

NT5201 Introduction to the New Testament

3 credits. Prerequisites: None



 On Campus, Saskatoon

 Livestream

 Video on Demand

October 26-30, 2026

Fall Module

Monday-Friday, 9:00 am - 4:00 pm SK

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“And beginning with Moses and all the Prophets,
he explained to them what was said in all the Scriptures concerning himself.”
The Gospel According to Luke 24:27

Please note: This course includes substantial reading and preparation work before the module (about 30 hours of work).

Course Goals

Course Description

This course provides an introduction to the writings of the New Testament by exploring the theological themes, historical contexts, and literary genres of this diverse collection. While the study will introduce students to the critical analysis of the New Testament, it also aims to foster spiritual growth and discipleship within their chosen sphere of ministry.

Relationship to Horizon's Mission

This course helps students develop the biblical knowledge and interpretive skills necessary for effective Christian leadership and ministry. By critically and faithfully engaging with the New Testament, students develop a deeper understanding and clearer communication of Christ's message. This fosters spiritual growth and discipleship, empowering them to serve under the Holy Spirit's guidance in various ministry contexts.

Course 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.
 - *Assessments: The Gospel in Ministry Project and Research Paper*
2. Use appropriate entry-level secondary resources for researching the New Testament.
 - *Assessments: Book Review (Bauckham); Comparative Book Chapters Review; Research Paper*
3. Identify and explain key terms and ideas in New Testament studies.
 - *Assessments: Book Review (Bauckham); Comparative Book Chapters Review; The Gospel in Ministry Project; Research Paper*



To demonstrate competency in both *Biblical and Theological Literacy* and *Ministry Development*, students will

4. Apply New Testament teachings to contemporary issues.
 - *Assessment: Book Review (Bauckham); The Gospel in Ministry Project; Research Paper*

Course Work

Required Readings

Berding, Kenneth and Matt Williams. *What the New Testament Authors Really Cared About: A Survey of Their Writings*. 2nd edition. Grand Rapids: Kregel Academic, 2015. (ISBN 9780825443848) [DTL](#)

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd edition. Minneapolis: Fortress Press, 2010. (ISBN 9780800663612) [DTL](#)

Bauckham, Richard. *Jesus and the God of Israel: God Crucified and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids: Eerdmans, 2008. (ISBN 9780802845597) [DTL](#)

****While students have the benefit of accessing many of 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.**

Course Assignments and Activities

PRE-MODULE ASSIGNMENTS

1. Reading: *The Gospels* (NIV or NRSV) – 5%

Students must read or listen to all 89 chapters that cover the four Gospels (Matthew, Mark, Luke, and John) before the module starts. The purpose of this assignment is to deepen students' understanding of the person and mission of Jesus Christ as presented by each Evangelist and to cultivate greater attentiveness to the distinctive theological emphases and literary features of the Gospels.

- Related learning outcomes: 1–4
- **Assignment length:** N/A
- **Due date:** October 25, 2026

2. Book Review (*Bauckham*) – 20%

This assignment is appropriate for an Introduction to the New Testament course because it engages students with a major contemporary contribution to the study of early Christian beliefs about Jesus. By summarizing, evaluating, and reflecting on Bauckham's arguments, students practice essential skills of close reading, theological analysis, and critical interaction with

scholarship. They also deepen their understanding of one of the New Testament's central themes: the identity and significance of Jesus within the faith of the early church.

Follow this structure:

1. Introduction (100 words)

- Introduce the book and its author, stating the work's main thesis and purpose.
- Identify the historical and scholarly context in which Bauckham writes.
- Briefly indicate Bauckham's book's significance for the study of New Testament.

2. Summary of Key Themes (300 words)

- Explain Bauckham's central argument concerning Jesus' inclusion within the unique identity of Israel's God.
- Summarize the principal themes and lines of evidence developed across the chapters.
- Present Bauckham's position accurately. Avoid evaluation in this section.

3. Critical Engagement (400 words)

- Assess the strengths of Bauckham's methodology, use of sources, and theological reasoning.
- Interact thoughtfully with specific arguments. Note points of agreement as well as areas you think that invite further discussion or critique.
- Support your evaluation with examples from the text and, where appropriate, with relevant scholarly dialogue.

4. Personal and Theological Reflection (200 words)

- Reflect on how the book has shaped your understanding of Jesus and New Testament theology.
- Consider its implications for faith, ministry, or discipleship.
- Conclude with a concise statement of the book's enduring value or remaining questions.

- Related learning outcomes: 2, 3, and 4
- **Assignment length:** 1000 words (about 4 pages)
- **Due date:** October 25, 2026

POST-MODULE ASSIGNMENTS

3. *Comparative Book Chapters Review: The Formation of the New Testament* – 15%

This assignment helps students understand the formation of the New Testament canon and to develop their ability to summarize, compare, evaluate, and apply scholarly discussions to contemporary church ministry. Students will engage two complementary perspectives and reflect on how this topic can be taught effectively within the church. For this assignment, students are not expected to use any sources beyond the two following chapters:

Johnson, Luke Timothy. "The New Testament as the Church's Book." *The Writings of the New Testament, An Interpretation*. 3rd Edition. Minneapolis: Fortress Press, 2010, pp. 525-46.

Berding, Kenneth. "New Testament Canon: Recognizing the Authoritative Writings." *What the New Testament Authors Really Cared About: A Survey of Their Writings*. 2nd Edition, edited by Berding and Williams. Grand Rapids: Kregel Academic, 2015, pp. 315-320.

After carefully reading both chapters, write a paper with the following five sections:

- (a) Summary of each author's main argument (≈400 words)
 - In this summary, explain:
 - Johnson's understanding of the New Testament as the Church's book.
 - Berding & Williams's explanation of how the church recognized authoritative writings.
 - *NOTE: Avoid lengthy quotations. Express the authors' ideas in your own words.*
- (b) Main areas of agreement (≈250 words)
 - Identify and explain the major points on which the two authors agree:
 - What is the relationship between the church and the New Testament writings?
 - What role does apostolic authority play in the recognition of the canon?
 - How do both authors understand the process by which the canon emerged?
 - *NOTE: Support your discussion with examples from both readings.*
- (c) Main areas of difference (≈250 words)
 - Discuss the most significant differences between the two presentations. Consider:
 - Differences in emphasis, theological and historical approach.
 - Differences in the way each author explains the authority of the New Testament books.
 - *NOTE: Demonstrate your ability to compare scholarly perspectives critically and fairly.*
- (d) Personal reflection and evaluation (≈300 words)
 - Offer your own thoughtful interaction with the readings. Address questions such as:
 - Which aspects of each author's presentation did you find most convincing?
 - In what ways do their similarities strengthen your understanding of the canon?
 - How do their differences challenge or enrich your thinking?
 - Which approach do you find more persuasive, and why?
 - *NOTE: Show critical thinking and theological reflection rather than merely preference.*
- (e) Ministry Application: Teaching the Church about the New Testament canon (≈300 words)
 - How you would explain the formation of the New Testament to ordinary believers?
 - Why is understanding the canon important for Christian faith and discipleship?
 - What are practical ways to help believers appreciate the New Testament's authority?
 - *NOTE: Communicate complex ideas clearly and pastorally.*

- Related learning outcomes: 2 and 3
- **Assignment length:** 1,500 words (about 5 pages)
- **Due date:** November 9, 2026

4. *The Gospel in Ministry Project: Jesus' Story for Life Transformation* – 30%

The purpose of this project is to help students connect the academic study of the Gospels with contemporary Christian ministry. By examining one Gospel in its historical setting and theological purpose, students will explore how the portrait of Jesus presented by the evangelist continues to shape discipleship, leadership, evangelism, pastoral care, and spiritual formation. This project seeks to answer one central question: *How does the message of a particular Gospel reveal Jesus Christ and speak to the needs and challenges of people today?*

Students must select one Gospel (Matthew, Mark, Luke, or John) and develop a ministry resource based on its historical setting, theological emphases, and portrayal of Jesus. Students may choose one of the following three ministry formats:

- Four-week Bible study series;
- Sermon series outline;
- Ministry workshop or seminar.
- *NOTE: Students are expected to integrate sound biblical interpretation with practical ministry application.*

The project should contain the following sections:

(a) *Introduction to the Book* (≈300 words): Provide a brief overview of the selected Gospel, addressing traditional authorship, intended audience, historical setting, purpose of the book, distinctive characteristics, and major themes and concerns.

(b) *Major Theological Themes and Portrait of Jesus* (≈600 words): Identify and explain three major themes found in the book. For each theme, explain its significance within the Gospel, describe how the theme contributes to the evangelist's portrait of Jesus, and explain why the theme mattered to the original audience. Important: Support your discussion with key passages.

(c) *Contemporary Relevance* (≈300 words): Discuss how the Gospel's message addresses contemporary issues (e.g. anxiety and fear, identity and belonging, cultural secularism, social injustice, spiritual formation and discipleship). Explain how the Gospel's portrait of Jesus could adequately speak to these challenges today.

(d) *Ministry Resource: the Main Component* (≈500 words): Because this is the heart of the assignment, students should choose one option below and create a ministry resource based on the chosen Gospel.

- Option A | Four-Week Bible Study Series
 - A title for the series
 - Four lessons
 - Main idea and Main Scripture passage for each lesson
 - Learning objectives
 - Discussion questions (3–5)
 - Practical applications
- Option B | Four-Sermon Series Outline
 - Title
 - Biblical text
 - Central idea
 - Main points (outline only)
 - Key application
 - Suggested audience
 - NOTE: Students are not required to write full sermons
- Option C | Ministry Workshop
 - Workshop title
 - Objectives
 - Session outline

- Activities
- Discussion questions
- Applications

(e) *Personal Reflection* (≈300 words): Conclude by reflecting on the following questions:

- What did you learn about Jesus through studying this Gospel?
- How has this Gospel challenged or strengthened your own discipleship?
- In what ways the message of this Gospel shapes your future ministry and leadership?

*****Important*****

Draw on research from at least 10 [scholarly sources](#).

- You must use parts of three required readings as sources..
- Your 10 sources should include at least two journals.
- Dictionary definitions do not count as sources.
- There are a number of excellent databases available on the [Digital Theological Library](#) (DTL) for searching the contents of many journals at one time. To access content on the DTL, simply select "Horizon College & Saskatoon Theological Union" or "Masters College and Seminary" from the dropdown menu and enter your library barcode (not student ID). Contact Richelle Bekkattla at library@horizon.edu with any questions. An internet search can help you as well (although this would not be as helpful).
 - Related learning outcomes: 1, 3, and 4
 - **Assignment length:** 2,000 words (7-8 pages)
 - **Due date:** November 30, 2026

5. *Research Paper: Pauline Letters* – 30%

The purpose of this assignment is to develop students' ability to interpret one Pauline letter within its historical, literary, and theological context and to demonstrate how its message continues to shape Christian life, discipleship, and ministry today.

Students will write a research paper on one Pauline letter of their choice. The paper should demonstrate how Paul's message addressed the needs of the original audience and how it remains relevant for the contemporary church and Christian ministry. Students must use the following structure:

(a) *Introduction* (≈100 words)

- Introduce the selected letter.
- State the purpose of the paper.
- Present a clear thesis statement.
- Explain the significance of studying this letter for the church today.

(b) *Historical and Literary Context* (≈400 words)

- Discuss the historical and literary setting of the letter, including:
 - Authorship and recipients
 - Date and occasion for writing
 - Major issues or circumstances addressed by Paul
 - Literary structure and purpose of the letter
 - Important interpretive questions relevant to the book

(c) *Major Theological Themes* (≈600 words)

- Identify and discuss three to five major theological themes found in the letter. Examples may include justification by faith; union with Christ; the Holy Spirit, sanctification, the Church and Christian unity, the Kingdom of God, and others.
- *NOTE: Support your discussion through careful interaction with both the biblical text and scholarly sources.*

(d) *Contemporary Relevance for the Church and Ministry* (≈600 words)

- Explain how the message of the letter addresses contemporary issues faced by believers and the church. Consider questions such as:
 - How does this letter shape Christian discipleship?
 - What implications does it have for preaching and teaching?
 - How does it contribute to pastoral ministry and spiritual formation?
 - How does it address challenges facing the contemporary church?
 - How does it inform Christian mission and witness?
- *NOTE: Provide specific examples from church life and ministry.*

(e) *Personal Reflection* (≈200 words)

- Reflect on how studying this Pauline letter has influenced your understanding of Christ, discipleship, and your own calling to ministry. Discuss one or two ways in which its message has challenged, encouraged, or transformed your life.

(f) *Conclusion* (≈100 words)

- Summarize the major findings of the paper and explain why this Pauline letter continues to be important for the church and Christian ministry today.

***Important ***

Draw on research from at least 10 [scholarly sources](#).

- You must use parts of three required readings as sources.
- Your 10 sources should include at least two journals.
- Dictionary definitions do not count as sources.
- There are a number of excellent databases available on the [Digital Theological Library](#) (DTL) for searching the contents of many journals at one time. To access content on the DTL, simply select "Horizon College & Saskatoon Theological Union" or "Masters College and Seminary" from the dropdown menu and enter your library barcode (not student ID). Contact Richelle Bekkattla at library@horizon.edu with any questions. An internet search can help you as well (although this would not be as helpful).
 - Related learning outcomes: 1, 2, 3, and 4
 - **Assignment length:** 2,000 words (7-8 pages)
 - **Due date:** December 18, 2026

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have some different assignment due dates than in-class students:
 - Reading: The Gospels, due *October 25*
 - Book Review (Bauckham), due *October 25*
 - Comparative Book Chapters Review, due *November 18*
 - The Gospel in Ministry Project, due *December 2*
 - Research Paper: Pauline Letters, due *December 18*
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
 - Day 1 Lectures and Report due *November 2*
 - Day 2 Lectures and Report due *November 2*
 - Day 3 Lectures and Report due *November 5*
 - Day 4 Lectures and Report due *November 9*
 - Day 5 Lectures and Report due *November 12*
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

	TIME	DUE DATE	WEIGHTING
Classroom lectures	30 hrs	N/A	N/A
1. Reading: The Gospels	10 hrs	Oct 25	5%
2. Book Review (Bauckham)	30 hrs	Oct 25	20%
3. Comparative Book Chapters Review	10 hrs	Nov 9	15%
4. The Gospel in Ministry Project	25 hrs	Nov 30	30%
5. Research Paper: Pauline Letters	25 hrs	Dec 18	30%
Total =	130 hrs		

All assignments are due at **8pm SK time**, unless otherwise indicated.

Course Outline and Reading Schedule

DATE	CONTENT	RELEVANT READINGS
Oct 26	Introduction Graeco-Roman Backgrounds Jewish Backgrounds Jewish Literature Text and Canon Jesus' Message and Mission	Johnson <i>chapters 1–6;</i> <i>Epilogue; Appendix 1</i> Berding & Williams, chapter 1
Oct 27	The Synoptic Gospels Mark Matthew Luke & Acts	Johnson <i>chapters 7–9</i> Berding & Williams, <i>chapters 3–5</i>
Oct 28	Introduction to Pauline Literature The Letters to the Thessalonians The Letters to the Corinthians The Letter to the Galatians	Johnson <i>chapters 10–13</i> Berding & Williams, <i>chapters 9; 11–13</i>
Oct 29	The Letter to the Romans The Letter to the Philippians The Letter to Philemon The Letter to the Colossians The Letter to the Ephesians The Pastoral Letters	Johnson <i>chapters 14–19</i> Berding & Williams, <i>chapters 10; 14–20</i>
Oct 30	The General Letters Hebrews James 1 & 2 Peter Jude The Johannine Tradition	Johnson <i>chapters 20–26</i> Berding & Williams, <i>chapters 6–8; 21–25</i>

- No assignments will be accepted after the course end date: **December 21, 2026.**

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 full 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

New Testament 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.

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

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

Campbell, C. R. and Pennington, J. T. *Reading the New Testament as Christians Scripture: A Literary, Canonical, and Theological Survey*. Grand Rapids: Baker, 2020.

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

- Green, Joel B., and Lee Martin McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2013.
- Guthrie, Donald. *New Testament Introduction*. Rev. ed. Downers Grove: InterVarsity, 1990.
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- Johnson, Luke Timothy. *The Writings of the New Testament, An Interpretation*. 3rd Edition. Philadelphia: Fortress Press, 2010.
- Kruger, Michael J, ed. *A Biblical-theological Introduction to the New Testament: The Gospel Realized*. Wheaton: Crossway, 2016.
- Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Grand Rapids: Eerdmans, 1993.
- Longenecker, B.W., Shively, E.E., and Lang T.J. eds. *Behind the Scenes of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2026.
- Marshall, I. Howard. *New Testament Theology*. Downers Grove, Ill.: IVP Academic, 2004.
- Morris, Leon. *New Testament Theology*. Grand Rapids: Zondervan, 2011.
- Schreiner, Thomas R. *The King in His Beauty: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Baker Academic, 2013.
- Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids: Zondervan, 2005.
- Wright, N. T. *The New Testament and the People of God*. London: SPCK, 1992.
- Wright, N. T. and Bird, M. F. *The New Testament in its World: An Introduction to the History, Literature, and Theology of the First Christians*. London: SPCK; Grand Rapids: Zondervan, 2019.

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.
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- 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.
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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.
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LUKE

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- _____. *Luke. Volume 2: 9:51-24:53*. BECNT. Grand Rapids: Baker, 1996.
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- _____. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 2: 10-24*. Anchor Bible. New York: Doubleday, 1985.
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- _____. *Luke 9:21-18:34*. WBC. Dallas: Word, 1993.
- _____. *Luke 18:35-24:53*. WBC. Dallas: Word, 1993.

JOHN

- Anderson, P. N., Feliz, J., and Thatcher, T. *John, Jesus, and History: Aspects of Historicity in the Fourth Gospel*. Atlanta: SBL, 2009.
- Ashton, John. *Understanding the Fourth Gospel*. Oxford: OUP, 2007.
- Beutler, J. *A Commentary on the Gospel of John*. Grand Rapids: Eerdmans, 2017.
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