

# Mountain Theological Seminary Graduate Course Syllabus

## New Testament English Exegesis (Mark) NT 631

Summer 2026  
**May 24-Aug 15, 2026**  
MTS  
Arvada, CO 80004

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### **COURSE DESCRIPTION**

This course is an exegetical study of a synoptic Gospel (Mark) in the English text with attention to the theological themes, structure, historical setting, its relationships to the other Gospels, and interpretation of selected portions.

### **COURSE RATIONALE**

Good exegesis is the key to understanding the Bible. The course will focus on learning how apply the rules of exegesis to the biblical text. And, since we will focus on Mark, we will explore Mark's portrait of Jesus and learn valuable lessons about the life, teaching, ministry, and mission of Jesus from Mark's gospel.

### **MTS MISSION**

The mission of Mountain Theological Seminary is to equip followers of Jesus around the world to be spiritual leaders and servants in Christ's church by providing them with a transformative biblical distance education.

### **COURSE OBJECTIVES**

As a result of this course, students should accomplish the following **objectives**:

1. Cogently interpret the English text of the Gospel of Mark.
2. Compose a sound 20-page exegesis paper on one passage in Mark according to Turabian formatting.
3. Integrate the historical, cultural, canonical, and theological contexts into the interpretation of an English Passage in Mark.
4. Design sound application(s) of the text of Mark to the contemporary world.

## COURSE TEXTBOOKS

Required Textbooks and Reading:

I. Everyone must read Southern Baptist Journal of Theology. SBJT 08:3 (Fall 2004).

<https://www.galaxie.com/volume/2195Links to an external site.>

Read the entire journal except for the book reviews.

Need a subscription to [galaxie.comLinks to an external site.](https://www.galaxie.comLinks to an external site.) (\$5)

II. Everyone must view the following videos during the semester.

A. Brain Blount. "Invasion of the Dead: Preaching Mark." [https://www.youtube.com/watch?v=5vq\\_GY31fJ4Links to an external site.](https://www.youtube.com/watch?v=5vq_GY31fJ4Links to an external site.)

B. Series by Yale Divinity School. 8 Videos. <https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/popularity-breeds-contempt-video/Links to an external site.>

C. Must watch 3 videos on Jesus and the Gospels by Darrel Bock.

1. <https://www.youtube.com/watch?v=6zfQGqI8k4kLinks to an external site.>

2. <https://www.youtube.com/watch?v=SvoVezu3xPcLinks to an external site.>

3. <https://www.youtube.com/watch?v=jFDwqCfEE0QLinks to an external site.>

D. Amy-Jill Levin, Jesus in Text and Context. <https://www.youtube.com/watch?v=7dMylkOW3ScLinks to an external site.>

III. Everyone must read TWO of the following

A. Brooks, James A.. *Mark*. New American Commentary.

B. Bock, Darrell. *Mark*. CBC. 2006.

C. Cole, Alan. *Mark*. The Tyndall NT Commentaries, 1989.

D. Garland , David E. *Mark*. NIVAC. 1996.

E. Hooker, Morna D. *The Gospel According to St. Mark*. BNTC.

F. France, R.T. *The Gospel of Mark*. The New International Greek Testament Commentary, 2002. (For NT Greek students only).

G. Lane, William L. *The Gospel According to Mark*. The New International Commentary of the New Testament, 1974.

H. Stein, Robert H. *Mark*. BECNT. (For NT Greek students).

I. Blount, Brian. K. and Gary W. Charles. *Preaching Mark in Two Voices*. 1st Edition.

J. Rhoads, David, Joanna Dewey, and Donald Michie. *Mark As Story: An Introduction to the Narrative of a Gospel*. 3rd Edition.

K. Cranfield, C.E.B *The Gospel According to Saint Mark*. CGTC. (For NT Greek students.)

L. Voelz, James W. *Mark 1:1-8:26*. Concordia. (For NT Greek students).

Voelz, James W. *Mark 8:27-16:20*. Concordia (For NT Greek students).

M. Edwards, James R. *The Gospel According to Mark*. PNTC. 2002.

N. Strauss, Mark L. *Mark*. ZECNT. 2014.

O. Tolbert, Mary Ann. *Sowing the Gospel: Mark's World in Literary Historical Perspective*. Fortress Press, 1996.

Highly Recommended for Everyone:

Cory, N. Clayton. *Prima Scriptura. An Introduction to New Testament Interpretation*. (Grand Rapids: Baker Academic, 2011).

For Writing papers please use Turabian style and format: The following link is available for reference:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)Links to an external site.

## **COURSE ASSIGNMENTS**

1. This course is a symposium style course. Each week (beginning in week two) selected students must prepare a 10-15 minute presentation of a section of Mark to be presented in class. The student must exegete the assigned passage and present an exposition of that passage to the class. (These presentations will be graded on a 0-5 point system (5 being an A). This will make up 80% of the student's grade. Worth 65% of final grade.
2. Each student must also read all the assigned material for the week along with the material in the accompany commentary and/or exegetical guide.
3. Any videos or outside reading for the week must be completed during the week.
4. Each student must write a 20-page exegesis of one pericope in Mark's Gospel. This is due on the last day of class, August 15, 2026. This will be worth 25% of the final grade.
5. The student must complete a reading/viewing log on the last day of class. This can simply be—read/viewed 100%, 90%, 80%, 70% etc. Worth 10% of Grade.

## **USDE REQUIREMENTS**

The United States Department of Education (USDE) requires a minimum of 135 hours of work for *any* 3-hour course, regardless of how long the course lasts. It does not have to be the *same work* as a traditional 15-week course, but it must be the *same amount* of work. Use the following formula for reading and writing workloads: an average adult student takes 1 hour to read and absorb 20 pages of graduate-level text and 1.5 hours to research and write and rewrite 1 page of graduate-level text. Our reading and writing guidelines require about 1,000 pages of reading per course and up to 50 pages of writing per course (including any online posts). Using the formula above, for example, reading 1,000

pages should take about 50 hours and writing 50 pages should take about 75 hours. That is a total of 125 hours, not including any in-class time for any onsite or offsite courses.

Use the following formula for determining total student work hours:

# of hours in class (including online, in person, and video )+ (X pages /20) hours of reading + (Y pages of writing and research x 1.5) hours of writing >= 135 hours. Note that the total number of hours in a course may be more than 135, but it cannot be less.

- 1 hour in the classroom = 1 hour of course work
- 20 pages of reading = 1 hour of course work
- 1 page (300 words) of research and writing = 1.5 hours of course work
- 1 hour of field research = 1 hour of course work
- 1 page of online posting (200+ words) = 1 hour of course work.

## COURSE EXAMS/QUIZZES

## COURSE GRADING

Below is the MTS grading scale for this class:

A	Excellent	94–100	4.00
A-		90–93	3.67
B+		87–89	3.33
B	Good	83-86	3.00
B-		80-82	2.67
C+		77-79	2.33
C	Average	73-76	2.00
C-		70-72	1.67
D+		67-69	1.33
D	Passing	63-66	1.00
D-		60-62	0.67
F*	Failing	0–59	0.00

## COURSE GRADING RUBRICS

### Exegesis/Exposition Paper Grading Rubric:

Minimum pages	20% of Exegesis Paper Grade 100pts
Cogency of Exegesis (Includes Historical Context, Literary Context Canonical Context, and Theological Context)	20% of Exegesis Paper Grade 100pts
Cogency of Contemporary Application	20% of Exegesis Paper Grade 100pts
Citations and usage of Scholarly Sources	20% of Exegesis Paper Grade 100pts
Grammar and Neatness	10% of Exegesis Paper Grade 50pts
Bibliography	10% of Exegesis Paper Grade 50pts

**Details of Cogency of Exegesis Section of the above Exegesis Paper Rubric are noted below:**

Through successful completion of this paper, the student will demonstrate the ability to interpret a biblical text attending to its historical, literary, canonical, and theological contexts.				
	Exemplary	Proficient	Adequate	Unacceptable
<p><b>Historical Context</b></p> <p>Identify and engage interpretive implications of relevant matters having to do with setting in history for text and events described in text</p>	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<p><b>Literary Context</b></p> <p>Explores matters of genre and literary type as relevant to study of the assigned passage.</p> <p>Relates events and literary features of the passage within narrative and/or literary context of author’s book(s) and the Testament in which the book is located.</p>	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<p><b>Canonical Context</b></p> <p>Explores how one or more themes from the assigned passage are developed in Old and New Testaments, how the passage informs other biblical texts and how other biblical texts inform the passage being interpreted.</p>	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<p><b>Theological Context</b></p> <p>Recognizes authority of the assigned passage as Christian Scripture. Explores how the assigned passage informs Christian theology and how Christian theology informs interpretation of the assigned passage.</p> <p>Identifies a point of application for the findings of the paper within the context of a Christian worldview.</p>	23-25 pts	20-22 pts	18-19 pts	0-17 pts

**COURSE SCHEDULE**

**Tasks for Each Week:**

1. Study the assigned chapter for Mark’s gospel. Begin with the gospel itself.

2. Pay attention and take notes on the historical, cultural, canonical, and theological contexts, plus the contemporary application of the chapter. Don't consult a commentary.
3. When you are assigned to present in class, prepare your presentation based on the historical, cultural, canonical, and theological contexts, plus the contemporary application of the chapter. Consult commentaries.
4. Read the material in your commentary for the assigned chapter in Mark's gospel.
5. View any assigned videos or read any journal articles for the week.
6. Do research on the assigned passage and for your exegetical paper.

### **Schedule for Viewing Videos or Reading Articles**

#### **Week 1: Assignment is Mark 1**

Brain Blount. "Invasion of the Dead: Preaching

Mark." [https://www.youtube.com/watch?v=5vq\\_GY31fJ4](https://www.youtube.com/watch?v=5vq_GY31fJ4)Links to an external site.

Read Stein. Exegetical issues. <https://www.galaxie.com/article/sbjt08-3-02>Links to an external site.

#### **Week 2: Assignment Mark 2 & 3**

Read Vickers. "Good News of the Kingdom." <https://www.galaxie.com/article/sbjt08-3-03>Links to an external site.

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/what-kind-of-kingdom-video/>Links to an external site.

Amy Jill Levine. Jesus in Text and

Context. <https://www.youtube.com/watch?v=7dMyIkOW3Sc>Links to an external site.

#### **Week 3: Mark 4 & 5**

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/thou-art-all-compassion-video/>Links to an external site.

#### **Week 4: Assignment Mark 6**

<https://www.youtube.com/watch?v=6zfQGqI8k4k>Links to an external site.

#### **Week 5: Mark 7 & 8**

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/who-is-he-who-are-we-video/>Links to an external site.

#### **Week 6: Mark 9**

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/dense-disciples-video/>Links to an external site.

**Week 7: Mark 10**

<https://www.youtube.com/watch?v=SvoVezu3xPc>Links to an external site.

**Week 8: Mark 11 & 12**

Read Vickers. "Discipleship." <https://www.galaxie.com/article/sbjt08-3-05>Links to an external site.

**Week 9: Mark 13 & 14**

<https://www.youtube.com/watch?v=jFDwqCfEE0Q>Links to an external site.

Read Edwards. "The Servant of the Lord." <https://www.galaxie.com/article/sbjt08-3-04>Links to an external site.

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/who-is-he-who-are-we-video/>Links to an external site.

Read Quarles. "Was Jesus and Open Theist?" <https://www.galaxie.com/article/sbjt08-3-08>Links to an external site.

**Week 10: Mark 15**

Read Caneday. "Baptism and Crucifixion." <https://www.galaxie.com/article/sbjt08-3-06>Links to an external site.

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/a-soldiers-epiphany-video/>Links to an external site.

<https://www.galaxie.com/article/sbjt08-3-07>Links to an external site.

**Week 11: Assignment Mark 16**

<https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/the-empty-tomb-effect-video/>Links to an external site.

## COURSE SCHEDULE

Summary Course Work Schedule for NT631 English Exegesis of Mark

Module/Week	Session Topic	Reading	Module Viewing	Module Workload	Verbal Assignments	Points
1 May 24-May 30	Introductory Material  Research Mark 1	100 pages  Class notes		10 hours reading and research  -- 10 hours work		
2 May 31-June 6	Mark 1 Presentation  Research Mark 2 & 3	100 pages  Class notes		10 hours reading and research  -- 10 hours work	Monday Symposium	5 points
3 June 7-13	Mark 2 & 3 Presentation  Research Mark 4 & 5	100 pages  Class notes		10 hours reading and research  2 hours work on Exegesis Paper  -- 12 hours work	Monday Symposium	5 points
4 June 14-20	Mark 4 & 5 Presentation  Research Mark 6	100 pages  Class notes		10 hours reading and research  2 hours work on Exegesis Paper  -- 12 hours work	Monday Symposium	5 points
5	Mark 6 Presentation	100 pages		10 hours reading and research	Monday Symposium	5 points

June 21-27	Research Mark 7 & 8	Class notes	2 hours work on Exegesis Paper -- 12 hours work		
6 June 28-July 4	Mark 7 & 8 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 Points
	Research Mark 9	Class notes	2 hours work on Exegesis Paper -- 12 hours work		
7 July 5-11	Mark 9 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points
	Research Mark 10	Class notes	2 hours work on Exegesis Paper -- 12 hours work		
8 July 12-18	Mark 10 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points
	Research Mark 11 & 12	Class notes	2 hours work on Exegesis Paper -- 12 hours work		
9 July 19-25	Mark 11 & 12 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points
	Research Mark 13 & 14	Class notes	2 hours work on Exegesis Paper -- 12 hours work		
10 July 26-Aug 1	Mark 13 & 14 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points

	Research Mark 15	Class notes	2 hours work on Exegesis Paper		
			--		
			12 hours work		
11 Aug 2-8	Mark 15 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points
		Class notes	2 hours work on Exegesis Paper		
	Research Mark 16		--		
			12 hours work		
12 Aug 9-16	Mark 16 Presentation	100 pages	10 hours reading and research	Monday Symposium	5 points
		Class notes	2 hours work on Exegesis Paper		
	Edit and Finish Final Paper		--	Final Paper Due on last day of class	
	Turn in Reading log				
			12 hours work		
			Total Course Hours = 140		Weekly work 55 points
					Final paper 35 points
					Reading log 10 points
					100 points total

## COURSE BIBLIOGRAPHY

### SUGGESTED READING:

#### FOR EXEGESIS:

Black, David Alan and David S. Dockery, editors. *Interpreting the New Testament: Essays on Methods and Issues*. Nashville: Broadman & Holman, 2001.

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

Croy, N. Clayton. *Prima Scriptura: An Introduction to New Testament Interpretation*. Grand Rapids: Baker Academic, 2011.

Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3rd ed. Louisville, Ky.: Westminster/John Knox Press, 2002.

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Rev. and exp. Ed. Grand Rapids: Baker Academic, 2009.

Hagner, Donald A. *New Testament Exegesis and Research: A Guide for Seminarians*. Pasadena: Fuller Seminary Press, 1999.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Louisville: Westminster John Knox, 2007.

Köstenberger, Andreas J. and Patterson, Richard D. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids: Kregel Academic, 2011.

Vanhoozer, Kevin J., ed. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids: Baker Academic, 2005.

Wiarda, Timothy. *Interpreting Gospel Narratives: Scenes, People, and Theology*.

Wright, NT. *Interpreting Jesus: Essays on the Gospels*.

#### FOR MARK:

Bolt, Perter G. *The Cross from a Distance. New Studies in Biblical Theology 18*. Downers Grove, InterVarsity, 2005.

Blount, Brian. *Go Preach!*

France, R. T. *The Gospel of Mark: A Commentary on the Greek Text. New International Greek Testament Commentary*. Grand Rapids: Eerdmans, 2002.

Marcus, Joel. *Mark: A New Translation with Introduction and Commentary. 2 vols. Anchor Bible Commentary 27*. New Haven: Yale University Press, 2000–2009.

Martin, R. P. *Mark, Evangelist and Theologian*. Grand Rapids: Zondervan, 1973.

Excellent Videos:

Brain Blount. "Invasion of the Dead: Preaching Mark." [https://www.youtube.com/watch?v=5vq\\_GY31fJ4](https://www.youtube.com/watch?v=5vq_GY31fJ4)Links to an external site.  
Series by Yale Divinity School. 8 Videos. <https://yalebiblestudy.org/courses/the-gospel-of-mark/lessons/popularity-breeds-contempt-video/>Links to an external site.

3 videos on Jesus and the Gospels by Darrel Bock.

<https://www.youtube.com/watch?v=6zfQGqI8k4k>Links to an external site.  
<https://www.youtube.com/watch?v=SvoVezu3xPc>Links to an external site.  
<https://www.youtube.com/watch?v=jFDwqCfEE0Q>Links to an external site.

Amy-Jill Levin, Jesus in Text and Context. <https://www.youtube.com/watch?v=7dMylk0W3Sc>Links to an external site.

Suggested Articles on Mark:

"Interpreting the Gospels" Donald Hagner, [https://www.etsjets.org/files/JETS-PDFs/24/24-1/24-1-pp023-037\\_JETS.pdf](https://www.etsjets.org/files/JETS-PDFs/24/24-1/24-1-pp023-037_JETS.pdf)Links to an external site.

"Interpreting the Gospels and Acts." Ben Witherington III, [https://www.biblicalstudies.org.uk/pdf/ashland\\_theological\\_journal/19-1\\_035.pdf](https://www.biblicalstudies.org.uk/pdf/ashland_theological_journal/19-1_035.pdf)Links to an external site.

"Parables in the Gospels." Robert Plummer, [https://sbts-wordpress-uploads.s3.amazonaws.com/equip/uploads/2009/10/sbjt\\_v13\\_n3\\_plummer.pdf](https://sbts-wordpress-uploads.s3.amazonaws.com/equip/uploads/2009/10/sbjt_v13_n3_plummer.pdf)Links to an external site.

"Interpreting and Hearing St. Mark's Gospel in a New Key." By Leroy Huizenga, <https://www.catholicworldreport.com/2019/06/26/interpreting-and-hearing-st-marks-gospel-in-a-new-key>Links to an external site.

"The Gospel of Mark in Recent Study." Larry Hurtado, <https://www.thegospelcoalition.org/themelos/article/the-gospel-of-mark-in-recent-study/>Links to an external site.

The "Strange" Ending of the Gospel of Mark and Why It Makes All the Difference

James Tabor, <https://www.biblicalarchaeology.org/daily/biblical-topics/new-testament/the-strange-ending-of-the-gospel-of-mark-and-why-it-makes-all-the-difference/>Links to an external site.

"Question Mark: Understanding the Gospel of Mark." By Douglas Moo, <https://www.uccleadershipnetwork.org/resource/question-mark-understanding-the-gospel-of-mark>Links to an external site.

Is Our Reading The Bible The Same As The Original Audience's Hearing It? A Case Study In The Gospel Of Mark -- By: Robert H. Stein, [https://www.galaxie.com/article/jets46-1-05?highlight=Interpreting%20MarkLinks to an external site.](https://www.galaxie.com/article/jets46-1-05?highlight=Interpreting%20MarkLinks%20to%20an%20external%20site)

"Whatever You Ask" For The Missionary Purposes Of The Eschatological Temple: Quotation And Typology In Mark 11-12 -- By: Nicholas G. Piotrowski, [https://www.galaxie.com/article/sbit21-1-06?highlight=Piotrowski,%20Nicholas%20GLinks to an external site.](https://www.galaxie.com/article/sbit21-1-06?highlight=Piotrowski,%20Nicholas%20GLinks%20to%20an%20external%20site)

## INTRODUCTION TO NEW TESTAMENT SCHOLARSHIP (HISTORY AND METHODS)

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids: Eerdmans, 2006.

Bauckham, Richard, ed. *The Gospels for All Christians: Rethinking the Gospel Audiences*. Grand Rapids: Eerdmans, 1998.

Carson, D. A. *New Testament Commentary Survey*. 5th ed. Grand Rapids: Baker, 2001.

Carson, D. A. and Douglas J. Moo. *An Introduction to the New Testament*. 2nd edition. Grand Rapids: Zondervan, 2005.

Currid, John D. and David P. Barrett. *Crossway ESV Bible Atlas*. Wheaton: Crossway, 2010.

Keener, Craig S. *The Historical Jesus of the Gospels*. Grand Rapids: Eerdmans, 2009, 2012.

Licona, Michael R. *Why Are There Differences in the Gospels?: What We Can Learn from Ancient Biography*. Oxford: Oxford University Press, 2017.

McKnight, Scot. *Interpreting the Synoptic Gospels*. Grand Rapids: Baker, 1988.

Metzger, Bruce M. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th edition. Bart D. Ehrman edited. Oxford: Oxford University Press, 2005.

\_\_\_\_\_. *The Canon of the New Testament: Its Origin, Development, and Significance*. Oxford: Oxford University Press, 1987.

McKnight, Scot and Grant R. Osborne. *The Face of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker Academic, 2004.

Neil, Stephen and N. T. Wright. *Interpretation of the New Testament 1861-1986*. Oxford: Oxford University Press, 1988.

Pennington, Jonathan T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Grand Rapids: Baker Academic, 2012.

Perrin, Nicholas. *Lost in Transmission?: What We Can Know About the Words of Jesus*. Nashville: Thomas Nelson, 2007.

Powell, Mark Allan. *Jesus as a Figure in History: How Modern Historians View the Man from Galilee*. 2d ed. Louisville: Westminster John Knox, 2013.

Strimple, Robert B. *The Modern Search for the Real Jesus: An Introductory Survey of the Historical Roots of Gospels Criticism*. Phillipsburg: P&R, 1995.

Wenham, J. W. *Christ and the Bible*. Grand Rapids: Baker, 1994.

Witherington, Ben III. *The Jesus Quest: The Third Search for the Jew of Nazareth*. Downers Grove: InterVarsity, 1997.

## HISTORICAL CONTEXTS

Bailey, Kenneth E. *Jesus Through Middle Eastern Eyes: Cultural Studies in the Gospels*. Downers Grove: IVP Academic, 2008.

Barnett, P. *Jesus and the Rise of Early Christianity: A History of New Testament Times*. Downers Grove: InterVarsity, 2002.

Evans, Craig A. *Noncanonical Writings and New Testament Interpretation*. Peabody, Mass.: Hendrickson, 1992.

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Ferguson, Everett. *Background of Early Christianity*. 3rd edition. Grand Rapids: Eerdmans, 2003.

Hurtado, Larry W. *Destroyer of Gods: Early Christian Distinctiveness in the Roman World*. Waco: Baylor University Press, 2016.

Nickelsburg, G. *Jewish Literature Between the Bible and the Mishnah. A Historical and Literary Introduction*. Philadelphia: Fortress, 1981.

## RESURRECTION

Habermas, Gary R. and Michael R. Licona. *The Case for the Resurrection of Jesus*. Grand Rapids: Kregel, 2004.

Licona, Michael R. *The Resurrection of Jesus: A New Historiographical Approach*. Downers Grove: IVP Academic, 2010.

Wright, N. T. *The Resurrection of the Son of God*. Minneapolis: Fortress, 2003.

## GOSPELS

Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville: B&H, 1997.

Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: IVP Academic, 2013.

- Hays, Richard B. *Echoes of Scripture in the Gospels*. Waco: Baylor University Press, 2016.
- Ladd, George Eldon. *The Gospel of the Kingdom: Scriptural Studies in the Kingdom of God*. Grand Rapids: Eerdmans, 1959, 1990.
- \_\_\_\_\_. *The Presence of the Future: The Eschatology of Biblical Realism*. Grand Rapids: Eerdmans, 1974, 1996. Originally *Jesus and the Kingdom* (New York: Harper and Row, 1964).
- Perrin, Nicholas. *Jesus the Temple*. Grand Rapids: Baker Academic, 2010.
- Moo, Douglas J. *The Old Testament in the Gospel Passion Narratives*. Sheffield: Almond, 1983.
- Wright, N. T. *Jesus and the Victory of God*. Minneapolis: Fortress, 1996.

#### NEW TESTAMENT & BIBLICAL THEOLOGY

- Alexander, T. Desmond. *From Eden to the New Jerusalem: An Introduction to Biblical Theology*. Grand Rapids: Kregel, 2008. ITS BI611 Synoptic Gospels & Acts 8 of 9
- \_\_\_\_\_, et al. *New Dictionary of Biblical Theology*. Downers Grove: IVP Academic, 2000. Balla, P. *Challenges to New Testament Theology: An Attempt to Justify the Enterprise*. WUNT 2/95. Tübingen: Mohr Siebeck, 1997.
- Beale, G. K., and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.
- Caird, G. B. and L. D. Hurst. *New Testament Theology*. Oxford: Clarendon, 1994.
- Goldsworthy, Graeme. *Gospel-Centered Hermeneutics: Foundations and Principles of Evangelical Biblical Interpretation*. Downers Grove: IVP Academic, 2006.
- \_\_\_\_\_. *Christ-Centered Biblical Theology: Hermeneutical Foundations and Principles*. Downers Grove: IVP Academic, 2012.
- Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Grand Rapids: Eerdmans, 1993.
- Ridderbos, Herman N. *Redemptive History and the New Testament Scriptures*. 2d ed. Phillipsburg: Presbyterian and Reformed, 1988.
- Schreiner, Thomas R. *New Testament Theology: Magnifying God in Christ*. Grand Rapids: Baker Academic, 2008.

#### GREEK

- NA28. (Nestle-Aland.). *Novum Testamentum Graece*. 28th edition. Stuttgart: Deutsche Bibelgesellschaft, 2012.)
- UBS5. *The Greek New Testament*. 5th edition. New York: United Bible Society, 2015.

- BDAG. Danker, Frederick William, revised and edited. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd edition. Chicago: University of Chicago Press, 2000).
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## **POLICIES**

### **ATTENDANCE POLICY**

Students are expected to attend every class session. In the event that a student misses one class session, he/she must work with the instructor to determine what is needed to make up what was missed. If the student does not make up the work in a satisfactory manner, the student's final grade will be lowered one letter grade at the end of the course. If the student misses two class sessions, the student's final grade will be lowered one letter grade provided that he/she makes up work for both class sessions. If that make up work is not completed, then the final grade will be lowered by two letter grades. If the student misses three class sessions, he/she will be given an F for his/her final grade and not be allowed to finish the course.

At times students have legitimate extenuating circumstances for their absences from class. If this occurs and the student is doing well in class up to that point, the student can contact the professor of the class and the Dean of the appropriate MTS School and ask for a 30 day extension beyond the end of class to complete the work in the class. This request however must be made at least 2 weeks before the final class session. If a 30 day extension is approved beyond the end of class and the student fails to finish all the requirements of the class by the

end of those 30 days, the student will be assigned an F for his/her final grade for that class. Appeals can be made to the MTS President.

## **LATE WORK POLICY**

All work is due when listed in the course syllabus, unless otherwise stipulated by the instructor. Grading of any late work on any assignment during the semester will be done at the discretion of the Instructor. (Note that instructors are not under obligation to accept any assignment that is late but may do so and grade it if they wish according to their discretion). No work may be accepted later than one week after the course concludes, since ***final grades for all classes are due two weeks after the last class session***. The only exception to this policy is for students who request and are granted an official course extension as noted in the above paragraph. All such extensions are granted only for extreme circumstances (extended illness, death in family, etc.), and the extension may not exceed 30 days from the last day of class. Only the appropriate MTS Dean may grant such requests, which must be made in writing at least 2 weeks before the last class session. Otherwise, the grade earned at the end of the class is the one granted.

## **ACADEMIC AND PERSONAL DISCIPLESHIP INTEGRITY POLICY**

It is the policy of MTS that its students and faculty exhibit a high standard of honesty and integrity and a commitment to the Lordship of Jesus Christ. Students are expected to be committed to a living standard depicted in the Bible both academically and relationally both inside and outside of school. Incidents of lack of integrity, including such things as plagiarism, cheating, treating others with lack of respect will be taken seriously and offenders held accountable up to and including probation, suspension and/or removal from their academic program and MTS. All infractions should be reported to the appropriate Dean of MTS.

## **INSTRUCTOR/STUDENT COVENANT**

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, be prepared for each class session, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation outside of class. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, be prepared for each class session, and complete assignments in ways that demonstrate your integrity.

## ONLINE ETIQUETTE

Most of the online or hybrid courses in the graduate programs require students to interact with each other and with the instructor on a regular basis (per syllabus instructions). Most of that interaction is done through online comments posted on Canvas. Due to the constraints and unique nature of online communication, students should be aware of the tone or insinuations of any comments they post. Comments can often be misinterpreted when non-verbal cues such as facial expression and voice intonation are not present. Excessive punctuation, such as repeated exclamation points, could be construed as overly emotional or angry. Students need to consider how remarks might be interpreted by someone who does not know them personally and can only take their words at face value. Students should compose their comments per instructions under the syllabus assignments, paying careful attention to proper grammar and spelling.

## LIBRARY RESOURCES AND SERVICES

While MTS does not have an official Physical library onsite. However, we do have an online library for all students. Students can access this library with the link and User ID and Password noted below:

### MTS Library link and access codes:

<https://search.ebscohost.com/login.aspx?authtype=ip,uid&custid=s9813984&profile=ehost&defaultdb=aph>

**Username:** rmsmt2016

**Password:** ICOC!YYYY (YYYY = Current Year)

There are also many theological school libraries which are available in the Denver area for students to use with the schools' permission. These include:

The Denver Seminary Library  
6399 South Santa Fe Drive  
Littleton, Colorado 80120

Colorado Christian University  
8787 W. Alameda Ave.  
Lakewood, CO 80226

Iliff School of Theology  
2323 E. Iliff Ave.  
Denver, CO 80021

In addition, there are several State University libraries in the Denver area which can be visited for research including the University of Colorado in Boulder, Regis University, University of Colorado in Colorado Springs, Colorado College in Colorado Springs, Naropa University in Boulder. The best search engine for biblical article research is EBSCO ATLA Religion with Serials data base which can be found at all of the above libraries.

Please also visit any theological or university library in your area of the world to see if they have access to ATLA's Religion data base or other religious/counseling search engines. In Colorado, you may also check with local libraries for the availability of EBSCO *Academic Search Premier* data base. It searches many well respected academic religious journals.