete this assignment in multiple stages, weekly submitting components of the assignment for feedback and correction. Ultimately, you will be **assessed on both:**

- the complete **written** Bible study with **all** corrected component parts; and
- the self and peer **feedback forms and reflection** from having led the Bible study.

Part One: Written Bible Study

Following instructions and handouts distributed in class and available on Populi, construct a Bible study on an approved passage of 8-15 verses. The 8-10-page study must include the following components:

- Step 1: Observations and Translation Comparison (+ bibliography with 3 Bible translations) **Initial draft due: Saturday, November 4**
- Step 2: Historical Backgrounds Research Report (+ bibliography with 3 secondary sources) **Initial draft due: Saturday, November 11**
- Step 3: Research and Discourse and Genre Analysis (+ bibliography with 3 secondary sources) **Initial draft due: Saturday, November 18**
- Step 4: Word Study (+ bibliography with 3 secondary sources) **Initial draft due: Saturday, November 25**
- Step 5: Main Idea Meme/Headline and Outline. **Initial draft due: Wednesday, November 29**
- Step 6: Draft Study Questions with Leader's Guide **Initial draft due: Saturday, December 2**
- Step 7: Complete Written Bible Study **Due: Tuesday, December 5**

To complete this assignment, students will follow these guidelines:

- Follow the guidelines on the Observation and Translation Comparison Worksheet to make relevant observations on your passage using three (3) primary source Bible translations.
- Follow the guidelines on the Historical Backgrounds Research Report Worksheet to identify questions and explanations related to the passage's genre and historical/social background, citing three (3) secondary sources from the **approved list of sources**.
- Follow the guidelines on the Research and Discourse and Genre Analysis Worksheet to outline the passage's central argument or narrative structure, citing three (3) secondary sources from the **approved list of sources**.
- Follow the guidelines on the Word Study Worksheet to execute proper word-study technique for at least **one** word in the passage, citing three (3) secondary sources from the **approved list of sources**.
- Follow the guidelines on the Main Idea Worksheet to identify a passage's main exegetical idea, to list 2-3 supporting points to the main idea, and to create an outline of the passage that sows the main and supporting points.
- Follow the guidelines on the Creating a Bible Study Worksheet to create a 10-question Bible study **including** a leader's guide that
 - Contains all of steps a) to h) from the worksheet.
 - Identifies your passage's main exegetical idea and exegetical supporting points.

- Constructs **ten (10)** guided, open-ended, discussion questions drawn you're your **research** and focuses on your passage's main exegetical idea and exegetical supporting points.
- Identifies relevant points of application for the passage.
- Communicates using proper English in the writing of your Bible study.
- Format bibliographic references according to the [Horizon Format Guide](#).

- Related to **Learning Outcomes** #s 1, 2, and 3.
- **ASSIGNMENT LENGTH:** 10-15 PAGES (variable – length depending on formatting)
- **DUE DATE:** Component parts are due each week throughout the term as indicated. REVISIONS OF PART ONE are due NO LATER THAN **Friday, December 1**

Part Two: Self and Peer Feedback Forms and Reflection

For **Part Two**, you will lead a Bible study with a group of at least **three (3)** other people.

To complete this assignment, students will follow these guidelines:

- Lead a Bible study with a group of at least three (3) other people.
- Receive feedback from at least three (3) other people using the Feedback Forms provided.
- Reflect on your experience of leading a small group study, including reflection on the feedback you received, and record your reflection on the Self Feedback form provided.
- Submit three (3) peer feedback forms and your own 1-2 page personal reflection. You may upload photographs of the forms.

- Related to **Learning Outcome # 4**.
- **ASSIGNMENT LENGTH:** 1-2 page personal reflection + 3 feedback forms.
- **DUE DATE:** PART TWO is due **Friday, December 8**

3. *Textbook Quizzes* (on Populi) 15%

Each week, you will respond to assigned textbook readings from Duvall and Hays by completing open-book quizzes on Populi. You must secure an average of 75% on each quiz. Because Quizzes assess how well you locate relevant information and not how well you remember facts, quizzes are **open book** and have **no time limit**. You may retake quizzes more than once to achieve 75%.

To complete this assignment, students will follow these guidelines:

- Complete all six quizzes.
- Achieve 75% on each quiz.

- Related to **Learning Outcome #2**
- **DUE** – dates listed below:

Tuesday, Oct 31	Practice Quiz (*Just to ensure you know how to quiz on Populi)
Monday, Nov 6	Quiz #1: Appendix 1; chs 1-2
Monday, Nov 13	Quiz #2: Chs 6, 10-12
Monday, Nov 20	Quiz #3: Chs 8, 18; 14-16
Monday, Nov 27	Quiz #4: Chs 19-22
Monday, Dec 4	Quiz #5: Chs 3-5, 9
Friday, Dec 8	Quiz #6: Chs 7, 13

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.

- VOD students have the same due dates for quizzes. The following due dates are adjusted for VOD:

Biblical Authority Statement

Saturday, November 11

Observations and Translation Comparison (+ bibliography with 3 Bible translations)

Initial draft due: Saturday, November 11

Historical Backgrounds Research Report (+ bibliography with 3 secondary sources)

Initial draft due: Saturday, November 18

Research and Discourse and Genre Analysis (+ bibliography with 3 secondary sources)

Initial draft due: Saturday, November 25

Word Study (+ bibliography with 3 secondary sources)

Initial draft due: Saturday, December 2

Main Idea Meme/Headline and Draft Questions

Initial draft due: Wednesday, December 6

Study Questions with Leader's Guide

Initial draft due: Wednesday, December 6

Final Project

Thursday, December 7

- Including the module week, each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 11:59pm each week, VOD students will submit a 2-3 minute video reflection on Flip 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) explain 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 are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment

	Time (approx.)	Due Dates	Assignment Weighting
Classroom time	30 hours		
Textbook Quizzes	30 hours	Various (see outline)	15%
Statement of Biblical Authority	3 hours	Nov 2	15%
Bible Study – Part 1	20 hours	Various (see p. 4) & Dec 1	70% (Parts 1 & 2)
Bible Study – Part 2	3 hours	Dec 8	
Revisions (if necessary)	<u>6-10 hours</u>	Final submissions: Dec 15	
92-96 hours			

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

DATE	LECTURE TOPIC	ASSIGNMENT
MONDAY OCTOBER 30	Why the Bible? <i>KJV or NLT...How did my English Bible come to be?</i> Syllabus Overview and Assignments Why the Bible Matters Today Inspiration and Authority The biblical canon and my English Bible	In-class – practice comparing translations with Bible Gateway
TUESDAY OCTOBER 31	What is the strange world of the Bible? The importance of culture and history The importance of secondary resources The strange world of the Old Testament The strange world of the New Testament	In-class – using Bible dictionary, Bible atlas, Bible commentary for background ⊕ Practice Quiz
WEDNESDAY NOVEMBER 1	What's in the Bible, anyway? A closer look Reading large – studying “discourse” Reading the “genres” of the Bible: Stories and Gospels Letters Law & Prophets Poetry & Wisdom	In-class – using commentaries to compare genres

THURSDAY NOVEMBER 2	What's in a word? It's all Greek (and Hebrew!) to me Reading small – studying biblical words	⊕ Passage Selection (VOD – Nov 8)
	What's the big idea? Saying what you mean Finding the exegetical idea Drafting an exegetical outline	⊕ Statement of Biblical Authority (*VOD – Nov 11) In-Class – Word Study using the STEP Bible In-Class – Finding the main idea
FRIDAY NOVEMBER 3	Putting it all together Applying the Bible today for preaching, teaching, and Bible study	In-Class – Constructing questions
POST-LECTURE		
SATURDAY, NOVEMBER 4 (VOD – Nov 11)	Observation and Translation Comparison	⊕ Step 1: Observation / Translation
MONDAY, NOVEMBER 6	Appendix 1: Pp. 491-504 Chapter 1: Pp. 3-22 Chapter 2: Pp. 23-36	⊕ Textbook Quiz #1
SATURDAY, NOVEMBER 11 (VOD – Nov 18)	Historical Backgrounds Research Report (+ bibliography with 3 secondary sources)	⊕ Step 2: Backgrounds
MONDAY, NOVEMBER 13	Chapter 6: Pp. 109-136 Chapter 10: Pp. 193-206 Chapter 11: Pp. 207-226 Chapter 12: Pp. 227-238	⊕ Textbook Quiz #2
SATURDAY, NOVEMBER 18 (VOD – Nov 25)	Genre-Specific Observations (+ bibliography with 3 secondary sources)	⊕ Step 3: Research, Discourse, Genre
MONDAY, NOVEMBER 20	Chapter 8: Pp. 149-164 Chapter 18: Pp. 355-382 Chapter 14: Pp. 257-278 Chapter 15: Pp. 279-304 Chapter 16: Pp. 305-324	⊕ Textbook Quiz #3
SATURDAY, NOVEMBER 25 (VOD – Dec 2)	Word Study (+ bibliography with 3 secondary sources)	⊕ Step 4: Word Study
MONDAY, NOVEMBER 27	Chapter 19: Pp. 383-404 Chapter 21: Pp. 435-462 Chapter 20: Pp. 405-434 Chapter 22: Pp. 463-489	⊕ Textbook Quiz #4
WEDNESDAY, NOVEMBER 29 (VOD – Dec 6)	Main Idea and Outline	⊕ Step 5: Main Idea

SATURDAY, DECEMBER 2 (VOD – Dec 6)	Bible Study Questions with Leader’s Guide	⊕ Step 6: Draft Study Questions and Guide
MONDAY, DECEMBER 4	Chapter 3: Pp. 37-56 Chapter 4: Pp. 57-80 Chapter 5: Pp. 81-108 Chapter 9: Pp. 165-192	⊕ Textbook Quiz #5
TUESDAY, DECEMBER 5 (VOD – Dec 7)	Final and Complete Written Bible Study with All Corrections	⊕ Step 7: Final Written Bible Study
FRIDAY, DECEMBER 8	Chapter 7: Pp. 137-48 Chapter 13: Pp. 239-256	⊕ Textbook Quiz #6
	Have completed Bible Study to a Minimum of three (3) Individuals; Distributed and Collected Feedback Forms; Completed 1-2 Page Reflection	⊕ Self and Peer Feedback Forms and Reflection
REVISION WEEK – Monday, December 11-Friday, December 15		
MONDAY, DECEMBER 11	First revisions due.	
NO WORK ACCEPTED AFTER DECEMBER 15		

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is

incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
				A-	3.7
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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 with their camera on. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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.

Bibliography

Accessing Quality Resources

Horizon belongs to the Saskatoon Theological Union Library, a consortium containing nearly 125,000 volumes and providing access to digital databases such as ATLAS. The STU library is one of the largest theological libraries in western Canada. Additionally, since Horizon is an Affiliated College of the University of Saskatchewan Horizon students have borrowing privileges at all University of Saskatchewan libraries, including free access to interlibrary loans. Consequently, to access the best resources available to you, you will likely need to go beyond Horizon's campus library.

See the Horizon website or our HCS Orientation course on Populi for links on how to search for books, journal articles, and access to the UofS and other libraries:

<https://www.horizon.edu/students/resources/>

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? Does the source have *legitimate expertise* in its area?);

- 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 him rest in peace! Similarly, Vine's Dictionary and Strong's Concordance use long discarded definitions of Greek and Hebrew words. Using definitions from these sources 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.

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

Green, Joel B. Ed. *Hearing the New Testament: Strategies for Interpretation*. Grand Rapids, Eerdmans, 2010.

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

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

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Keener, Craig S. *Spirit Hermeneutics: Reading Scripture in the Light of Pentecost*. Grand Rapids: Eerdmans, 2016.

McKnight, Scot. *The Blue Parakeet: Rethinking How You Read the Bible*. 2nd Ed. Grand Rapids: Zondervan, 2018.

- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Revised and expanded edition. Downers Grove: IVP, 2006.
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- Thiselton, Anthony C. *New Horizons in Hermeneutics: The Theory and Practice of Transforming Biblical Reading*. Grand Rapids: Zondervan, 1992.
- 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.
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- 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.
- DeRouchie, Jason S., ed. What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible. Grand Rapids: Kregel Academic, 2013.**
- 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.
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Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

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Ladd, George Eldon. *A Theology of the New Testament*. Revised edition. 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*. 2nd Ed. Grand Rapids: Baker Academic, 2018.
- 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.
- Wright, N.T. and Michael F. Bird. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids: Zondervan, 2019.

Commentaries

Single Volume

- Barton, J. and J. Muddiman, eds. *The Oxford Bible Commentary*. Oxford: Oxford University Press, 2001.
- Bruce, F.F., ed. *New International Bible Commentary*. Revised edition. Grand Rapids: Zondervan, 1999.
- Dunn, J.D.G. and J.W Rogerson, eds. *Eerdmans Commentary on the Bible*. Grand Rapids: Eerdmans, 2003.
- Kroeger, CC. and M.J. Evans, eds. *The IVP Women's Bible Commentary*. Downers Grove: IVP, 2002.
- Mays, James L., ed. *HarperCollins Bible Commentary*. Revised ed. San Francisco: HarperOne, 2000.
- Wenham, G.J., J.A. Motyer, D.A. Carson and R.T. France, eds. *New Bible Commentary, 21st-Century Edition*. 4th revised edition. Downers Grove: 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.
- *Interpretation*. Non-technical but scholarly; aimed at pastors and non-specialists, it deals usefully but generically with current critical issues; does not comment 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. Somewhat dated; NT now accessible at www.biblegateway.com/resources/ivp-nt/toc/.
- *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 Covenant Commentary*. Non-technical by Evangelical authors; attendant to theology and contemporary application.
- *New International Commentary on the Old Testament/ New International Commentary on the New Testament*. Semi-technical; knowledge of original languages will help, but 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.
- *Zondervan Critical Introductions to the New Testament*. Emerging Evangelical series focused on critical aspects of the NT that are often treated only minimally in full-length commentaries.

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).

Digital 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.

Below are some digital and online tools of some value:

Free Online Resources

- 1) Bible Gateway: <https://www.biblegateway.com/>
- 2) BibleStudyTools.com: <http://www.biblestudytools.com/>
- 3) Biblical Studies UK: <http://www.biblicalstudies.org.uk/index.html>
- 4) Christian Classics Ethereal Library: <http://www.ccel.org/>
- 5) Net Bible: <https://net.bible.org>
- 6) NT Gateway: <http://www.ntgateway.com/>
- 7) Oxford Biblical Studies Online: <http://www.oxfordbiblicalstudies.com/>
- 8) STEP Bible: <https://www.stepbible.org>
- 9) Tyndale House (Cambridge, UK): <http://www.tyndale.cam.ac.uk/index.php?page=online-resources>
- 10) Tyndale Seminary (Toronto) Reading Rooms:
<https://www.tyndale.ca/seminary/mtsmodular/reading-rooms>
 - a. Biblical Interpretation and Application: <https://www.tyndale.ca/seminary/mtsmodular/reading-rooms/interpretation>
 - b. NT: <http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/newt>
 - Luke: <https://www.tyndale.ca/seminary/mtsmodular/reading-rooms/newt/luke>
 - Ephesians: <https://www.tyndale.ca/seminary/mtsmodular/reading-rooms/newt/ephesians>
 - Philippians: <https://www.tyndale.ca/seminary/mtsmodular/reading-rooms/newt/philippians>
 - c. OT: <http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/oldt>
 - Genesis: <https://www.tyndale.ca/seminary/mtsmodular/reading-rooms/oldt/genesis>

Paid Software

- Accordance: <http://www.accordancebible.com/>
- Logos: <http://www.logos.com/>