

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	SPRING/SUMMER, 2025
Course Title	NEW TESTAMENT THEOLOGY AND HISTORY
Course Code	NEWT 0522 1A
Date	MAY 5 – JULY 25, 2025
Delivery Format	ASYNCHRONOUS ONLINE
Instructor	JOHN MOON, PhD Email: johnmoon@tyndale.ca NOTE: Recorded lectures feature Dr. Duncan Reid, Associate Professor of New Testament, Tyndale Seminary.
Class Information	<p>This course is designed to be ASYNCHRONOUS. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions within the timeline parameters set out below. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.</p> <p>WEEKLY COFFEE HOUR (via Zoom): Wednesdays from 1:00 to 2:00 pm on the days indicated on the course Moodle page (link under “General Course Information”). Alternative arrangements to meet with the professor are possible for those who are unable to attend at these times.</p> <p>Email correspondence: a response can be expected within 1-3 business days.</p>
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

A study of the New Testament focusing on its over-arching vision of God’s mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will

reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

Recommended Prerequisite: BIBL 0501

II. LEARNING OUTCOMES

At the end of the course, by actively listening to the weekly lectures, participating in online discussion forums, researching and writing a formal research paper, and composing a final integration paper, students will be able to:

1. Discuss the relationship of human and divine elements in the composition, canonization, translation and interpretation of the New Testament as scripture;
2. Demonstrate the importance of the Jewish and Greco-Roman historical context for the interpretation of the New Testament;
3. Identify issues related to historical Jesus research and sketch out a general understanding of the four Gospels;
4. Describe a general outline for the life of Paul and identify some of the major theological themes in his letters;
5. Distinguish between and analyze individual New Testament books in relation to their historical background, literary features, themes, and contemporary significance;
6. Describe the task of New Testament theology and discuss matters of theological unity and diversity as well as the relationship of the New Testament to the Old Testament;
7. Identify the practical relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole.

III. COURSE REQUIREMENTS

A. REQUIRED READING

In addition to listening to the weekly lectures on the course page on classes.tyndale.ca, you will be required to read the following:

Powell, Mark Allan. [*Introducing the New Testament: A Historical, Literary, and Theological Survey*](#). Grand Rapids, MI: Baker Academic, 2018 (2009).

Carter, Warren. [*Seven Events that Shaped the New Testament World*](#). Grand Rapids, MI: Baker Academic, 2013.

New Testament texts. While it is advisable to consult with more than one translation, your primary text can be any modern translation except paraphrases.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Each student will be evaluated on the basis of the following assignments (percentage of course grade in brackets).

1. Weekly Reflection Posts. Due weekly on any of 6 out of 12 weeks (5% of final grade)

A forum for posting these “Weekly Reflections” will appear on the course page just below the posted lecture videos for each week. It potentially addresses any one of the stated Learning Outcomes but especially #7. During any given week the student is expected to make **two posts** as follows: (1) provide a brief comment and/or question (one paragraph of 100-200 words) in response to the course material (lectures and/or reading) for the given week; (2) provide a brief response (one paragraph of 100-200 words) to the post of one other student who has posted that same week. At some point in your two posts comment on the practical significance of your reflections for Christian life and the mission of the church. You can choose the weeks on which you post but to obtain the full 5% of the course grade for this assignment you must post on at least 6 of the 12 weeks. As per the dates on the course page (and in the Course Schedule below), each week runs from Monday to Sunday. For a post to count toward the course grade it must be posted **before 11:59 pm on Sunday of the given week (after this the forum will be locked and therefore unavailable for new posts)**.

Grading rubric: the following rubric will be used in grading this assignment:

Percentage of Course grade	Weekly Reflection Posts
5	Provides two posts on at least 6 out of 12 weeks. Each post is approximately 100-200 words in length and in keeping with the above description. Posts occur before 11:59 pm on Sunday of the given week and follow the ‘guidelines for online engagement’ listed

	below (under General Guidelines for the Submission of Written Work).
4	As above but posts 5 out of 12 weeks.
3	As above but posts 4 out of 12 weeks.
2	As above but posts 3 out of 12 weeks.
1	As above but posts 2 out of 12 weeks.
0.5	As above but posts 1 out of 12 weeks.

2. Group Discussion Forums. Three forums due on weeks 4, 6 and 8 (50% of final grade)

Group Discussion forums are an important component of this course and will involve you interacting with a small group of fellow students in relation to a question posted by the instructor. These discussion forums will address various aspects of the Learning Outcomes. The groups will be assigned randomly in week 3 and will consist of four or five students. The duration of each discussion forum will be one week (Monday to Sunday) and the format for each week will be as follows:

- (a) 'Discussion question': the **instructor** will post the discussion question along with assigned reading and a grading rubric (**NOTE**: in addition to appearing in the forums, a pdf document containing all the questions is posted directly below the syllabus on the course page, enabling you to work on your answers in advance).
- (b) 'Student responses': each student will post a response to the discussion question. Each response should be written as a prose style essay (**12 point font and double spaced**). The specific length of each essay will be indicated in the question but will typically be 3-5 pages. The 'student response' must be **posted as a pdf document by 11:59 pm on Monday** of the given week. You will not be able to see other student responses until you have posted your own response.

Instructions on style: There is no need for a title page but you should have your name and a brief title in the header of the paper (or in the first line). Given the word/page limit you will need to be succinct in your response (e.g., no need for introductory paragraphs and extraneous words – just answer the question as succinctly and clearly as you can). There is much that can be said in three to five pages when you write clearly and succinctly, which is part of the challenge of this assignment. Do not use footnotes but instead provide in-text citations with page number references (e.g., Wright 2009, 33) when you are referring to secondary sources. You should also include a bibliography that provides full bibliographic information (e.g., Wright, N. T. *Paul, In Fresh Perspective*. Minneapolis, MN: Fortress Press, 2009) for all the sources that you cite. The bibliography should conform to the Chicago Manual of Style (see below for links to this resource) and appear at the end of your document (it is not included in your page count).

- (c) **'Secondary reflection'**: once you have posted your response you will be able to see the responses of other students. After reading through the other 'student responses' from your group you need to post a single reflection (approximately 200 to 400 words) in which you summarize how your thinking has been enhanced, challenged and/or changed by reading the other responses in your group (this should be posted as a reply directly into the dialogue box of the forum rather than as an additional pdf attachment). Any comments on the work of others should be given respectfully and conform to the 'guidelines for online engagement' listed below (under General Guidelines for the Submission of Written Work). This summary comment must be **posted by 11:59 pm on Thursday** of the given week. No further posts are *required* but feel free to continue dialoguing over points of interest.

Assignment Grading: A grading rubric is posted on the course page. This includes guidelines on penalties for late or missed assignments.

Responses to forums should be posted directly into the given discussion forum. Please remember that these are academic forums and that all posted comments are expected to adhere to the following **'Guidelines for Online Engagement'** (especially when commenting on the work of others):

- Comments are consistently characterized by respectful language and tone toward others who you may disagree with;
- Comments are devoid of sexism, racism, personal attacks, 'put downs' or any other content that might be taken as personally offensive by others;
- Comments are respectful of class diversity in relation to age, gender, ethnicity, cultural background and denominational background;
- Comments avoid passing judgment on another person's motives or spiritual maturity;
- Comments avoid giving unsolicited pastoral advice, counsel, or spiritual direction to other students;
- While disagreement is expected, healthy and necessary to learning, it should be expressed in a respectful manner that invites further dialogue and growth in mutual understanding.

3. Research Paper. Due on Monday, July 14, 2025 (45% of final grade)

Each student will select one research topic from the list below (alternative topics may be approved by the instructor upon request) and will write an academic paper related to that topic. Depending on the chosen topic and research question, this paper may address one or more of the Learning Outcomes identified at the beginning of this syllabus. In completing this paper the student should proceed according to the following guidelines:

- ***Possible research topics:*** the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the kingdom of God in the Gospels; the death of Jesus; the resurrection of Jesus; apocalyptic literature and its value for studying

the New Testament; the theology of Paul; Paul's understanding of the Old Testament law; the use of the Old Testament in the New; the value of New Testament critical methodology as used by modern biblical scholars (e.g. redaction criticism; source criticism; literary criticism; rhetorical criticism; etc.); the study of Jewish or Greco-Roman background in relation to interpretation of the New Testament; the 'new perspective' on Paul; pseudepigraphy in the New Testament; the relationship of history and theology in studying the New Testament; various theological themes or New Testament theology in general.

- **Research Question:** Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. *You must first formulate a research question that you intend to answer in your paper.* For example "the resurrection of Jesus" is a research topic but not a research question. Examples of questions related to this topic might include the following: what is the historical and contextual background (OT; Ancient Near East; Greco-Roman etc.) to resurrection in the NT? What is the historical evidence for Jesus being raised bodily from the dead? How is the resurrection of Jesus best explained – bodily resurrection, mythological story, objective visionary experience or other? Etc. It is recommended (but not required) that you get input from the instructor when formulating your research question. The research question will be key to giving your paper a specific focus. You will then need to research potential answers to your question in secondary scholarly literature (see below) as well as paying close attention to the New Testament itself. The results of your research should demonstrate your ability to interact with and synthesize ideas found in various secondary sources along with your own ideas.
- **Secondary literature:** in keeping with the grading rubric below, an A/B paper will include between (at least) 7 to 15 items in your bibliography. The only items included in this count will be secondary scholarly sources that go beyond any assigned course reading and have obvious relevance to your paper. These include such things as scholarly commentaries, NT Introductions, NT Theologies, books, and articles/essays (e.g., in dictionaries and essay collections). If there is *significant interaction* (versus a brief citation) with a primary source (e.g., Josephus or Philo etc.) then the reference to this primary source will be included in the bibliography count. You are welcome to reference the following type of items as you see fit, but they will not be included in the bibliography count: popular articles, essays and commentaries; popular online articles; Bibles and study Bibles. Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with your own. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in **footnotes** (not endnotes) and provide a full bibliography at the end of your paper.
- **General approach:** the paper should be clearly structured with the following sections: (1) an introduction (identify your research question, why it is important to address and how you intend to address it); (2) body (present your research in a clear and organized fashion – it is often helpful to use sectional headings to organize and clarify your

thoughts); (3) and conclusion (draw clear conclusions in answering your research question based on your findings presented in the body of the paper). What matters most is that you organize and clearly present your research and ideas. In a paper that discusses differing opinions this does not mean drawing conclusions where there is insufficient evidence. It is possible, for example, that you are unable to decide between two or more options. In this case you need to clearly show the strengths and weaknesses of each option and why you think ambiguity remains. You may give suggestions for further research that would help gain more insight.

- **Style:** The paper should be 8-10 pages in length (maximum 10, not including title page or bibliography) with footnotes (not endnotes) and a bibliography of sources consulted. Please follow the Chicago Manual of Style for footnotes and bibliography ([See “Documenting Chicago Style” tip sheet](#)). The paper should be written in 12 point font, double-spaced, and preferably Times Roman font with 1 inch margins. The bibliography should include all items of secondary and primary literature that are cited (not Bibles but it is good to indicate in a footnote or parenthesis which version/versions you are using) and should include a good cross section of types (commentaries; books; articles) and viewpoints. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). Please also consult “General Guidelines for Submission of Written Work” below.

Grading rubric: the following rubric will be used in grading this assignment:

Grade	Research Paper
A	<p>The paper carefully follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, persuasively demonstrates why this question deserves attention, and clearly explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of appropriate secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 10-15 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper creatively and succinctly presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.</p> <p><i>Style:</i> the paper is clear, creative, succinct and persuasive in presenting research findings and conclusions. The paper clearly and directly answers the research question posed in the introduction and appropriately summarizes/states these findings in its conclusion. The paper is clearly organized and avoids confusion,</p>

	unnecessary details, redundant repetition, and inefficient wording. The paper is free (or almost free) of stylistic and grammatical mistakes. It adheres to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).
B	<p>The paper follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, indicates why this question deserves attention, and explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 7-10 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions on the research question under investigation.</p> <p><i>Style:</i> the paper is clear, succinct and persuasive in presenting research findings and conclusions. The paper clearly answers the research question posed in the introduction and appropriately summarizes/states these findings in the conclusion. The paper is well organized and generally avoids confusion, unnecessary details, redundant repetition, and inefficient wording. The paper is generally free of stylistic and grammatical mistakes, and adheres to the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style)</p>
C	<p>The paper generally follows the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a research question, indicates why it is being addressed and how that will happen. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources relevant to the subject matter at hand. The bibliography includes at least 3-6 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that is generally clear and appropriately represents the views of others. The paper will demonstrate an awareness of differing viewpoints while drawing its own conclusions on the matter at hand.</p> <p><i>Style:</i> the paper is generally clear and persuasive in presenting its research findings and conclusions. The paper is organized and generally avoids confusion and unnecessary details. While reasonably clear, the paper may contain more</p>

	<p>than the average number of stylistic and grammatical mistakes. It generally adheres to “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style), but may be deficient in some of these ways.</p>
D	<p>The paper somewhat follows the assignment instructions for a ‘Research Paper’ outlined above but is characterized by one of more of the following elements:</p> <p><i>Research:</i> the introduction lacks clarity in relation to the research question, the reasons for it being addressed and/or the method to be employed. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources. However, these resources may be deemed of poor quality (in relation to the description of secondary sources in the course the assignment), insufficient in number (less than 3), and/or lacking in relevance to the subject matter at hand.</p> <p><i>Argumentation and style:</i> while possibly demonstrating awareness of differing views, the presentation of research is generally lacking in clarity and persuasiveness and/or fails to appropriately represent the views of others. The conclusions drawn from the research may be missing or lacking in clarity.</p> <p><i>Style:</i> the paper suffers from a lack of clarity and persuasiveness in general. There is little evidence of organization and it may well be characterized by confusion, unnecessary or irrelevant details, and a large number of stylistic and grammatical mistakes. It may substantially fail to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
F	<p>Either no paper has been submitted within agreed upon timelines (including any agreed upon extensions) or the paper fails in large manner to follow the assignment instructions for a ‘Research Paper’ outlined above. Such a failure will be characterized by one of more of the following elements:</p> <p><i>Research:</i> there is a fundamental lack of clarity in relation to identifying a research question or the manner in which it will be addressed. The paper and bibliography provide no evidence of research from secondary (and possibly primary) sources or those cited are deemed either irrelevant or of poor quality (in relation to the description of secondary sources in the course the assignment).</p> <p><i>Argumentation and style:</i> there is a lack of awareness of differing views and presentation of research fundamentally lacks in clarity and persuasiveness. No clear conclusions are drawn or expressed.</p> <p><i>Style:</i> there is an overall lack of clarity and organization. Instead the paper is characterized by confusion and, irrelevant details, and a large number of stylistic and grammatical mistakes. It fails substantially to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>

Written assignments are due on the dates indicated above and should be type written, double-spaced, 12 point font (preferably Times Roman; 10 point font for footnotes), and one inch margins.

The remaining assignments (research and integration papers) should be uploaded onto the course page through the appropriate portal (Word or pdf formats will be accepted). Late papers (if the portal is closed) can be emailed directly to the professor at the email address at the top of this syllabus. Please label the file with your name and assignment (e.g., John Smith research paper). The deadline for submission is midnight on the due date.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is challenging for you then you are expected to seek help (e.g. from the writing services of the Centre for Academic Excellence).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation will be based upon completion of the assignments (as outlined above):

Assignment	Due Date	% of final grade
1. Weekly Reflections Posts	Weekly (any 6 out of 12 weeks)	5%
2. Group Discussion Forums	Weeks 4, 6, 8	50%
3. Research Paper	Mon Jul 14	45%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

The core course content includes weekly online lectures and course reading (textbooks and New Testament). The following schedule indicates which material is relevant to a given week. Please note that the forum for the Weekly Reflection Posts (assignment #1) will run every week. Dates for other assignments are explicitly indicated and marked with *asterisks*.

Week 1: May 5-11

Online lecture: The New Testament as Scripture

Required reading:

- Powell 59-75 (17 pages) (chap 3)
- Carter 107-154 (48 pages) (chapters 6 and 7)

Week 2: May 12-18

Online lecture: The New Testament in its Historical Context

Course reading:

- Powell 17-57 (41 pages) (chaps 1 + 2)
- Carter 1-64 (64 pages) (chaps 1-3)
- New Testament: Gospel of Mark

Week 3: May 19-25

Online lecture: Jesus and the Gospels

Course reading:

- Powell 77-119 (43 pages) (chaps 4 + 5)
- Carter 65-85 (20 pages) (chap 4)
- New Testament: Gospel of Matthew

Week 4: May 26—June 1

NOTE: On-line Group Discussion Forum #1 (assignment #2)

Online lecture: Matthew and Mark

Course reading:

- Powell 119-159 (41 pages) (chaps 6 + 7)
- Carter 87-106 (19 pages) (chap 5)
- New Testament: Gospel of Luke

Week 5: June 2-8

Online lecture: John

Course reading:

- Powell 183-203 and 507-521 (36 pages) (chaps 9 + 28)
- New Testament: Gospel of John and 1, 2, 3, John

Week 6: June 9-15

NOTE: On-line Group Discussion Forum #2 (assignment #2)

Online lecture: Luke and Acts

Course reading:

- Powell 161-181 and 205-229 (46 pages) (chaps 8 + 10)
- New Testament: Acts

Week 7: June 16-22

Online lecture: Introduction to Paul and his Letters

Course reading:

- Powell 231-269 and 431-441 (50 pages) (chaps 11 +12 + 23)
- New Testament: Philemon and Galatians

Week 8: June 23-29

NOTE: On-line Group Discussion Forum #3 (assignment #2)

Online lecture: Romans and Galatians

Course reading:

- Powell 271-287 and 323-337 (31 pages) (chaps 13 + 16)
- New Testament: Romans

Week 9: June 30—July 6

Online lecture: 1 Corinthians and Philippians

Course reading:

- Powell 289-307 and 357-369 (32 pages) (chaps 14 +18)
- New Testament: 1-2 Corinthians and Philippians

Week 10: July 7-13

Online lecture: Hebrews and James

Course reading:

- Powell 443-477 (35 pages) (chaps 24 + 25)
- New Testament: Hebrews and James

Week 11: July 14-20

NOTE: Research Paper due Monday November 25

Online lecture: 1 Peter and Revelation

Course reading:

- Powell 479-495 and 531-551 (38 pages) (chaps 26 + 30)
- New Testament: 1 Peter and Revelation

Week 12: July 21-27

Online lecture: New Testament Theology

Course Reading: none

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

The following is a partial list of resources intended as a starting point of research on a number of issues pertaining to the New Testament. In addition to these more general works, the library has multiple commentaries on each book of the New Testament. Commentaries will provide

valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

New Testament Introductions:

- Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Wm. B. Eerdmans, 2001.
- Brown, Raymond E. *An Introduction to the New Testament*. New York; London; Toronto: Doubleday, 1997.
- Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids, MI: Zondervan, 1992.
- DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Downers Grove, IL: InterVarsity Press, 2004.
- Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Literature*. New York; Oxford: Oxford University Press, 2000.
- Guthrie, Donald. *New Testament Introduction*. Leicester; Downers Grove, IL: Apollos; Intervarsity Press, 1990.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Minneapolis, MN: Fortress Press, 1999.
- Kümmel, W. G. *Introduction to the New Testament*. Translated by H. C. Kee. London: Abingdon Press, 1975.
- Marxsen, W. *Introduction to the New Testament: An Approach to Its Problems*. Translated by G. Buswell. Philadelphia, PA: Fortress Press, 1968.
- McNeile, A. H. *An Introduction to the Study of New Testament*. 2nd Rev. ed. Edited by C. S. C. Williams. Oxford: Clarendon Press, 1953.
- Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3rd ed. Nashville, TN: Abingdon Press, 2003.
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009 (Second Edition, 2018)
- Robert, A., and A. Feuillet. *Introduction to the New Testament*. Translated by P. W. Skehan et al. New York; Rome; Paris: Desclée Company, 1965.

New Testament Theology:

- Anderson, Bernhard W. "The New Crisis in Biblical Theology." *Drew Gateway* 45 (1974–75): 159–74.
- Bultmann, Rudolf. *Theology of the New Testament*. 2 Vols. Translated by Kendrick Grobel. New York: Charles Scribner's Sons, 1951 and 1955.
- Caird, G. B. *New Testament Theology*. Completed and edited by Donald A. Hagner. Oxford: Clarendon Press, 1994.
- Conzelmann, Hans. *An Outline of the Theology of the New Testament*. Translated by John Bowden. New York: Harper & Row, 1969.

Funk, Robert W. *Language, Hermeneutic and the Word of God: The Problem of Language in the New Testament and Contemporary Theology*. New York: Harper and Row, 1966.

Guthrie, Donald. *New Testament Theology*. Leicester: IVP, 1981.

Käsemann, Ernst. "The Problem of New Testament Theology." *NTS* 19 (1972–1903): 235–45.

Keck, Leander E. "Problems of New Testament Theology." *NovT* 7 (1964): 217–41.

Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Grand Rapids, MI: Eerdmans, 1994 (1974).

Lemcio, Eugene E. "The Unifying Kerygma of the New Testament." *JSNT* 33 (1988): 3–17.

Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: IVP, 2004.

Martin, Ralph P. "New Testament Theology: Impasse and Exit." *ExpTim* 69 (1980): 264–69.

Matera, Frank J. "New Testament Theology: History, Method and Identity." *CBQ* 67 (2005): 1–21.

_____. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

Perrin, Norman. "Jesus and the Theology of the New Testament." *JR* 64 (1984): 413–31.

Räsänen, Heikki. *Beyond New Testament Theology*. London; Philadelphia: SCM Press; Trinity Press International, 1990.

Richardson, Alan. *An Introduction to the Theology of the New Testament*. London: SCM, 1958.

Robinson, James M. "The Future of New Testament Theology." *Drew Gateway* 45 (1974–75): 175–87.

Rowe, C. Kavin. "New Testament Theology: The Revival of a Discipline: A Review of Recent Contributions to the Field." *JBL* 125, no. 2 (2006): 393–410.

Sandys-Wunsch, John, and Laurence Eldredge. "J.P. Gabler and the Distinction between Biblical and Dogmatic Theology: Translation, Commentary, and Discussion of His Originality." *SJT* 33 (1980): 133–58.

Schreiner, Thomas R. *New Testament Theology: Magnifying God in Christ*. Grand Rapids, MI: Baker, 2008.

Strecker, Georg. *Theology of the New Testament*. German ed. Edited and completed by Friedrich Wilhelm Horn. Translated by M. Eugene Boring. Louisville, KY: Westminster John Knox Press, 2000.

Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids, MI: Zondervan, 2005.

Jesus and the Gospels:

Allison, D.C. *Constructing Jesus: Memory, Imagination, and History*. Grand Rapids, MI: Baker Academic, 2010.

Allison, D.C. *The Historical Christ and the Theological Jesus*. Grand Rapids, MI: Eerdmans, 2009.

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 2006.

_____. *The Gospels for All Christians: Rethinking the Gospel Audiences*. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 1998.

- Bird, Michael F. "The Formation of the Gospels in the Setting of Early Christianity: The Jesus Tradition as Corporate Memory." *WTJ* 67 (2005): 113–34.
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FINAL REMARKS

This course seeks to provide a broad general introduction to the study of New Testament theology and history. In the interests of achieving the desired aims and goals, it may be necessary to change some details in this syllabus.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (FOR SYNCHRONOUS COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It’s advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).