B115 Introduction to the New Testament

3 credits. Prerequisites: none

This course is transferrable to the University of Saskatchewan for Horizon students.

Online Video

January 11 – April 16, 2027
Winter Semester

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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 New Testament 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:* New Testament in Action Essay; Time Traveler's Journal
2. Use appropriate entry-level secondary resources for researching the New Testament.
   - *Assessment*: New Testament in Action Essay; Annotated Bibliography; Paul's Missionary Journey Interactive Map
3. Identify and explain key terms and ideas in New Testament studies.
   - *Assessment*: New Testament in Action Essay; Time Traveler's Journal
4. Apply New Testament teachings to contemporary issues.
   - *Assessment:* Paul's Missionary Journey Interactive Map; New Testament in Action Essay

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) 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

1. Lectures & Padlet Reports.

Students can access the lecture videos through Populi under the "Syllabus" tab, in the "Links" section.

Students are required to watch and engage with all lecture content and in-class activities as outlined in the schedule below. Students will also submit a 2–3-minute video report each week 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 & reports due Saturday, January 16 at 11:59PM ET
- Day 2 Lectures & reports due Saturday, January 23 at 11:59PM ET
- Day 3 Lectures & reports due Saturday, January 30 at 11:59PM ET
- Day 4 Lectures & reports due Saturday, February 6 at 11:59PM ET
- Day 5 Lectures & reports due Saturday, February 13 at 11:59PM ET

Students fulfill the course attendance requirements through these Padlet Report submissions. These reports must be submitted on time in order to be registered as "present" for "class."

- **Assignment length**: 30 hours.
- **Due dates**: January 16, 23, 30; February 6, 13.

2. *Time Traveler's Journal (25%)*

This assignment is designed to help students start building a framework for interpreting the New Testament within its first-century Greco-Roman and Jewish context, while also guiding them to identify and explain important terms and concepts in New Testament studies.

Part A: Students will read Matthew, Mark, and John closely, paying attention to key themes and contexts, and the first chapter of the textbook to help them understand life within the first-century Greco-Roman and Jewish context. This is due January 22 by 8pm ET.

Part B: Select a specific passage from Matthew, Mark, or John. This could be a parable, a teaching of Jesus, such as the Sermon on the Mount, or a particular character featured in the Gospels (such as Matthew the tax collector, Zaccheus, Nicodemus, the Samaritan woman, Mary Magdalene, etc.). Imagine that you have been transported back in time to the first century, living in either a Jewish or a Greco-Roman community. Write a "Time Traveler's Journal" that reflects your observations, thoughts, and reactions to the passage as someone living in that historical and cultural setting.

In addition to the first chapter of the textbook, be sure to read the chapter that corresponds to the passage or character you have chosen. For example, if you decide to journal on the Sermon on the Mount, you should read the textbook's chapter on Matthew.

In your journal, you should first focus on the broader context of daily life in your chosen setting. Describe the social, political, and religious environment, considering how cultural norms and expectations might shape the way people understood the passage. Highlight how factors such as religious practices, family structures, economic realities, or interactions with Roman authorities could influence interpretation. Your goal is to demonstrate an understanding of how the text would have been received by first-century audiences, helping you meet the learning outcome of interpreting the New Testament in its historical context.

Next, engage closely with the text itself by identifying at least three key terms or concepts within the passage. Explain the meaning of these terms in the first-century context and discuss how they contribute to the overall significance of the passage. Where relevant, highlight differences in interpretation between Jewish and Greco-Roman audiences, showing awareness of cultural and religious diversity in the ancient world. This component of the assignment addresses the learning outcome of identifying and explaining important terms and ideas in New Testament studies.

Finally, include reflective entries in which you consider how your first-century self might have received the teaching or story. Think about the challenges, surprises, or insights the passage might provoke, and how different members of the community, whether Jewish or Greco-Roman, might respond. In these reflections, you can demonstrate creativity and critical thinking, showing your ability to inhabit the historical perspective while thoughtfully analyzing the text.

The assignment should include three journal entries, each approximately 300 to 500 words. Your journal entries will be graded based on the depth and accuracy of your historical and cultural context, clarity and correctness in identifying and explaining key terms, creativity and engagement with the text from a first-century perspective. This is due January 29 by 8pm ET.

- Related learning outcome: #1 and 3.
- **Assignment length:** 3 journal entries; 300-500 words each
- **Due date:** January 22 (Part A); January 29 (Part B) by 8pm ET.

3. *New Testament in Action Essay (25%)*

The purpose of this assignment is to help you apply New Testament teachings to contemporary issues, demonstrating how the ethical, social, and spiritual lessons of the text continue to speak into the challenges of contemporary life. You will select a passage from the New Testament that carries ethical, social, or spiritual significance. Examples might include the parable of the Good

Samaritan, the Beatitudes, Jesus' instructions on forgiveness, or Paul's guidance on community life in his letters. The goal of this assignment is not only to analyze the text but also to bridge the gap between the first-century context and today's world, showing how the New Testament can inform practical decision-making and moral reflection.

For this project, you will write a 4–5-page essay that links your chosen passage to a contemporary issue. To complete this assignment successfully, the textbook will be helpful. The textbook will help you understand the historical, cultural, and theological context of the passage, as well as highlight key terms and concepts that are important for interpreting the text. This could include topics such as racial reconciliation, poverty alleviation, social justice, or environmental stewardship, among others. In your essay, you should explain the passage's meaning in its original context and identify the key ethical, spiritual, or social principles it communicates. You should then illustrate how these principles can be applied in contemporary life, using real-world examples, case studies, or current events. The aim is to demonstrate both an understanding of the text and an ability to translate its message into actionable insights relevant to contemporary society.

In addition, your essay should include a reflective section in which you discuss the challenges and limitations of applying an ancient text to modern contexts. Consider questions such as: How does historical and cultural distance affect interpretation? Are there aspects of the text that might be misunderstood if applied without caution? How can we remain faithful to the original message while addressing issues that the authors could not have foreseen? This reflection demonstrates critical thinking and awareness that applying scripture thoughtfully requires careful engagement with both the text and the contemporary situation.

Your essay should be well-organized, clearly written, and supported by appropriate research, including two to three references to scholarly sources where relevant. Proper citation consistently following the Horizon & MCS Format Guide is required.

The assignment will be assessed based on the depth of your textual analysis, the clarity and insight of your application to contemporary issues, and the thoughtfulness of your reflections.

- Related learning outcome**:** #1, 2, 3, 4
- **Assignment length:** 4 – 5 pages
- **Due date:** February 19 by 8pm ET.

4. Paul's Missionary Journey Interactive Map (25%)

The purpose of this assignment is to help you practice finding and using secondary resources to research the New Testament, while also reflecting on how Paul's missionary journeys continue to raise questions for contemporary Christian life and ministry. In this project, you will create a detailed interactive map of one of Paul's missionary journeys described in Acts**.** *The map can be created using digital tools like Google My Maps or Bible mapping programs, or with presentation software such as PowerPoint or Canva, and the link or map then submitted to Populi.*

Your map should include each major city Paul visited during the journey, such as Antioch, Philippi, Corinth, and Ephesus. For each location, you will provide a short-written commentary of about 200 to 300 words that explains what happened there according to the Book of Acts, describes the historical and cultural setting, and highlights the challenges Paul faced. To develop your commentary, you must use your textbook and at least three other resources, such as introductory commentaries, Bible dictionaries, or textbooks on Acts or Pauline studies. These sources should help you understand the geography, local culture, and theological significance of each stop on the journey. You will need to provide a bibliography that demonstrates the resources you used. Cite specific pages that you refer to in footnotes.

In addition to explaining the events in each city, your commentary should also include a reflection on what Paul's ministry in that location might mean for Christians today. For example, you might connect Paul's persistence in the face of opposition in Philippi with the challenge of sharing faith in hostile environments, or you might reflect on his tentmaking in Corinth as a model for bi-vocational ministry. These reflections allow you to begin practicing how to apply New Testament teachings to contemporary issues while remaining grounded in careful research.

The project will be graded based on the accuracy and depth of your commentary, your ability to engage with and cite secondary resources, the quality and creativity of your map design, and the thoughtfulness of your reflections. The project should demonstrate both solid research and imaginative presentation.

- Related learning outcome: #2 and 4.
- **Assignment length:** No limit.
- **Due date:** March 19 by 8pm ET.

5. Annotated Bibliography (25%)

The purpose of this assignment is to help students develop the skills necessary to locate, evaluate, and engage with entry-level secondary resources for researching the New Testament, which is a foundational competency for biblical and theological literacy. In this assignment, students will select a specific topic within New Testament studies, such as the concept of the Messiah, the role of women in the early church, forgiveness, repentance, or another topic approved by the instructor. The goal is for students to explore how scholars interpret and explain these topics, while also building the students' ability to critically engage with scholarly literature.

After selecting a topic, you will create a 2.5 to 3-page annotated research bibliography that presents at least five entry-level secondary sources, such as introductory commentaries, biblical dictionaries, or monographs written for students beginning New Testament study. For each source, you will first provide a summary of the main ideas and arguments the author presents and explain how the source relates to your chosen topic. Next, you will evaluate the source by describing what makes it useful for understanding the topic and noting the perspective or approach the author takes. For example, you might describe whether the author focuses on historical context, religious meaning, or moral application. Finally, you will explain how the source helped you understand the topic, including any new insights or questions it raised.

In addition to the annotated entries, you will include a reflective paragraph that discusses your experience engaging with multiple secondary sources. Consider how comparing different perspectives enhanced your understanding of the New Testament topic and whether you encountered conflicting interpretations that challenged or refined your thinking. This reflection allows you to demonstrate your ability not only to find and summarize sources but also to synthesize and critically evaluate the scholarly conversation surrounding your topic.

The assignment should consistently follow the Horizon & MCS Format Guide and should include proper citations for all sources used. Your annotated bibliography will be evaluated based on the clarity and accuracy of your summaries, the depth and thoughtfulness of your evaluations, and the quality of your reflection.

An example of an annotated bibliography:

Topic: The Role of Women in the New Testament

Keener, Craig S. *The IVP Background Commentary: New Testament*. 2nd ed. Downers Grove, IL: Intervarsity Press, 2014.

This commentary gives background information on the history, culture, and society of the New Testament world. It includes sections about women in the early church and explains how their roles were shaped by first-century Jewish traditions and Greco-Roman culture. Keener also highlights important women in the New Testament and shows how they contributed to early Christian communities. This source is useful because it is clear and easy to read while also connecting scholarship with examples from the Bible. It helped me understand how cultural limits shaped women's opportunities, but also how the New Testament recognizes their leadership and involvement.

- Related learning outcome: #2
- **Assignment length:** 2.5 – 3 pages.
- **Due date:** April 5 by 8pm ET.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
1. Lectures and Padlet Reports	30hrs	Throughout	
2. Time Traveler's Journal			25%
Part A	8.5 hrs	January 22	
Part B	13 hrs	January 29	
2. New Testament in Action Essay	18 hrs	February 19	25%
3. Paul's Missionary Journey Map	20 hrs	March 19	25%
4. Annotated Bibliography	10 hrs	April 5	25%
Total =	99.5 hrs		

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

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

Course Outline / Class Schedule

Date	Topics	Suggested Readings
Day 1 Videos	Introduction to the NT The "Synoptic Problem" Gospel of Matthew, Mark, Luke	Berding/Williams, chapters 1-4 and 26
Day 2 Videos	Gospel of John Acts of the Apostles Intro to Pauline Epistles, Romans	Berding/Williams, chapters 5, 6, 9, 10
Day 3 Videos	1 & 2 Corinthians Galatians, Ephesians Philippians, Colossians	Berding/Williams, chapters 11-16
Day 4 Videos	1 & 2 Thessalonians 1 & 2 Timothy, Titus Philemon, Hebrews, James	Berding/Williams, chapters 17-22
Day 5 Videos	1 & 2 Peter, Jude 1, 2, 3 John, Revelation	Berding/Williams, chapters 23-25 and 8

- Revision Week is April 12 – 16, 2027. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: April 16, 2027.

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.

Extensions
To submit extension requests, students must submit the Request Extension Form on the MCS or Horizon website and before the due date. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments
Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. 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 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions
After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work
The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
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
BTM	Beginning to meet expectations	Student demonstrated **satisfactory** progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated **minimal progress** in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52

NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	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.
Horizon and MCS have 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 Horizon and MCS Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, 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 Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. 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 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 and MCS encourage 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 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

Accessing Quality Resources

Horizon and MCS are part of the **Digital Theological Library** – a robust **subscription-based** library resource. Horizon also belongs to the Saskatoon Theological Union Library, a library consortium containing nearly 125,000 volumes. 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.

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.

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

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