



## **Exploring the New Testament (NTEN5300)**

New Orleans Baptist Theological Seminary

Biblical Studies Division

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### **I. SEMINARY MISSION**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

### **II. COURSE PURPOSE**

This purpose for this course is to introduce the background and literature of the New Testament.

### **III. CORE VALUES:**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God.

Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. *The core value for NOBTS this year is Mission Focus.*

### **IV. KEY COMPETENCIES:**

The Seminary has seven key competencies in its academic program: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. *The key competency addressed in this course is Biblical Exposition.*

### **V. COURSE DESCRIPTION:**

The purpose for this course is to introduce the student to the literature of the New Testament by means of studying both the Biblical text and the historical and cultural factors that shaped it. The historical background, certain aspects of contemporary scholarship, and especially the themes and general teachings of the New Testament books will be discussed.

**VI. STUDENT LEARNING OUTCOMES:**

The following are the student learning outcomes of this course:

- The student will be able to understand thoroughly New Testament history, background, and canon, and selected themes of the New Testament.
- The student will be able to apply adequately New Testament history, background, and canon, and selected themes of the New Testament to contemporary needs in the church.
- The student will be able to communicate clearly New Testament history, background, and canon, and selected themes of the New Testament to a contemporary audience.

**VII. LEARNING OBJECTIVES:**

*Knowledge*

Students who complete this course successfully should:

- Know the basic historical, social, and cultural forces impacting the life and times of the New Testament world
- Know the basic content of the New Testament and be able to give a brief description of the major themes and emphases of the New Testament books
- Know the characteristics of the various literary genres in the New Testament and some of the major implications of the genre differences for interpretation
- Know the current issues involved in the contemporary study of New Testament documents

*Attitudes*

Students who complete this course successfully should:

- Appreciate the impact of the New Testament world on the New Testament documents and their interpretation
- Respect the complexity of applying ancient texts written thousands of years ago in modern contexts
- Appreciate the value of the moral, ethical, and practical teachings of the New Testament for guidance in daily living in family and society

*Skills*

Students who complete this course successfully should be able to:

- Contextualize New Testament texts within their ancient historical, cultural, social, and literary setting for the purpose of interpretation
- Evaluate the strengths and weaknesses of various modern translations of the New Testament
- Prepare the exegetical foundation for an intelligent, thoughtful, and relevant bible study, devotional, or message based on a New Testament text
- Have a working familiarity with resources for the on-going study of the New Testament

**VIII. REQUIRED TEXTS:**

- The Bible in any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
- Wenham, David and Steve Walton. *Exploring the New Testament, Vol. 1: A Guide to the Gospels and Acts*. Downers Grove, Ill.: InterVarsity Press, 2001.
- Marshall, I. Howard and Ian Paul. *Exploring the New Testament, Vol. 2: A Guide to the Letters and Revelation*. Downers Grove, Ill.: InterVarsity Press, 2002.

- Barrett, Charles K., editor. *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*. Revised edition. New York: HarperSanFrancisco, 1989.
- Ferguson, Everett. *Backgrounds of Early Christianity*. 2d Edition. Grand Rapids: William B. Eerdmans Publishing Company, 1987, 1993.

Additional Reading Resources are:

- Klein, William W., Craig L. Blomberg, Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Revised and expanded. Nashville: Thomas Nelson, 1993, 2004.
- Stevens, Gerald L. "The New Testament Canon." Download a pdf file from the link: <http://drkoine.com/classes/exnt/index.html>

#### IX. TEACHING METHODOLOGY:

- Class sessions will consist of lecture presentations discussing units of study followed by exploration of issues derived from textbook readings.
- Class preparation will consist of reading textbook assignments, preparing reading quizzes, and the taking of sectional exams.
- Class units presented are: two units on introduction and canon, six units on history, two units on groups, institutions, and literature, five units on the gospels, eight units on the Pauline epistles, and three units on the general epistles and Revelation.

#### X. COURSE EVALUATION:

- **Daily Quizzes** will be given on the days scheduled from the readings indicated in the assignments section of the course syllabus.
- **Sectional Exams** will be given on the days scheduled. These exams focus on the material since the last exam.
- **Final Exam** is on material since the last sectional exam.
- **Participation** of students in class will be observed and included in grading.
- **Final Average**

Daily quiz avg. =	20%
Sectional exams avg. =	55%
Final exam =	25%

#### XI. COURSE POLICIES:

- **Attendance:** Class attendance for all sessions is expected. In a three-hour semester class, you are allowed to miss a total of nine classroom hours, which is less than six 80 minute class periods. Class periods missed because of late enrollment are counted as absences. Three tardies equals one absence. Be forewarned that cutting a grammar class is academically unwise at any time. Absence due to illness or emergency must be accompanied by documentation acceptable to the professor to be an excused absence with no penalty.
- **Etiquette:** Please silence cell phones before class begins. Otherwise, you may disrupt the entire class. If you expect an extremely important call, wait for that call outside class. Also, please do not disrupt class by leaving to take a cell phone call. We appreciate your cooperation in maintaining a positive learning environment.

**XII. ADDITIONAL INFORMATION:**

- *Dr. Stevens's personal website is:*

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the ExNT course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:

<http://drkoine.com/classes/exnt/index.html>

- A link to additional supplementary presentation lectures occasionally will be posted on this page.

**XIII. ASSIGNMENTS:**

WEEK	Tuesday	Thursday
<b>Week 1:</b> Jan. 19, 21	<b>Introduction—New Testament Study</b> <ul style="list-style-type: none"> <li>• Introduction to class</li> <li>• Introduction to New Testament study</li> </ul>	<b>Background—New Testament Canon</b> <ul style="list-style-type: none"> <li>• KBH: “The Biblical Canon,” 103–116</li> <li>• Stevens: “The New Testament Canon”</li> </ul>
<b>Week 2:</b> Jan. 26, 28	<b>History—Foreign Rulers</b> <ul style="list-style-type: none"> <li>• ExNT 1.1: 6–7</li> <li>• Ferguson: 5–20; 396–407</li> </ul>	<b>History—Maccabees, Hasmoneans</b> <ul style="list-style-type: none"> <li>• ExNT 1.1: 7–12</li> <li>• Ferguson: 432–39</li> <li>• Barrett: 135–48 (1 Maccabees)</li> </ul>
<b>Week 3:</b> Feb. 2, 4	<b>History—Herod, Herodians</b> <ul style="list-style-type: none"> <li>• ExNT 1.1: 13–23</li> <li>• Ferguson: 413–427</li> <li>• Barrett: 148–57; 162–70 (Josephus)</li> </ul>	<b>History—Republic to Empire, Part 1</b> <ul style="list-style-type: none"> <li>• ExNT 2.1: 4–5; 8–20</li> <li>• Ferguson: 20–31; 40–45</li> <li>• Barrett: 1–9 (Augustus)</li> </ul>
<b>Week 4:</b> Feb. 9, 11	<b>MARDI GRAS</b>	<b>History—Republic to Empire, Part 2</b> <ul style="list-style-type: none"> <li>• Ferguson: (see end of schedule)</li> <li>• Barrett: 62–65; 66–68; 70–72; 108–114</li> </ul>
<b>Week 5:</b> Feb. 16, 18	<b>History—Roman Caesars</b> <ul style="list-style-type: none"> <li>• ExNT 2.1: 6–7</li> <li>• Ferguson: 31–40; 592–608</li> <li>• Barrett: 10–22 (Tacitus, Suetonius)</li> </ul>	<b>SECTIONAL EXAM 1</b>
<b>Week 6:</b>	<b>Judaism 1—Groups, Institutions</b>	<b>Judaism 2—Literature</b>

Feb. 23, 25	<ul style="list-style-type: none"> <li>• Ferguson: 513–82</li> </ul>	<ul style="list-style-type: none"> <li>• Ferguson: 431–32; 440–501</li> <li>• Barrett: 316–44 (Apocalyptic) <i>Extra Credit (3 pts. each, exam grade):</i></li> <li>• Barrett: 177–217 (Rabbinic)</li> <li>• Barrett: 218–51 (Qumran)</li> <li>• Barrett: 252–89 (Philo, Josephus)</li> </ul>
<b>Week 7</b> Mar. 1, 3	<b>Gospel Tradition—Literary Issues</b> <ul style="list-style-type: none"> <li>• ExNT 1.3: 47–56</li> <li>• ExNT 1.4: 57–80</li> </ul>	<b>Gospel Tradition—Jesus Tradition</b> <ul style="list-style-type: none"> <li>• ExNT 1.6: 127–41</li> <li>• ExNT 1.7: 143–53</li> <li>• ExNT 1.8: 155–87</li> </ul>
<b>Week 8</b> Mar. 8, 10	<b>Gospel Tradition—Mark, Matthew</b> <ul style="list-style-type: none"> <li>• ExNT 1.9: 191–207</li> <li>• ExNT 1.10: 209–26</li> <li>• Mark 1–16, Matthew 1–28</li> </ul>	<b>Gospel Tradition—Luke-Acts</b> <ul style="list-style-type: none"> <li>• ExNT 1.11: 227–41</li> <li>• ExNT 1.13: 267–75, 285–300</li> <li>• Luke 1–24, Acts 1–12</li> </ul>
<b>Break</b> Mar. 14–18	<b>SPRING BREAK</b>	
<b>Week 9</b> Mar. 22, 24	<b>Gospel Tradition—John</b> <ul style="list-style-type: none"> <li>• ExNT 1.12: 243–64</li> <li>• John 1–21</li> </ul>	<b>SECTIONAL EXAM 2</b>
<b>Week 10</b> Mar. 29, 31	<b>Pauline Mission—Acts 13–28</b> <ul style="list-style-type: none"> <li>• ExNT 1.13: 275–85</li> <li>• Acts 13–28</li> </ul>	<b>Pauline Mission—Acts 13–28</b> <ul style="list-style-type: none"> <li>• ExNT 1.13: 275–85</li> <li>• Acts 13–28</li> </ul>
<b>Week 11</b> Apr. 5, 7	<b>Pauline Mission—Literary Issues</b> <ul style="list-style-type: none"> <li>• ExNT 2.2: 23–29</li> <li>• ExNT 2.15: 223–27</li> <li>• ExNT 2.3: 31–45</li> </ul>	<b>Pauline Mission—Early Epistles</b> <ul style="list-style-type: none"> <li>• ExNT 2.4: 47–60</li> <li>• ExNT 2.5: 61–72</li> </ul>
<b>Week 12</b> Apr. 12, 14	<b>Pauline Mission—Corinthians</b> <ul style="list-style-type: none"> <li>• ExNT 2.6: 73–90</li> <li>• ExNT 2.7: 91–104</li> </ul>	<b>Pauline Mission—Romans</b> <ul style="list-style-type: none"> <li>• ExNT 2.8: 105–27</li> <li>• ExNT 2.14: 193–212</li> </ul>
<b>Week 13</b> Apr. 19, 21	<b>Early Church—Prison Epistles</b> <ul style="list-style-type: none"> <li>• ExNT 2.9: 129–41</li> <li>• ExNT 2.10: 143–49</li> <li>• ExNT 2.11: 151–61</li> <li>• ExNT 2.12: 163–73</li> </ul>	<b>Early Church—Pastorals</b> <ul style="list-style-type: none"> <li>• ExNT 2.13: 175–91</li> </ul>
<b>Week 14</b> Apr. 26, 28	<b>Early Church—General Epistles 1</b> <ul style="list-style-type: none"> <li>• ExNT 2.16: 231–46</li> <li>• ExNT 2.17: 247–59</li> </ul>	<b>Early Church—General Epistles 2</b> <ul style="list-style-type: none"> <li>• ExNT 2.18: 261–73</li> <li>• ExNT 2.19: 275–87</li> <li>• ExNT 2.20: 289–302</li> </ul>
<b>Week 15</b> May 3, 5	<b>Early Church—Revelation</b> <ul style="list-style-type: none"> <li>• ExNT 2.21: 305–28</li> </ul>	<b>Early Church—Revelation</b>
<b>Week 16</b> May 10, 12	<b>FINAL EXAM</b> <b>Thurs., May 12, 9:00–11:00 am</b>	

**Week 4:** Thurs., Feb. 11*Republic to Empire, Part 2**Ferguson Readings:*

86–90	Trade and Travel
97–106	Theaters, etc.
173–77	Religion: General Characteristics
199–212	Ruler Cult
220–35	Dreams, Healing, Magic, Fate

259–77; 281–87; 287–96; 297–300	Mysteries: Dionysius, Egyptian, Cybele, Mithras, Conclusion
300–313	Gnosticism
330–35	Plato
338–42	Aristotle
354–60	Stoicism
370–72; 377–79	Epicureanism
609–16	Religious Rivals

**XIV. Embedded Assignment**

Consult the last page of this syllabus for the embedded assignment. This embedded assignment will be completed by all students. The rubric for grading this assignment is attached to this syllabus with the embedded assignment.

**XV. Bibliography**

The following bibliography is suggested by the New Testament Department of Denver Seminary and available at this link:

<http://www.denverseminary.edu/article/new-testament-exegesis-bibliography-2009/>

**Textual Criticism**

Aland, K. and B. *The Text of the New Testament*. G.R.: Eerdmans, 1989.<sup>2</sup> Black, D. A. *New Testament Textual Criticism: A Concise Guide*. G.R.: Baker, 1994.

Greenlee, J. H. *Introduction to New Testament Textual Criticism*. Peabody: Hendrickson, 1995.<sup>2</sup>

Jones, T. P. *Misquoting the Truth: A Guide to Fallacies of Bart Erhman's Misquoting Jesus*. Downers Grove: IVP, 2007.

\*Metzger, B. M. *A Textual Commentary on the Greek New Testament*. London & N.Y.: United Bible Societies, 1994.<sup>2</sup>

Omanson, R. L. *A Textual Guide to the Greek New Testament*. Stuttgart: German Bible Society, 2006.

Parker, D. C. *An Introduction to the New Testament Manuscripts and Their Texts*. Cambridge: Cambridge University Press, 2008.

\*Wegner, P. D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and*

*Results*. Downers Grove, IL: InterVarsity, 2006.

## Grammar

\*Black, D. A. *It's Still Greek to Me*. G.R.: Baker, 1998.

Blass, F., A. Debrunner, and R. Funk. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 1961.

Mounce, W. D. *The Morphology of Biblical Greek*. G.R.: Zondervan, 1994.

Porter, S. E. *Idioms of the Greek New Testament*. Sheffield, UK: Sheffield Academic Press, 1992.

Wallace, D. B. *The Basics of New Testament Syntax*. G.R.: Zondervan, 2000.

\*Wallace, D. B. *Greek Grammar Beyond the Basics*. G.R.: Zondervan, 1996.

Young, R. A. *Intermediate New Testament Greek*. Nashville: Broadman & Holman, 1994.

## Introduction

Achtemeier, P. J., J. B. Green, and M. M. Thompson. *Introducing the New Testament: Its Literature and Theology*. G.R.: Eerdmans, 2001.

Brown, R. E. *An Introduction to the New Testament*. N.Y.: Doubleday, 1997.

\*Carson, D. A. and D. J. Moo. *An Introduction to the New Testament*. G.R.: Zondervan, 2005.<sup>2</sup>

Burge, G. M., L. H. Cohick, and G. L. Green. *The New Testament in Antiquity*. G.R.: Zondervan, 2008.

\*deSilva, D. A. *An Introduction to the New Testament: Context, Methods and Ministry Formation*. Downers Grove, IL: InterVarsity, 2004.

Elwell, W. A. and Yarbrough, R. W. *Encountering the New Testament and Readings from the First-Century World* [with CD-ROM]. G.R.: Baker, 2005.<sup>2</sup>

Köstenberger, A. J., L. S. Kellum and C. L. Quarles. *The Cradle, The Cross, and the Crown*. Nashville: B&H, 2009.

Guthrie, D. *New Testament Introduction*. Downers Grove, IL: InterVarsity, 1990.<sup>4</sup>

Wenham, D. and S. Walton. *Exploring the New Testament*, vol. 1: *A Guide to the Gospels & Acts*. Downers Grove, IL: InterVarsity, 2001; Marshall, I. H., Travis, S. and Paul, I., vol. 2: *A Guide to the Epistles and Revelation* (2002).

## Historical Background

### A. Lexical Analysis

Balz, H. and G. Schneider, ed. *Exegetical Dictionary of the New Testament*, 3 vols. G.R.: Eerdmans, 1990-93.

\*Bauer, W. (Danker/Arndt/Gingrich). *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 2000.<sup>3</sup>

\*Brown, C., ed. *The New International Dictionary of New Testament Theology*, 3 vols. G.R.: Zondervan, 1975-1978.

Kittel, G. and G. Friedrich, ed. *Theological Dictionary of the New Testament*, 10 vols. G.R.: Eerdmans, 1964-76.

Kittel, G. and G. Friedrich; ed. and abridged by G. Bromiley. *TDNT*, 1 vol. edition. G.R.: Eerdmans, 1985.

Liddell, H. G. and R. Scott. *A Greek-English Lexicon*, 9th ed. Oxford: Clarendon, 1925-40; repr. 1968 [for classical Greek].

\*Louw, J. P. and E. A. Nida. *A Greek-English Lexicon of the New Testament Based on Semantic Domains*, 2 vols. New York: United Bible Societies, 1988.

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Mounce, W. D., ed. *Mounce's Complete Expository Dictionary of Old and New Testament Words*. G.R.: Zondervan, 2006.

Verbrugge, V.D. *The NIV Theological Dictionary of NT Words*. G.R.: Zondervan, 2000 [abridgment of C. Brown]

## B. History and Religion

Barclay, J.M.G. *The Jews in the Mediterranean Diaspora*. Edinburgh: T&T Clark, 1996.

Barnett, P. *Jesus and the Rise of Early Christianity*. Downers Grove, IL: InterVarsity, 1999.

Evans, C. A. and S. E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove, IL: InterVarsity, 2000.

\*Ferguson, E. *Backgrounds of Early Christianity*. G.R.: Eerdmans, 2003.<sup>3</sup>

Jeffers, J. S. *The Greco-Roman World of the New Testament Era*. Downers Grove, IL: InterVarsity, 1999.

\*Keener, C. S. *The IVP Biblical Background Commentary: New Testament*. Downers Grove, IL: InterVarsity, 1993.

Nash, R. H. *The Gospel and the Greeks: Did the New Testament Borrow from Pagan Thought?* Phillipsburg, NJ: P&R, 2003.

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\*Witherington, B., III. *New Testament History: A Narrative Account*. G.R.: Baker, 2001.

Wright, N. T. *The New Testament and the People of God*. Minneapolis: Fortress, 1992.

### C. Primary Source Material

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### Theology

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\*Helyer, L. *The Witness of Jesus, Paul and John: An Exploration in Biblical Theology*. Downers Grove, IL: InterVarsity, 2008.

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\*Marshall, I. H. *New Testament Theology*. Downers Grove, IL: InterVarsity, 2004.

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### **Criticism**

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\*Klein, W. W. *Handbook for Personal Bible Study*. Colorado Springs: NavPress, 2008.

\*Klein, W. W., C. L. Blomberg and R. L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Nashville: Nelson, 2004.<sup>2</sup>

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Vanhoozer, K. J. *Is There a Meaning in this Text?* Downers Grove, IL: InterVarsity, 1998.

### Jesus and the Gospels

\*Bauckham, R. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. G.R.: Eerdmans, 2006.

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## Paul

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\*Dunn, J. D. G. *The Theology of Paul the Apostle*. G.R.: Eerdmans, 1998.

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## Major Commentaries

The lists of top eleven commentaries for each N.T. book are divided into three sections: the first contains those we consider the best detailed, critical commentaries using the Greek text; the second lists more mid-level works using the English text (some with references to the Greek in footnotes); and the third consists of commentaries that are briefer and/or have a special focus on application. At least one priority title is asterisked for each level.

Abbreviations for series:

AB = Anchor Bible    BECNT = Baker Exegetical Commentary on the New Testament    BNTC = Black's New Testament Commentary    BST = Bible Speaks Today    EBC = Expositor's Bible Commentary    EC = Epworth Commentaries    ECC = Eerdmans Critical Commentary    ICC = International Critical Commentary    Int = Interpretation    NAC = New American Commentary    NCB = New Century Bible    NCBC = New Cambridge Bible Commentary    NIBC = New International Biblical Commentary    NICNT = New International Commentary on the New Testament    NIGTC = New International Greek Testament Commentary    NIVAC = NIV Application Commentary    NTC = New Testament Commentary    NTinC = New Testament in Context    NTL = New Testament Library    NTR = New Testament Readings    PNTC = Pillar

New Testament Commentary SP = Sacra Pagina THNTC = Two Horizons New Testament Commentary TNTC = Tyndale New Testament Commentary WBC = Word Biblical Commentary ZECNT = Zondervan Exegetical Commentary on the New Testament

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\*Hagner, D. A. *Matthew* (WBC), 2 vols. Dallas: Word, 1993-95.

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Nolland, J. *The Gospel of Matthew* (NIGTC). G.R.: Eerdmans, 2005.

Turner, D. L. *Matthew* (BECNT). G.R.: Baker, 2008.

Blomberg, C. L. *Matthew* (NAC). Nashville: Broadman, 1992.

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\*France, R. T. *The Gospel of Matthew* (NICNT). G.R.: Eerdmans, 2007

Keener, C. S. *A Commentary on the Gospel of Matthew*. G.R.: Eerdmans, 1999.

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Keener, C. S. *Matthew* (NTC). Downers Grove, IL: InterVarsity, 1997.

\*Wilkins, M. J. *Matthew* (NIVAC). G.R.: Zondervan, 2004.

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France, R. T. *The Gospel of Mark* (NIGTC). G.R.: Eerdmans, 2002.

\*Guelich, R. A. *Mark 1-8:26* (WBC). Dallas: Word, 1989; and Evans, C. A. *Mark 8:27-16:20* (WBC). Nashville: Nelson, 2001.

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\*Stein, R. H. *Mark* (BECNT). G.R.: Baker, 2008.

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Lane, W. L. *The Gospel according to Mark* (NICNT). G.R.: Eerdmans, 1974.

Marcus, J. *Mark 1-8* (AB). NY: Doubleday, 2000.

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Culpepper, R. A. *Mark* (SHBC) Macon: Smyth & Helwys, 2007.

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Kernaghan, R. J. *Mark* (IVPNTC). Downers Grove, IL: InterVarsity, 2007.

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Bovon, F. *Luke*, vol. 1 (Hermeneia). Minneapolis: Fortress, 2002.

Marshall, I. H. *The Gospel of Luke* (NIGTC). G.R.: Eerdmans, 1978.

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Liefeld, W. L. and D. Pao, "Luke," in EBC, rev., vol. 10, 19-355. G.R.: Zondervan, 2007.

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Lieu, J. *Luke* (EC). London: Epworth, 1997.

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\*Green, G. L. *The Letters to the Thessalonians* (PNTC). G.R.: Eerdmans, 2002.

\*Malherbe, A. J. *The Letters to the Thessalonians* (AB). New York: Doubleday, 2001.

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Stott, J. R. W. *The Message of 1 & 2 Thessalonians* (BST). Downers Grove, IL: InterVarsity, 1991.

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Marshall, I. H. with P. H. Towner. *A Critical and Exegetical Commentary on the Pastoral Epistles* (ICC, rev.). Edinburgh: T. & T. Clark, 1999.

\*Mounce, W. D. *Pastoral Epistles* (WBC). Nashville: Nelson, 2000.

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**COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT****Research Worksheet  
NTEN5300 Exploring the New Testament****Student:** \_\_\_\_\_ **Site:** \_\_\_\_\_**Semester:** \_\_\_\_\_ **Format:** \_\_\_\_\_**Student Learning Outcomes:**

1. The student will be able to understand thoroughly New Testament history, background, and canon, and selected New Testament themes.
2. The student will be able to apply adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs.
3. The student will be able to communicate clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary audience.

**Assignment Description:**

1. A summative question will be answered thoroughly by the students as a take-home assignment that can be linked to an exam. The question (or problem) will require research of the historical context, genre, theology, and/or interpretive concerns of a selected period, event, or passage. Answers should be well-developed and provide thorough documentation and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch margins, single-spaced, approximately two pages in length. The general line of inquiry would be something like, “for the following NT passage, explain the historical context of the passage, the exegetical teaching of the passage (historical teachings), and how these teachings can be applied and communicated to a contemporary audience.”
2. The student should show adequate application of the research to a selected need of the Christian community.
3. The student should communicate clearly how the answer of the research question might impact the faith and life of Christian believers with focus on the contemporary audience.

**Assignment Evaluation** (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent):

DOMAIN	LEVEL	EVALUATION				
		0	1	2	3	4
UNDERSTANDING The Student:	Understood thoroughly New Testament history, background, and canon, and selected themes of the New Testament					
APPLICATION The Student:	Applied adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs					
COMMUNICATION The Student:	Communicated clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary aud.					