

*“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.”*

<b>Semester, Year</b>	FALL, 2026
<b>Course Title</b>	<b>NEW TESTAMENT THEOLOGY AND HISTORY</b>
<b>Course Code</b>	<b>NEWT 0522 1P</b>
<b>Date</b>	From September 16, 2026 to December 9, 2026 <b>Every Wednesday</b>
<b>Time</b>	From 2:15 PM to 5:05 PM
<b>Delivery Format</b>	IN-PERSON ONLY
<b>Class information</b>	The classes will be IN-PERSON on Wednesday from 2:15 PM to 5:05 PM.
<b>Instructor</b>	<b>DUNCAN REID, PhD</b>
<b>Contact Information</b>	Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . 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 first century Mediterranean Greco-Roman and Jewish historical context for interpreting 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, identify some of the major theological themes in his letters, and analyze his letters according to ancient epistolary conventions;
5. Distinguish between and analyze individual New Testament books in relation to their historical background, literary features, themes, and contemporary significance;
6. Explain the challenges involved in the task of New Testament theology and illustrate the relevance of the New Testament to the contemporary life and mission of individuals and communities.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

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

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

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

**One of the following will be required for the book review (assignment #1):**

McKnight, Scott, and B. J. Oropeza, eds. [\*Perspectives on Paul: Five Views\*](#). Grand Rapids, MI: Baker Academic, 2020. ISBN 9781540960757

Thiessen, Matthew. [\*A Jewish Paul: The Messiah's Herald to the Gentiles\*](#). Grand Rapids, MI: Baker Academic, 2023. ISBN 9781540965714

Thiessen, Matthew. [\*Jesus and the Forces of Death: The Gospels' Portrayal of Ritual Impurity Within First-Century Judaism\*](#). Grand Rapids, MI: Baker Academic, 2020. ISBN 9781540964878

Wright, N. T. [How God Became King: The Forgotten Story of the Gospels](#). New York: HarperCollins, 2016. ISBN 978-0-06-173060-3

## **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**

Students will be evaluated on the basis of the following assignments:

### **1. Critical Book Reflection: Due on Wednesday Oct 7, 2026 (20% of final grade)**

Each student is required to write a critical reflection of any one of the following books:

McKnight, Scott, and B. J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids, MI: Baker Academic, 2020. ISBN 9781540960757

Thiessen, Matthew. *A Jewish Paul: The Messiah's Herald to the Gentiles*. Grand Rapids, MI: Baker Academic, 2023. ISBN 9781540965714

Thiessen, Matthew. *Jesus and the Forces of Death: The Gospels' Portrayal of Ritual Impurity Within First-Century Judaism*. Grand Rapids, MI: Baker Academic, 2020. ISBN 9781540964878

Wright, N. T. *How God Became King: The Forgotten Story of the Gospels*. New York: HarperCollins, 2016. ISBN 978-0-06-173060-3

As you prepare for and write your book review you will need to pay attention to the following guidelines:

- *General:* You need to either purchase or borrow the book and read it in its entirety. Highlight and/or make notes (summary) as you go so that you can readily recall what is needed for writing your critical reflection. It is often helpful to re-read a book or parts of it (or your highlights) to make sure you fully understand what the author is saying.
- *Length and style:* Your paper should be 3 to 5 pages in length (maximum 5 pages). Part One and Part Two should each constitute about 50% of your paper. The full bibliographic information of your chosen book should appear on your title page. When citing the book in your paper simply cite page numbers in parenthesis: e.g. (p. 56). If you wish to cite another

author, then include the full reference within your text (or in brackets). There should be no footnotes. For other important matters of style please see comments at the end of this section.

- *Part One*: The first part of your paper should provide a summary of the book. Make sure to identify the target audience and overarching goal/purpose of the book, its structural divisions (e.g., parts and chapters), and key content (i.e., big ideas and key arguments within the divisions). Typically, this involves anywhere from a single sentence to a brief paragraph for each chapter, but this will vary depending on the length and style of the book. Your summary should provide a clear sense of the flow of the book in a way that represents the author as accurately as possible.
- *Part Two*: The second part of your paper involves a critical reflection on the book. You need to identify 2-5 strengths of the book. These are positive qualities that make the book stand out in terms of what it has to offer its intended audience. You should also provide 2-5 potential weaknesses and/or limitations of the book. These are things that the author(s) (and possibly editors) could have done better or differently to make the book more valuable to its intended audience (e.g., key ideas, arguments, style, layout, organization, clarity of communication, bibliographic information, additional resources etc.). Make sure to evaluate the book on its own terms (i.e., in terms of intended audience and stated aims rather than some ideal of your own making). Conclude by discussing the usefulness of the book for yourself and others as a resource for personal growth and ministry.
- *Note*: This paper should be written as if it will be read by someone who knows nothing about the book. Your summary should give that person a clear sense of the book's content and your reflection should give a good idea of what he/she can expect to gain from reading it.

**Assignment Grading:** A grading rubric is posted on the course Moodle page.

## **2. Biblical Book Study: Due on Wednesday Nov 11, 2026 (30% of final grade)**

Each student is required to write an introductory paper on a New Testament book of their choosing. Once you have selected your book then proceed according to the following guidelines:

- *Inductive study*: Read through the book (I recommend a photocopy) at least once or twice (several times if smaller) with highlighter and/or pen/pencil in hand, making notes and markings as you go. Look for clues about structure and key themes/ideas (e.g. repeated ideas and phrases) as well as such matters as authorship, historical context, intended audience, and intent/purpose. Make note of questions that require further research (e.g., background information, confusing and unclear passages, etc.)
- *Secondary sources*: After completing this initial inductive study, consult secondary literature that discusses these introductory issues and helps to flesh out, support, challenge, or in other ways enhance your inductive observations. Make note of important debates and key arguments in support of them. When indicating a preference for a particular viewpoint,

make sure to provide reasons for your conclusion (it is OK to be agnostic when the evidence is genuinely inconclusive or you need to do further research before drawing a conclusion). Use as many different secondary sources as you like, but as a basic minimum you should consult *at least five different types (dated no earlier than 2000)* of academic (not popular) sources from the following list: academic journal articles (ideally peer reviewed); New Testament Introductions; New Testament Theologies; academic commentaries (especially the introduction); articles in Bible Dictionaries or Encyclopedias; articles in academic books (monographs; multi-author and edited).

- *Paper content*: Organize your paper using the following sectional headings:
  - a) Historical and literary background: this section addresses issues of dating, authorship, audience, historical and geographical context (of audience and author). Make note of important discussion about sources and literary relationships (e.g., relationship of Synoptic Gospels to one another, of 2 Peter to Jude, or of James to Jesus traditions).
  - b) Identification of genre and Structural outline: identify and explain the major literary genre of your book: e.g., different types of letters, biography, history, apocalypse etc. (you will likely need to rely on secondary literature here). Identify and explain major structural divisions that indicate the overall flow of the book. For genre and structure, make note of divergent possibilities and scholarly opinions, stating your own preferences and giving reasons for your choices. Your conclusions should be based on your own observations in dialogue with secondary sources. Try to incorporate genre/structure insights into your discussion of themes and application.
    - Note: It is a good idea to include an outline of your chosen book (typical point form as found in most commentaries). *This is recommended for all but required for an A grade paper.* If your book is longer (e.g., Gospels, Acts, Romans, Revelation), then attach it as an appendix (not included in your page count). Note, however, the outline is not a substitute for your discussion, which should focus on explaining *why* you chose the structure you did.
  - c) Key theological themes/ideas: this section should identify key theological themes/ideas in your chosen book. *Each theme should be stated in a clear and concise but complete single sentence* (e.g., 'It is necessary to have faith in Jesus as the Christ if you are to live life to the full') and *not* simply given as word or heading (e.g., 'faith'). Each theme should be stated and then discussed (1-2 paragraphs). Your discussion should explain the theme and provide evidence for why it is thematic in this book (e.g. repetition in various contexts; significant chunk of text given over to it etc.). Since many thematic ideas appear in more than one NT book, your sentence and discussion should indicate how the thematic idea is uniquely represented in your chosen book (e.g., 'righteousness' in James vs Galatians vs Matthew).
  - d) Ideas for contemporary appropriation/application: This section should explore how your book informs contemporary church/society. Identify specific action steps, related to *one* of your themes, that appropriately bridge from the first to the twenty-first century. They should be clear, concrete, creative, realistic, and context specific (e.g., your church,

ministry organization, local community etc.). Indicate how these actions steps would potentially help to positively shape or change the culture of your stated context.

- e) Critical issues requiring further research: The final brief paragraph should identify outstanding questions that require further research to enhance your understanding of your chosen book.
- *Paper style*: This paper should be 8-10 pages in length but not exceeding 10 pages (not including title page, bibliography or appendix of structural breakdown). It should include footnotes (not endnotes) and a bibliography according to the Chicago Manual of Style (click on “Go to Notes and Bibliography” in the following Tyndale e-resource link: [Chicago-Style Quick Guide](#)). The bibliography should have a minimum of 5 items beyond the course texts (as above on secondary sources). For other important matters of style please see comments at the end of this section.
  - *General guidelines on spacing*: as you write you will need to decide how much space to give to specific sections in your paper. This will vary depending on the book you choose (e.g., authorship is debated and/or uncertain in books like Hebrews, James, and 2 Peter but not for Romans or Corinthians). As a general rule, however, at least fifty percent of your paper should be taken up with sections (c) and (d) with the least amount given to section (f).

**Assignment Grading:** A grading rubric is posted on the course Moodle page.

### 3. Research Paper: Due on Friday Dec 4, 2026 (50% of final grade)

Each student will select a research topic from the list below (alternative topics are welcome but must be approved in consultation with the instructor) 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 the paper the student should proceed according to the following guidelines:

- **Potential research topics**: the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the kingdom of God; 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**: *your research paper should be a response to a specific research question, related to your chosen topic.* The research question is critical to giving your paper a specific focus. For example, “the resurrection of Jesus” is a research topic but not a research question. Many possible questions could be asked about this topic such as 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. Research potential answers to your question in secondary scholarly literature (see below) as well as paying close attention to the New Testament itself. Your paper should demonstrate the ability to accurately summarize, critically engage, and synthesize your research findings 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 have obvious relevance to your paper (assigned course reading not included). 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 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. For other important matters of style please see comments at the end of this section.

**Assignment Grading:** A grading rubric is posted on the course Moodle page.

**Submission guidelines and late penalties:**

Written assignments are due on the dates indicated and should be type written, *double-spaced, 12-point font Times New Roman (10-point font for footnotes), and one-inch margins*. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). They should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

**Please label the file** with your name and assignment (e.g., John Smith\_Book Review or 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 difficult for you then you are expected to seek help (e.g., from the writing services of the Centre for Academic Excellence).

*See Section VI below for late penalty policy.*

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

<b>Assignment</b>	<b>Due Date</b>	<b>% of final grade</b>
1. Critical Book Reflection	Wednesday Oct 7, 2026	20%
2. Biblical Book Study	Wednesday Nov 11, 2026	30%
3. Research Paper	Friday Dec 4, 2026	50%
<b>Total Grade</b>		<b>100%</b>

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**Week 1: Sep 16**

Course Introduction and Syllabus

*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: Sep 23**

*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)

**Week 3: Sep 30**

*Lecture:* Jesus and the Gospels (General Introduction)

*Course reading:*

- Powell 77-117 (41 pages) (chaps 4 + 5)
- Carter 65-85 (20 pages) (chap 4)
- New Testament: Gospel of Luke

**Week 4: Oct 7**

\*NOTE: Critical Book Reflection Due on Wednesday Oct 7\* (assignment #1)

*Lecture:* The Gospel of Mark

*Course reading:*

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

**Week 5: Oct 14**

*Lecture:* The Gospel of John and the Johannine Letters

*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: Oct 21**

*Lecture:* Luke and Acts

*Course reading:*

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

**OCT 28 – NO CLASS – READING WEEK****Week 7: Nov 4**

*Lecture:* Paul and His Letters (General Introduction)

*Course reading:*

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

**Week 8: Nov 11**

\*NOTE: Biblical Book Study Due on Wednesday Nov 11\* (assignment #2)

*Lecture:* Romans

*Course reading:*

- Powell 271-287 (17 pages) (chap 13)
- New Testament: Romans

**Week 9: Nov 18**

*Lecture:* Paul - The Corinthian Correspondence (1-2 Corinthians)

*Course reading:*

- Powell 289-321 (33 pages) (chaps 14 + 15)
- New Testament: 1-2 Corinthians

**Week 10: Nov 25**

*Lecture:* Catholic Epistles - Hebrews

*Course reading:*

- Powell 443-459 (17 pages) (chap 24)
- New Testament: Hebrews

**Week 11: Dec 2**

\*NOTE: Research Paper Due on Friday Dec 4\* (assignment #3)

*Lecture:* Revelation

*Course reading:*

- Powell 531-551 (21 pages) (chap 30)
- New Testament: Revelation

**Week 12: Dec 9**

*Lecture:* New Testament Theology

*Course Reading:* none

**V. SELECTED BIBLIOGRAPHY****New Testament Introductions:**

Achtmeier, 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*. 2<sup>nd</sup> Rev. ed. Edited by C. S. C. Williams. Oxford: Clarendon Press, 1953.
- Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3<sup>rd</sup> ed. Nashville, TN: Abingdon Press, 2003.
- Perrin, Norman. *The New Testament: An Introduction - Proclamation and Parenthesis, Myth and History*. New York; Chicago; San Francisco; Atlanta: Harcourt Brace Jovanovich, 1974.
- 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.
- Eslar, Philip F. *New Testament Theology: Communion and Community*. Minneapolis: Fortress, 2005.
- 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.
- Jeremias, Joachim. *New Testament Theology, Volume 1*. Translated by John Bowden. London: S.C.M. Press, 1971.
- 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.
- \_\_\_\_\_. Howard. *A 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.
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- 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.
- 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.
- Schmithals, Walter. 1997. *The Theology of the First Christians*. Translated by O.C. Dean. Louisville, KY: Westminster John Knox Press, 1997.
- 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.
- 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.
- \_\_\_\_\_. *The Indelible Image: The Theological and Ethical Thought World of the New Testament. Volume 2: The Collective Witnesses*. Downers Grove, IL: IVP Academic, 2010.

### **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.
- Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville, TN: Broadman and Holman, 1997.
- Bock, Darrell L. *Who is Jesus? Linking the Historical Jesus with the Christ of Faith*. New York; Nashville, TN; London: Howard Books, 2012.
- Borg, Marcus J. *Conflict, Holiness & Politics in the Teachings of Jesus*. Studies in the Bible and Early Christianity, Vol. 5. New York; London: Continuum, 1998.
- \_\_\_\_\_. *Jesus: Uncovering the Life, Teachings, and Relevance of a Religious Revolutionary*. New York: HarperSanFrancisco, 2006.
- \_\_\_\_\_. *Meeting Jesus Again for the First Time: The Historical Jesus & the Heart of Contemporary Faith*. San Francisco: HarperSanFrancisco, 1984.
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- Burridge, R. A. *Four Gospels, One Jesus? A Symbolic Reading*. Grand Rapids, MI; Cambridge, U.K.: Eerdmans, 2005.
- \_\_\_\_\_. *What Are the Gospels? A Comparison with Graeco-Roman Biography*. 2nd ed. Grand Rapids, MI: Eerdmans, 2004.
- Charlesworth, James H., ed. *Jesus and Archaeology*. Grand Rapids, MI: Eerdmans, 2006.
- Crossan, John Dominic. *Jesus: A Revolutionary Biography*. New York: HarperCollins, 1994.
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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](https://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](https://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](https://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](https://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](mailto: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](#).