


“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, 2026
Course Title	NEW TESTAMENT THEOLOGY AND HISTORY
Course Code	NEWT 0522 1A
Date	From May 5, 2026 to July 24, 2026
Delivery Format	ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time.  OPTIONAL COFFEE HOURS (via Zoom link on course website under “General Course Information”): Wednesdays from 3:00 to 4:00 pm on select weeks (see Course Schedule under section IV below). The purpose is to meet other students, the instructor, and discuss various topics. Alternative arrangements to meet with the professor are possible for those unable to attend.
Instructor	JOHN MOON, PhD Email: johnmoon@tyndale.ca (a response can be expected within 1-3 business days) <i>NOTE: Recorded lectures feature Dr. Duncan Reid, Associate Professor of New Testament, Tyndale Seminary</i>
Office Hours	By appointment only.
Course Materials	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 overarching 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, 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 at classes.tyndale.ca, you will be required to read the following:

Powell, Mark Allan. [*Introducing the New Testament: A Historical, Literary, and Theological Survey*](#). 2d ed. Grand Rapids, MI: Baker Academic, 2018.

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 (e.g., NIV, ESV, NRSV) but not paraphrases (e.g., NLT).

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 [STEPBible](#) – 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.

1. Weekly Reflection Posts: due weekly on any of 8 out of 12 weeks (10%)

This assignment is related to potentially all the Learning Outcomes. A forum for posting these “Weekly Reflections” will appear on the course page just below the posted lecture videos for each week. 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 10% of the course grade for this assignment you must post on at least 8 of the 12 weeks—each week running from Monday to Sunday. For a post to count towards the course grade it must be posted *before 11:59 pm on Sunday of the given week*. See “Assignment Grading Rubrics and Late Policies” on course website.

2. Two Group Discussion Forums: due Weeks 4 + 8, two submissions by Monday, one submission by Thursday (20% x 2 = 40%)

This assignment is related to all the Learning Outcomes. These Group Discussion Forums will involve you interacting with a small group of fellow students (approx. 4-5 students) in relation to a discussion question and readings posted by the instructor. The groups will be assigned randomly by Week 3 and posted under Week 4. Moreover, the discussion question (with assignment instructions) and readings (a few journal articles) will be posted under Weeks 4 and 8. Students should review the discussion question and readings *well before* Weeks 4 and 8, as

the first submission is due on the Monday of the given week. The format for each week will be as follows:

(1) 'Student Response' (two submissions by 11:59 pm on the Monday of Weeks 4 + 8).

Each student will post a response to the discussion question (see assignment instructions for length, but generally about 3-4 pages). Given the page limit you will need to be succinct in your response (e.g., no need for introductory paragraphs and extraneous words). There is much that can be said in 3-4 pages when you write clearly and succinctly, which is part of the challenge of this assignment.

Note on submission. On the course website (under Weeks 4 and 8), you must submit your "Student Response" *as a pdf twice*: first "to the instructor" (for grading), and then second "to the forum" (for your peers). Students who do not make both submissions on time will be subject to the late policy (see below). (Please note: for your submission "to the forum," there is a one-hour time lapse before your forum post will appear, allowing you to edit your post if needed. You will not be able to see other student responses until this one-hour time lapse is completed.)

Note on style. Unless otherwise indicated, write in prose style essay. Use 12-point font, Times New Roman, one-inch margins, double-spacing. No need for a title-page, but provide your name and a brief title in the header of the paper. When referring to secondary sources, use in-text citations (e.g., Wright 2009, 33). Include full bibliography at the end (e.g., Wright, N. T. *Paul, In Fresh Perspective*. Minneapolis, MN: Fortress Press, 2009). Use the [Chicago Manual of Style](#) or another style you are familiar with (e.g., APA, MLA).

(2) 'Secondary Reflection' (one submission by 11:59 pm on the Thursday of Wks 4 + 8).

After you have posted your response "to the forum," 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) "to the forum" (not "to the instructor") 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). Note, *you are not responsible for interacting with late student responses* (i.e., past Monday). Any comments on the work of others should be given respectfully and conform to the "Guidelines for Interactions" (see section VI.C below).

See "Assignment Grading Rubrics and Late Policies" on course website.

3. Research Essay: due on Monday, July 13, 2026 (50% of final grade)

This assignment is related potentially to all the Learning Outcomes. Students will have an opportunity to critically investigate a topic of interest related to the New Testament and write a research essay of **8-10 pages** (excluding title page and bibliography). To succeed in this assignment, it is **critical** that students read the document, “**How to Write Your Research Essay,**” on the course website (under “General Course Information”).

- *Secondary literature.* For an “A” paper, include **at least 8 items** in your bibliography (see “How to Write Your Research Essay” on the different kinds of secondary literature that are suitable). The only items included in this count will be secondary scholarly sources that go beyond assigned course readings. You may reference the following type of items, but they will *not* count toward the bibliography: popular articles, essays and commentaries; popular online articles; Bibles and study Bibles. Try to use a range of types of secondary literature (e.g., commentaries, books, peer-reviewed journal articles) representing different viewpoints. Cite your sources using footnotes (not endnotes) and provide a full bibliography at the end.
- *Style:* For footnotes and bibliography—for both primary and secondary literature—use the [Chicago Manual of Style](#) or another style you are familiar with (e.g., APA, MLA). Use 12-point font, Times New Roman, one-inch margins, double-spacing, and include page numbers in the footer. Include a title page with a descriptive title of your essay, your name, due date, course code, and name of the professor. Written work should be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. 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).



Essays are to be submitted *as a pdf* through the course website (classes.tyndale.ca) (cf. section VI.D General Guidelines for the Submission of Written Work, esp. on Turnitin). See “Assignment Grading Rubrics and Late Policies” on course website.

D. SUMMARY OF ASSIGNMENTS AND GRADING

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

Assignment	Due Date	Grade
1. Weekly Reflections Posts	Weekly (any 8 out of 12 weeks; submission by Sunday)	10%
2. Two Group Discussion Forums	Weeks 4 and 8 (submissions on Mondays + Thursdays of these weeks)	40%
3. Research Essay	Monday, July 13, 2026	50%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Online Lecture	Assigned Readings	Assignments
Week 1: May 4-10	The New Testament as Scripture	<ul style="list-style-type: none"> Powell, pp. 59-75 (17 pages) (ch. 3) Carter, pp. 107-154 (48 pages) (chs. 6-7) 	Note: Assignment #1 Weekly Reflection Posts (10%) will run every week
Week 2: May 11-17	The New Testament in its Historical Context	<ul style="list-style-type: none"> Powell 17-57 (41 pages) (chs. 1 + 2) Carter 1-64 (64 pages) (chs. 1-3) Bible: Gospel of Mark 	
Week 3: May 18-24	Jesus and the Gospels  <i>Optional Coffee Hour</i> (Wed. 3-4pm): meet/greet, getting oriented to NT studies; questions about assignment #2	<ul style="list-style-type: none"> Powell 77-119 (43 pages) (chs. 4 + 5) Carter 65-85 (20 pages) (ch. 4) Bible: Gospel of Matthew 	
Week 4: May 25-31	Matthew and Mark	<ul style="list-style-type: none"> Powell 119-159 (41 pages) (chs. 6 + 7) Carter 87-106 (19 pages) (ch. 5) Bible: Gospel of Luke 	Assignment #2: Online Group Discussion Forum #1 (submissions on Monday & Thursday) (20%)
Week 5: June 1-7	John  <i>Optional Coffee Hour</i> : getting started on your research paper; miscellaneous questions	<ul style="list-style-type: none"> Powell 183-203 and 507-521 (36 pages) (chs. 9 + 28) Bible: Gospel of John and 1, 2, 3, John 	
Week 6: June 8-14	Luke and Acts	<ul style="list-style-type: none"> Powell 161-181 and 205-229 (46 pages) (chs. 8 + 10) Bible: Acts 	

Week 7: June 15-21	Introduction to Paul and His Letters ☕ <i>Optional Coffee Hour</i> : questions about assignment #2; miscellaneous questions	<ul style="list-style-type: none"> • Powell 231-269 and 431-441 (50 pages) (chs. 11 + 12 + 23) • Bible: Philemon and Galatians 	
Week 8: June 22-28	Romans and Galatians	<ul style="list-style-type: none"> • Powell 271-287 and 323-337 (31 pages) (chs. 13 + 16) • Bible: Romans 	Assignment #2: Online Group Discussion Forum #2 (submissions on Monday & Thursday) (20%)
Week 9: June 29 – Jul 5	1 Corinthians and Philippians ☕ <i>Optional Coffee Hour</i> : open-ended	<ul style="list-style-type: none"> • Powell 289-307 and 357-369 (32 pages) (chaps 14 + 18) • Bible: 1-2 Corinthians and Philippians 	
Week 10: July 6-12	Hebrew and James	<ul style="list-style-type: none"> • Powell 443-477 (35 pages) (chs. 24 + 25) • Bible: Hebrews and James 	
Week 11: Jul 13-19	1 Peter and Revelation	<ul style="list-style-type: none"> • Powell 479-495 and 531-551 (38 pages) (chs. 26 + 30) • Bible: 1 Peter and Revelation 	Assignment #3: Research Essay (50%), due Monday, Jul 13
Week 12: Jul 20-24	New Testament Theology ☕ <i>Optional Coffee Hour</i> : final reflections		

V. SELECTED BIBLIOGRAPHY

In addition to the following 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.

Dictionaries

- Beale, G. K., D. A. Carson, Benjamin L. Gladd, and Andrew David Naselli. *Dictionary of the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2023.
- Collins, John J. and Daniel C. Harlow, eds. *The Eerdmans Dictionary of Early Judaism*. Grand Rapids: Eerdmans, 2010.
- Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Backgrounds*. Downers Grove, IL: InterVarsity Press, 2000.
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. 2d ed. Downers Grove: InterVarsity Press, 2013.
- Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament and its Development*. Downers Grove, IL: InterVarsity Press, 1997.
- McKnight, Scot, Lynn H. Cohick, and Nijay K. Gupta, eds. *Dictionary of Paul and his Letters*. 2d ed. Downers Grove: InterVarsity Press, 2023.

New Testament Introductions:

- Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.
- Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 2005.
- DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. 2d ed. Downers Grove: IVP Academic, 2018.
- Ehrman, Bart D and Hugo Mendez. *The New Testament: A Historical Introduction to the Early Christian Writings*. New York: Oxford University Press, 2024.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3d ed. Minneapolis: Fortress Press, 2010.
- Kümmel, W. G. *Introduction to the New Testament*. Translated by H. C. Kee. London: Abingdon Press, 1975.
- Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3rd ed. Nashville, TN: Abingdon Press, 2003.
- Schnelle, Udo. *The History and Theology of the New Testament Writings*. Translated by M. Eugene Boring. Minneapolis: Fortress Press, 1998.

New Testament Theology:

- Balla, Peter. *Challenges to New Testament Theology: An Attempt to Justify the Enterprise*. Tübingen: Mohr Siebeck, 1997.
- 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.
- Esler, Philip F. *New Testament Theology: Communion and Community*. Minneapolis: Fortress, 2005.
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- 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.
- _____. *Concise New Testament Theology*. Downers Grove, IL: IVP, 2008.
- 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.
- Räisänen, Heikki. *Beyond New Testament Theology*. London; Philadelphia: SCM Press; Trinity Press International, 1990.
- 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.
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- Witherington, Ben. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Volume 1: The Individual Witnesses*. Downers Grove, IL: IVP Academic, 2009.
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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*. 2d ed. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 2017.
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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 (*SYNCHRONOUS ONLINE 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 (seminaryoffice@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 courses 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](#).