



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

B112 Interpreting the Bible

3 credits. Prerequisites: none.

Online Video

September 14 – December 18, 2026
Semester

Dr. David Newman

dr.david.lorne.newman@gmail.com

Video Instructor: Jeromey Martini, Ph.D.

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 MCS-Horizon's Mission

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



Core Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theologically 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*. 4th edition. Grand Rapids, MI: Zondervan, 2020. (ISBN: 9780310109174).

[DTL](#)

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. Video Lesson Discussions

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, Sept 19 at 11:59PM
- Day 2 Lectures & reports due Saturday, Sept 26 at 11:59PM
- Day 3 Lectures & reports due Saturday, October 3 at 11:59PM
- Day 4 Lectures & reports due Saturday, October 10 at 11:59PM
- Day 5 Lectures & reports due Saturday, October 17 at 11:59PM

- **Assignment length:** 30 hours.
- **Due dates:** September 19, 26; October 3, 10, 17.

2. 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. 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**.

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

Friday, Sept 18	Practice Quiz (*Just to ensure you know how to quiz on Populi)
Wednesday, Sept 30	Quiz #1: Appendix 1; chs 1-2
Wednesday, October 7	Quiz #2: Chs 6, 10-12
Wednesday, October 21	Quiz #3: Chs 8, 18; 14-16
Thursday, Nov 12	Quiz #4: Chs 19-22
Wednesday, Nov 18	Quiz #5: Chs 3-5, 9
Wednesday, Nov 25	Quiz #6: Chs 7, 13

3. *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, September 24, 2026, by 8pm ET.

4. *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 September 25, 2026 by 8pm ET.

- Step 1: 15%.** Observations & Translation Comparison and Historical Backgrounds Research Report (+ bibliography with 3 Bible translations). **Initial draft due:** Friday, October 16, 2026, by 8pm ET.
- Step 2: 25%.** Research Component Worksheet: Discourse Analysis, Exegetical Research (with Genre notations) and Word Study (+ bibliography with 3 secondary sources). **Initial draft due:** Friday, Nov 13, 2026, by 8pm ET.

- c) **Step 3: 15%.** Main Idea & Outline and Draft Study Questions with Leader's Guide.
Initial draft due: Friday, November 27, 2026, by 8pm ET.

- 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.

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, December 11, 2026

- **Assignment length:** 1-2 page personal reflection + 3 feedback forms.
- **Due date:** PART TWO is due Friday, December 11, 2026 by 8pm ET.

Seminars & 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/ Session Support on Zoom. 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. For future assistance students can book alternate appointment times by emailing Dr. Newman: at dr.david.lorne.newman@gmail.com. More detail will be posted once the course opens.

Estimate of Time Investment (individual time investments may vary)

	Time (approx.)	Due Dates	Assignment Weighting
Online Videos	30 hours		
Textbook Quizzes	30 hours	Various (see above)	15%
Statement of Biblical Authority	3 hours	Sept 24	15%
Bible Study – Part 1	30 hours	Various (see above)	70% (Parts 1 & 2)
Bible Study – Part 2	3 hours	Dec 11	
	96 hours		

All assignments are due at **8pm EST** 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
Day1 Lectures	Why the Bible?
	<i>KJV or NLT...How did my English Bible come to be?</i>
	Syllabus Overview and Assignments
	Why the Bible Matters Today
	Inspiration and Authority
Day 2 Lectures	The biblical canon and my English Bible
	What is the strange world of the Bible?
	The importance of culture and history
	The importance of secondary resources
	The strange world of the Old Testament
Day 3 Lectures	The strange world of the New Testament
	What's in the Bible, anyway? A closer look
	Reading large – studying “discourse”
	Reading the “genres” of the Bible:
	Stories and Gospels
Day 4 Lectures	Letters
	Law & Prophets
	Poetry & Wisdom
	What's in a word? It's all Greek (and Hebrew!) to me
	Reading small – studying biblical words
Day 5 Lectures	What's the big idea? Saying what you mean
	Finding the exegetical idea
	Drafting an exegetical outline
	Putting it all together
	Applying the Bible today for preaching, teaching, and Bible study

Reading and Assignment Schedule		
Due Dates	Readings and Assignments	Assignments Due
Week 1		
By Sept 18		➤ Practice Quiz
By Sept 19		➤ Video Report Due- Day 1 Lectures
Week 2		
By Sept 24	Lane, Tony. <i>Exploring Christian Doctrine: A Guide to What Christians Believe</i> , 21-29	➤ Statement of Biblical Authority ➤ Passage Selection
By Sept 25		➤ Select Bible Study Passage
By Sept 26		➤ Video Report due- Day 2 Lectures
Week 3		
By Sept 30	Appendix 1; chs 1-2	➤ Textbook Quiz #1

By October 3		➤ Video Report due – Day 3 Lectures
Week 4		
By October 7	Chs 6, 10-12	➤ Textbook Quiz #2
By October 10		➤ Video Report due- Day 4 Lectures
Week 5		
By October 16	Part One- Step 1	➤ Observations and Translation Comparison and Historical Backgrounds Research Report
By October 17		➤ Video Report due- Day 5 Lectures
Week 6		
By October 21	Chs 8, 18; 14-16	➤ Textbook Quiz #3
Week 7	(SCHOOL READING WEEK)	
Week 8	(SCHOOL MODULE WEEK)	
Week 9		
By November 12	Chs 19-22	➤ Textbook Quiz #4
By November 13	Part One: Step 2	➤ Research Component Worksheet: Discourse Analysis, Exegetical Research and Word Study
Week 10		
By November 18	Chs 3-5, 9	➤ Textbook Quiz #5
Week 11		
By November 25	Chs 7, 13	➤ Textbook Quiz #6
By November 27	Part One: Step 3	➤ Main Idea Meme/Headline and Outline and Draft Study Questions with Leader's Guide
Week 12		
Week 13		
By Friday December 11, 2026	Part Two: Complete Written Bible Study and Self and Peer Feedback	Complete Written Bible Study and Part 2 Personal Reflection and Feedback Forms

- Revision week is December 14-18. Students are encouraged to submit revisions soon after they receive their marked assignments.
- No assignments will be accepted after **December 18, 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.

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.

Bibliography

Accessing Quality Resources

MCS-Horizon belongs to the Saskatoon Theological Union Library, a consortium containing nearly 125,000 volumes and providing access to digital resources such as eBooks, journals, and databases through a subscription to the Digital Theological Library (DTL). The STU library is one of the largest theological libraries in western Canada. Additionally, since Horizon is an Affiliated College of the University of Saskatchewan Horizon students have borrowing privileges at all University of Saskatchewan libraries, including free access to interlibrary loans.

Consequently, to access the best resources available to you, you will likely need to go beyond MCS-Horizon's campus library. If you have any questions, please contact Richelle at library@horizon.edu or Nataliaia library@mcs.edu.

Assessing Resources for Quality

Not all resources are equal. When assessing resources, be aware of:

- The source's *actual expertise* (what are your source's credentials? What is your source *qualified* to tell you? Does the source have *legitimate expertise* in its area?);
- The source's intended **purpose** (is your source scholarly? devotional? homiletical?);
- The source's **currency** (how up-to-date is your source? Matthew Henry is long dead...let him rest in peace! Similarly, Vine's Dictionary and Strong's Concordance use long discarded definitions of Greek and Hebrew words. Using definitions from these sources is like a doctor using a 1st edition of Gray's Anatomy to practise medicine today!);
- The source's **theological or ideological bias**. This is often more difficult to discern, but it's important to be aware that *everyone* has biases, and sometimes even recognized scholars are pushing particular agendas.

How to Read the Bible

Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids: Baker Academic, 2016.

Blomberg, Craig L. *Can We Still Believe the Bible? An Evangelical Engagement with Contemporary Questions*. Grand Rapids: Brazos Press, 2014.

Blomberg, Craig L., with Jennifer Foutz Markley. *Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010.

Carson, D.A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker, 1996.

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3rd ed. Grand Rapids: Zondervan, 2012.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3rd 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.

- Green, Joel B. *Seized by Truth: Reading the Bible as Scripture*. Abingdon, 2010.
- Kaiser, Jr., Walter C. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids: Baker, 2011.
- 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*. 2nd Ed. Grand Rapids: Zondervan, 2018.
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- Thiselton, Anthony C. *New Horizons in Hermeneutics: The Theory and Practice of Transforming Biblical Reading*. Grand Rapids: Zondervan, 1992.
- Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Grand Rapids: Zondervan, 2009.

OT Introductions and Theologies

- Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2nd ed. Grand Rapids: Baker, 2008.
- Birch, Bruce C., Walter Brueggemann, Terence E. Fretheim, and David L. Petersen. *A Theological Introduction to the Old Testament*. 2nd ed. Abingdon, 2005.
- Broyles, Craig C., ed. *Interpreting the Old Testament. A Guide for Exegesis*. Grand Rapids: Baker, 2001.
- 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* 3rd ed. Grand Rapids: Zondervan, 2009.
- Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
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- Sweeney, Marvin A. *Tanak: A Theological and Critical Introduction to the Jewish Bible*. Minneapolis: Fortress, 2011.
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- Walton, John H. *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*. 5 volumes. Grand Rapids: Zondervan, 2009.

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- 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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- Burge, Gary M., Lynn H. Cohick and Gene L. Green, *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Contexts*. Grand Rapids: Zondervan, 2009.
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- Guthrie, Donald. *New Testament Introduction*. Revised ed. Downers Grove: IVP, 1990.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Revised edition. Minneapolis: Fortress Press, 2002.
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- Morris, Leon. *New Testament Theology*. Grand Rapids: Zondervan, 2011.
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- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2nd Ed. Grand Rapids: Baker Academic, 2018.
- Witherington III, Ben. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Vol I: The Individual Witnesses*. Downers Grove, IL: IVP Academic, 2009; *Vol. II: The Collective Witness*. Downers Grove, IL: IVP Academic, 2010.
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- Wright, N.T. and Michael F. Bird. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids: Zondervan, 2019.

Commentaries

Single Volume

- Barton, J. and J. Muddiman, eds. *The Oxford Bible Commentary*. Oxford: Oxford University Press, 2001.
- Bruce, F.F., ed. *New International Bible Commentary*. Revised edition. Grand Rapids: Zondervan, 1999.
- Dunn, J.D.G. and J.W. Rogerson, eds. *Eerdmans Commentary on the Bible*. Grand Rapids: Eerdmans, 2003.
- Kroeger, CC. and M.J. Evans, eds. *The IVP Women's Bible Commentary*. Downers Grove: IVP, 2002.
- Mays, James L., ed. *HarperCollins Bible Commentary*. Revised ed. San Francisco: HarperOne, 2000.

Wenham, G.J., J.A. Motyer, D.A. Carson and R.T. France, eds. *New Bible Commentary, 21st-Century Edition*. 4th revised edition. Downers Grove: IVP Academic, 2006.

Commentary Series

Although commentaries must be assessed on an individual basis, the editorial intentions of certain series make it possible to comment on them generally. This is not an exhaustive list.

- *Anchor Bible Commentaries*. Semi-technical; original languages transliterated; both academically rigorous and sensitive to intelligent non-specialists.
- *Baker Exegetical Commentary on the New Testament*. Semi-technical recent Evangelical series; transliterated Greek.
- *Black's New Testament Commentaries*. Semi-technical; transliterated Greek; less rigorous than the Anchor Bible.
- *Brazos Theological Commentary on the Bible*. A careful, Evangelical discussion of the meaning of the biblical text; primary purpose is to identify theological significance.
- *Hermeneia*. Technical; original languages. Don't be fooled by its small size – assumes much background knowledge of its readers. Always read the footnotes. Not evangelical.
- *International Critical Commentaries*. Technical; knowledge of original languages.
- *Interpretation*. Non-technical but scholarly; aimed at pastors and non-specialists, it deals usefully but generically with current critical issues; does not comment on every verse.
- *The IVP Commentary Series*. Non-technical, by Evangelical scholars. Published also as Tyndale Old Testament Commentaries and The Bible Speaks Today series. Somewhat dated; NT now accessible at www.biblegateway.com/resources/ivp-nt/toc/.
- *The New American Commentary*. Semi-technical Evangelical series; original languages in footnotes.
- *New Century Bible*. Non-technical; written by critical scholars and aimed at lay readers.
- *New Covenant Commentary*. Non-technical by Evangelical authors; attendant to theology and contemporary application.
- *New International Commentary on the Old Testament/ New International Commentary on the New Testament*. Semi-technical; knowledge of original languages will help, but unnecessary. This series is updating its publications, so there are often two independent commentaries for a given biblical book.
- *New International Biblical Commentary*. Non-technical Evangelical series; reasonable overview of issues.
- *New International Greek Testament Commentaries*. Technical; assumes some knowledge of Greek.
- *New Interpreter's Bible*. A Bible commentary in 12 volumes. Non-technical, by first-rate scholars.
- *The NIV Application Commentary*. Non-technical Evangelical series. Mixed quality.
- *The Old Testament Library*. Semi-technical critical series; languages transliterated.

- *Sacra-Pagina*. Semi-technical; Roman Catholic series; critical but sensitive to the non-specialist.
- *Word Biblical Commentaries*. Technical; original languages; offers verse-by-verse exegesis and a separate explanation section.
- *Zondervan Critical Introductions to the New Testament*. Emerging Evangelical series focused on critical aspects of the NT that are often treated only minimally in full-length commentaries.

Bible Dictionaries and Lexicons

Topics

- *Anchor Bible Dictionary*. 6 vols. Doubleday, 1992.
- *Dictionary of Jesus and the Gospels*. 2nd ed. IVP Academic, 2013.
- *Dictionary of the Later New Testament and Its Development*. IVP Academic, 2000.
- *Dictionary of New Testament Background*. IVP Academic, 2000.
- *Dictionary of the Old Testament: Historical Books*. IVP Academic, 2006.
- *Dictionary of the Old Testament: Pentateuch*. IVP Academic, 2006.
- *Dictionary of the Old Testament: Prophets*. IVP Academic, 2012.
- *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. IVP Academic, 2008.
- *Dictionary of Paul and His Letters*. IVP Academic, [1993] 2006.
- *HarperCollins Bible Dictionary*, rev. ed. HarperOne, 1996.
- *The International Standard Bible Encyclopedia*. Rev. ed. 4 vols. Zondervan, 1986.
- *The IVP Bible Background Commentary: New Testament*. InterVarsity Press, 1994.

Words

The Bible is composed of words written in Aramaic, Hebrew, and Greek. Since most of the following resources require some knowledge of the original languages, use an English concordance to find words in their original languages.

- *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Eerdmans, 1972).
- *Exegetical Dictionary of the New Testament*. 3 vols (Eerdmans, 1990-93).
- *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. (University of Chicago, 2000).
- **New International Dictionary of New Testament Theology*, Rev. ed. 4 vols (Zondervan, 1986) (*Lists terms in English; Greek words can be looked up in the index).
- *New International Dictionary of New Testament Theology and Exegesis*. 4 vols (Zondervan, 2014).

- *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. (Zondervan, 1997).
- **The NIV Exhaustive Bible Concordance*. 3rd ed. (Zondervan, 2015). (*Lists terms in English. A better alternative to Strong's Concordance.)
- *Theological Dictionary of the New Testament*, 10 vols (Eerdmans, 1964-76)/
Theological Dictionary of the Old Testament, 15 vols (Eerdmans, 1975-2015).

Digital and Online Sources

Despite popular opinion, everything *is not* now available for free on the Internet. Mostly, the Internet gives free access to unaccountable opinion pieces or resources that are out of copyright (and often out of date). The most current and reliable resources are still protected by publisher's copyright and need to be purchased as books or online through paid access.

Below are some digital and online tools of some value:

Free Online Resources

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

Paid Software

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

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