

## B112 Interpreting the Bible

3 credits. Prerequisites: None

📍 Saskatoon Campus 'A' Livestream 📺 Video on Demand

January 5-9, 2025  
Module C  
Mon-Fri 9:00am-4:00pm SK  
[10:00am-5:00pm ET]

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1. AI-Yahuda tablet (6<sup>th</sup>-5<sup>th</sup> century BCE and earliest reference to city of Jerusalem);
2. Great Isaiah Scroll (c. 125 BCE);
3. Papyrus 46 (Chester Beatty Papyrus – 2<sup>nd</sup>-3<sup>rd</sup> Century CE);
4. Codex Sinaiticus (4<sup>th</sup> century CE);
5. Book of Kells (9<sup>th</sup> 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 and MCS's Missions

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



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

1. Demonstrate competence with exegetical techniques necessary to prepare a Bible study on a single biblical passage.
  - *Assessment:* Bible Study
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. 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. 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*. 4<sup>th</sup> edition. Grand Rapids, MI: Zondervan, 2020. (ISBN: 9780310109174).

**DTL:** <https://thedtl.on.worldcat.org/oclc/1267765644>

#### 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**.

- Related learning outcome: #3
- **Assignment length:** 1-2 pages.
- **Due date:** **Both parts** of the assignment are due on **Thursday, January 8, 2025**.

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, 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 in the Bible Study Booklet 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:

**Passage Selection:** See approved passage options under “Tests” in Populi. Due Friday, Jan 9.

- a) **Step 1:** **15%**. Observations & Translation Comparison and Historical Backgrounds Research Report (+ bibliography with 3 Bible translations). **Initial draft due:** Saturday, January 17
- b) **Step 2:** **25%**. Research Component Worksheet: Discourse Analysis, Exegetical Research (with Genre notations) and Word Study (+ bibliography with 3 secondary sources). **Initial draft due:** Saturday, January 31
- c) **Step 3:** **15%**. Main Idea & Outline and Draft Study Questions with Leader’s Guide. **Initial draft due:** Saturday, February 7

- Related learning outcomes: #1, 2, and 3.
- **Assignment length:** 10-15 PAGES (variable – length depending on formatting)
- **Due date:** Component parts are due throughout the term as indicated. REVISIONS OF PART ONE are due NO LATER THAN **Friday, February 20**

**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 and submit your complete, written Bible Study (all steps), three (3) peer feedback forms, and your own 1-2 page personal reflection.

**Step 4:** 15%. Self and Peer Feedback Forms and Reflection and Complete Written Bible Study. **Due:** **Friday, February 20**

- **ASSIGNMENT LENGTH:** 1-2 page personal reflection + 3 feedback forms.
- **DUE DATE:** PART TWO is due **Friday, February 20**

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%.** 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%.

- Related learning outcome: #2.
- **Due dates:** listed below.

|                        |  |
|------------------------|--|
| Tuesday, Jan 6         | Practice Quiz (*Just to ensure you know how to quiz on Populi) |
| Tuesday, Jan 13        | Quiz #1: Appendix 1; chs 1-2                                   |
| Tuesday, Jan 20        | Quiz #2: Chs 6, 10-12  |
| Tuesday, Jan 27        | Quiz #3: Chs 8, 18; 14-16                                      |
| Tuesday, Feb 3         | Quiz #4: Chs 19-22   |
| Tuesday, Feb 10        | Quiz #5: Chs 3-5, 9  |
| <b>Friday</b> , Feb 13 | Quiz #6: Chs 7, 13   |

#### 4. *Virtual Office Hours with Dr. Newman*

To help you as you prepare each step of your final project, Dr. David Newman will host regularly scheduled **office hours** on Zoom on Monday evenings. These sessions are not mandatory but are designed to supplement your in-class learning and to help you to succeed in your major Bible Study project. Students may also book alternate appointment times by emailing Dr. Newman: at [dr.david.lorne.newman@gmail.com](mailto:dr.david.lorne.newman@gmail.com).

The Zoom link for the virtual office hours is available on Populi and [here](#). It will be the same Zoom link for all sessions.

| Dates                 | Topics   |
|-----------------------|--|
| Jan 12, 5pm SK/6pm ET | Overview of Bible Study Assignment & Step 1 [Due Jan 17] |
| Jan 19, 5pm SK/6pm ET | Step 2 [Due: Jan 31] (*2 weeks between Steps 1 and 2)    |
| Jan 26, 5pm SK/6pm ET | Step 3 [Due: Feb 7]                                      |
| Feb 2, 5pm SK/6pm ET  | Step 4 (Final Submission) [Due: Feb 20]                  |
| Feb 9, 5pm SK/6pm ET  | Check-In   |
| Feb 16, 5pm SK/6pm ET | Check-In   |

#### 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 the same and different assignment due dates as in-class students.
  - Passage Selection: due Thursday, January 15
  - Statement of Biblical Authority: due Saturday, January 17
  - Bible Study Part 1
    - Step 1: due Saturday, January 24
    - Step 2: due Saturday, February 7
    - Step 3: due Wednesday, February 11
  - Step 4: Bible Study Part 2: due Friday, February 20
  - Quizzes
    - Monday, Jan 12      Practice Quiz
    - Tuesday, Jan 13      Quiz #1: Appendix 1; chs 1-2
    - Tuesday, Jan 20      Quiz #2: Chs 6, 10-12
    - Tuesday, Jan 27      Quiz #3: Chs 8, 18; 14-16
    - Tuesday, Feb 3      Quiz #4: Chs 19-22
    - Tuesday, Feb 10      Quiz #5: Chs 3-5, 9
    - Friday, Feb 13      Quiz #6: Chs 7, 13

- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes.
  - Day 1 Lecture & VOD reports due Saturday, Jan 10 at 11:59PM
  - Day 2 Lecture & VOD reports due Saturday, Jan 10 at 11:59PM
  - Day 3 Lecture & VOD reports due Thursday, Jan 15 at 11:59PM
  - Day 4 Lecture & VOD reports due Thursday, Jan 22 at 11:59PM
  - Day 5 Lecture & VOD reports due Thursday, Nov Jan 29 at 11:59PM
- VOD students will submit a 2-3 minute Padlet 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.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

**Estimate of Time Investment** (individual time investments may vary)

|                                 | <b>Time</b>     | <b>Due Dates</b>            | <b>Assignment Weighting</b> |
|---------------------------------|-----------------|-----------------------------|-----------------------------|
| Classroom time                  | 30 hours        |                             |                             |
| Textbook Quizzes                | 30 hours        | Various (see outline)       | 15%                         |
| Statement of Biblical Authority | 3 hours         | Jan 8                       | 15%                         |
| Bible Study – Part 1            | 20 hours        | Various (see p. 4) & Feb 20 | 70%                         |
| Bible Study – Part 2            | 3 hours         | Feb 20                      | (Parts 1 & 2)               |
|                                 | <b>86 hours</b> |                             |                             |

All assignments are due at 11:59pm EDT 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

| DATE               | LECTURE TOPIC  | ASSIGNMENT  |
|--------------------|--|---|
| MONDAY<br>Jan 5    | <b>Why the Bible?</b><br><b><i>KJV or NLT...How did my English Bible come to be?</i></b><br>Syllabus Overview and Assignments<br>Why the Bible Matters Today<br>Inspiration and Authority<br>The biblical canon and my English Bible | <b>In-class</b> – practice comparing translations with Bible Gateway  |
| TUESDAY<br>Jan 6   | <b>What is the strange world of the Bible?</b><br>The importance of culture and history<br>The importance of secondary resources<br>The strange world of the Old Testament<br>The strange world of the New Testament                 | <b>In-class</b> – using Bible dictionary, Bible atlas, Bible commentary for background<br>⊕ Practice Quiz   |
| WEDNESDAY<br>Jan 7 | <b>What’s in the Bible, anyway? A closer look</b><br>Reading large – studying “discourse”<br>Reading the “genres” of the Bible:<br>Stories and Gospels<br>Letters<br>Law & Prophets<br>Poetry & Wisdom                               | <b>In-class</b> – using commentaries to compare genres  |
| THURSDAY<br>Jan 8  | <b>What’s in a word? It’s all Greek (and Hebrew!) to me</b><br>Reading small – studying biblical words<br><b>What’s the big idea? Saying what you meme</b><br>Finding the exegetical idea<br>Drafting an exegetical outline          | ⊕ Statement of Biblical Authority<br><b>(*VOD – Jan 17)</b><br><b>In-Class</b> – Word Study using the STEP Bible<br><b>In-Class</b> – Finding the main idea |
| FRIDAY<br>Jan 9    | <b>Putting it all together</b><br>Applying the Bible today for preaching, teaching, and Bible study  | ⊕ Passage Selection<br><b>(*VOD – Jan 15)</b><br><b>In-Class</b> – Constructing questions   |

- Revision week is **February 16-20**. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **February 20**.

## **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. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS CBE Scale |                        | Descriptor  | Letter Grade | Grade Point | U of S Equivalency |
|---------------------------|------------------------|---|--------------|-------------|--------------------|
| E                         | Exceeding expectations | Student demonstrated <b>exceptional</b> achievement of the learning outcomes. | A+           | 4.0         | 90-100             |
|                           |                        |   | A            | 4.0         | 85-89              |
|                           |                        |   | A-           | 3.7         | 80-84              |
| M                         | Meeting expectations   | Student demonstrated <b>good</b> achievement of all 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 and MCS. 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 <b>beginning to meet</b> one or more learning outcomes.         | C+ | 2.3 | 67-69 |
|     |                                |   | C  | 2.0 | 63-66 |
|     |                                |   | C- | 1.7 | 60-62 |
| NYM | Not yet meeting expectations   | Student made <b>insufficient progress</b> 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.

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](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) 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 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 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 1<sup>st</sup> 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*. 2<sup>nd</sup> 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*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2012.
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4<sup>th</sup> ed. Grand Rapids: Zondervan, 2014.
- Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3<sup>rd</sup> ed. Louisville: Westminster/John Knox, 2002.
- 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.
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- Kaiser, Jr., Walter C. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids: Baker, 2011.
- Kaiser, Walter C. and Moisés Silva, *An Introduction to Biblical Hermeneutics: The Search for Meaning*. Revised and expanded ed. Grand Rapids: Zondervan, 2009.
- 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*. 2<sup>nd</sup> 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.
- Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4<sup>th</sup> rev. ed. Louisville: Westminster/John Knox, 2009.
- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids: Eerdmans, 2009.
- 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*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2008.
- Birch, Bruce C., Walter Brueggemann, Terence E. Fretheim, and David L. Petersen. *A Theological Introduction to the Old Testament*. 2<sup>nd</sup> ed. Abingdon, 2005.
- Broyles, Craig C., ed. *Interpreting the Old Testament. A Guide for Exegesis*. Grand Rapids: Baker, 2001.
- Brueggemann, Walter. *Old Testament Theology: An Introduction*. Minneapolis: Fortress, 2008.
- Childs, Brevard S. *Old Testament Theology in a Canonical Context*. Minneapolis: Fortress, 1986.
- Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Minneapolis: Fortress, 1979.
- Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2007.
- 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* 3<sup>rd</sup> 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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- Walton, John H. *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*. 5 volumes. Grand Rapids: Zondervan, 2009.

NT Introductions and Theologies

- Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.
- Berding, Kenneth and Matt Williams, eds. *What the New Testament Authors Really Cared About: A Survey of Their Writings*. Grand Rapids: Kregel Academic, 2015.

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- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2<sup>nd</sup> Ed. Grand Rapids: Baker Academic, 2018.
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- 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, 21<sup>st</sup>-Century Edition*. 4<sup>th</sup> 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/](http://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.

### Bible Dictionaries and Lexicons

#### *Topics*

- *Anchor Bible Dictionary*. 6 vols. Doubleday, 1992.
- *Dictionary of Jesus and the Gospels*. 2<sup>nd</sup> 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*. 3<sup>rd</sup> 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*. 3<sup>rd</sup> 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** (like the **DTL**).

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>

Paid Software

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