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NT 510 The Gospel of Matthew

Keith Brewer

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Syllabus

Course: NT(IBS)510 X2 (SP 2009)

Title: Matthew

Hours: 3.00

Published: Yes, on 10/31/2008

Prerequisites:

None

Department: NT Inductive Bib Studies

Faculty: Dr. Keith Brewer



Email: keith.brewer@asburyseminary.edu

Office: EXL EXL

SPO:

Meetings:

During 02/09/2009 to 05/22/2009 Online via ExL.

Maximum Registration: 22

Catalog Description: A basic course in Inductive Bible Studies. The primary purpose is to enable the student to begin developing an inductive approach to Bible study, especially in the areas of observation and interpretation. Parts of the Gospel of Matthew are used to demonstrate and to practice a methodical approach that can be used in other biblical books. Some of the main themes of the Gospel are highlighted in the process.

Objectives:

Asbury Theological Seminary
Department of Inductive Biblical Studies

B. Keith Brewer, Ph.D.
Spring 2009

Please Note: This syllabus is subject to change prior to the beginning of the semester.

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| COURSE SYLLABUS NT (IBS) 510: MATTHEW (3) EXL |
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0. WELCOME AND INTRODUCTION:

0.1. Welcome to the Course!

Welcome to the on-line or extended learning (ExL) version of NT (IBS) 510: Matthew! I am very excited about your participation in this course. I have personally found the inductive Bible study method a great resource for personal and group Bible study, teaching in academic and church settings, and in preparation for preaching. You are no doubt familiar with the saying, "If you give a person a fish, you will only feed them for one day; but if you teach a person to fish, they will be able to eat for a lifetime." Well, I am going to teach you how to fish in this course! In other words, I'm going to teach you how to study the Bible for yourself! I took several IBS courses (back then it was called English Bible or just E.B. for short) while I was a student at Asbury Theological Seminary. I had the great privilege of learning the IBS method under both Professors Robert A. Traina and David L. Thompson. I guarantee that the IBS method will revolutionize the way you do Bible study and positively impact your life and ministry!

0.2. Personal Introduction:

Let me briefly introduce myself. I was born and raised in the metropolitan Detroit area of southeastern Michigan. I did not attend church while I was growing up. I became a Christian during my freshmen year of college which dramatically changed my life. I attended Spring Arbor College (now University) in Spring Arbor, MI and graduated with a B.A. degree (biology major, psychology minor, and secondary teaching certificate). For the next two years I worked as a Campus Life Director with Youth for Christ in three high schools in Jackson, MI and was an assistant wrestling coach at one of the schools where I also did my student teaching in biology.

I initially came to ATS with the intention of pursuing a M.A.R. degree in biblical studies. My career goal at that time was to teach high school biology and coach wrestling after attending seminary to make up for not having been raised in the church

and for taking only one required religion course in college. However, I subsequently changed my program at the encouragement of the late Dr. Robert W. Lyon (beloved former professor of NT at ATS) and others and graduated with a M.Div. degree. I then went straight to Princeton Theological Seminary in Princeton, New Jersey and graduated with a Th.M. in New Testament. Finally, while I was on staff at Aldersgate UMC in East Brunswick, NJ, I enrolled in the Caspersen School of Graduate Studies at Drew University in Madison, NJ and eventually graduated with both M.Phil. and Ph.D. degrees in NT.

This is currently my seventeenth year as the Chaplain of the Wesley Foundation (the official campus ministry of the United Methodist Church) at Princeton University, where I am also the Director of the Princeton Graduate Christian Fellowship (affiliated with InterVarsity), a Fellow of Mathey College, and a Lecturer in both the Department of Religion and the University Center for Human Values. In addition to being an Adjunct Professor of Inductive Biblical Studies in the ExL program at ATS, I am also an Adjunct Professor of Bible and Theology at Somerset Christian College in Zarephath, NJ. I have taught about forty college and university level classes during my career including many courses involving the IBS method. This is my fifth time teaching an IBS course on Matthew and my eleventh class in the ExL program at ATS. I have also taught IBS courses on the Gospel of Mark and the Pauline Epistles. I am very much looking forward to this semester and your participation in the course.

Now it's your turn to introduce yourself by posting your personal introduction in the Introduction Forum in the Course Information Center.

1. CONTACT INFORMATION:

B. Keith Brewer, Ph.D.

28 Deanna Drive #51

Hillsborough, NJ 08844-4850

Home Phone: 908.431.9739

Cell Phone: 908.285.3792 (after 9:00 p.m. EST)

E-Mail Address: keith_brewer@asburyseminary.edu

2. COURSE DESCRIPTION (verbatim from ATS catalogue):

A basic course in Inductive Bible Studies. The primary purpose is to enable the student to begin developing an inductive approach to Bible study, especially in the areas of observation and interpretation. Parts of the Gospel of Matthew are used to demonstrate and to practice a methodical approach that can be used in other biblical books. Some of the main themes of the Gospel are highlighted in the process.

3. COURSE OBJECTIVES (adapted from ATS catalogue):

Having successfully completed this core elective requirement in Inductive Biblical Studies, students should be able to:

- 3.1. Demonstrate basic skills in observing the Gospel of Matthew, including aspects that pertain to the original language, with a view toward using these observations in the interpretation of the text;
- 3.2. Demonstrate basic skills in interpreting the Gospel of Matthew by citing, describing, and drawing inferences from various types of evidence, including those that pertain to the original language;
- 3.3. Demonstrate ability to discuss some of the major hermeneutical issues surrounding observation and interpretation;
- 3.4. Demonstrate a preliminary and basic awareness of issues pertaining to the evaluation of passages in the Gospel of Matthew for their contemporary possibilities for application and to the process of actually applying passages to specific contemporary situations; and
- 3.5. Demonstrate knowledge of the content of the Gospel of Matthew in its literary, theological, and historical contexts.

4. COURSE TEXTS:

4.1. Primary Source (The Holy Bible):

The primary text in this course is the Holy Bible. There are three basic theories behind the work of Bible translation: (1) Literal or formally equivalent; (2) Idiomatic or dynamically equivalent; and (3) Free or paraphrase. For the purposes of this course, it is best to use one of the more literal versions of the Bible such as the New American Standard Bible (NASB), the Revised Standard Version (RSV), or the New Revised Standard Version (NRSV). Although both the King James Version (KJV) and the New King James Version (NKJV) fall into the category of literal translations, they are textually inferior to modern translations of the Bible. I will be using the RSV in my capacity as an instructor in this course.

There are some modern versions that are not recommended for this course. The New International Version (NIV) falls into the dynamic equivalence category and is not preferred. Of course, paraphrases of the English text such as The Living Bible (TLB) and translations from the original languages of the Bible (Hebrew, Aramaic, and Greek) by a single individual (and not a committee) such as The Message (TM) are not to be utilized as the primary text for this course. Nevertheless, you are encouraged to use all three kinds of translations for rapid reading of large portions of Scripture.

I would also avoid using Bibles that give too many "helps" by way of study notes and the like in the margins and/or at the bottom of the page. The nature of the IBS method is such that you must first do your own independent work before you consult the work of others such as study notes and commentaries. Besides, although the text of the Bible is divinely inspired, I would not want to claim the same for the notes on the pages of our study Bibles and commentaries!

You are also encouraged to consult and compare the Greek NT if you are familiar with the original language of the NT, especially on the level of detailed analysis and interpretation of verses. An interlinear, with the English translation printed below the Greek text, is helpful for those without adequate facility in Greek (please see select bibliography). This course does not assume the student has expertise in the Greek language. However, the student will occasionally engage in the study of Greek terms with the assistance and guidance of the instructor.

4.2. Secondary Sources:

4.2.1. Required Texts:

4.2.1.1. Bibliography:

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody, Mass.: Hendrickson, 2003 (327 pgs.).

Hereafter referred to as *BRM*.

4.2.1.2. IBS Methodology:

Thompson, David L. *Bible Study That Works*. Rev. ed. Nappanee, Ind.: Evangel, 1994 (128 pgs.). Hereafter referred to as *BSTW*. This resource is a more "user friendly" version of Traina's book (see below). It covers the same basic material, but in a more practical fashion. I highly recommend reading Thompson first in conjunction with Traina's manual for a more clear and concise presentation of the IBS method.

Traina, Robert A. *Methodical Bible Study*. Grand Rapids: Zondervan, 1982 (269 pgs.). Hereafter referred to as *MBS*.

4.2.2. Recommended Texts: The student must at least have access to a variety of exegetical tools in order to engage in interpretation (please see list in bibliography).

5. COURSE EXPECTATIONS/REQUIREMENTS:

5.1. Weekly Assignments: The student is expected to complete all assignments within the specified time. Assignments are due by 11:59 p.m. (one minute before midnight) on each Sunday of the week during the semester (except during Spring Reading Week on April 5th and the final assignment). Due to the nature of the class, late assignments will not be accepted without prior notification and permission of the instructor, and then only in the case of a legitimate emergency. Missed assignments will result in an automatic grade reduction. Assignments should be posted with your last name immediately followed by the number of the lesson for external identification. For example, if I were submitting an assignment on Lesson 01, the title of my document would look like this: "Brewer01." Please include your name on the first page of every assignment as well for internal identification.

5.2. Regular Participation: The student is expected to participate in the on-line discussions on a regular basis in our virtual classroom. We are an on-line learning community, not isolated individuals engaged in an independent study course! There will be many opportunities to interact with the instructor and the other students, including groups, in the class. Students are enthusiastically encouraged to ask questions, make comments, discuss problems, share reflections, and respond to others throughout the semester.

5.3. Time Commitment: The student is expected to spend approximately 10-12 hours per week in the course. Block out time each week for course work and protect that time from outside interruptions and distractions. Please indicate the amount of time that you spent on each assignment at the bottom of the last page.

6. COURSE EVALUATION/GRADING:

6.1. Grading Components/Formula:

6.1.1. Weekly Assignments: Constitutes 90% of the final grade in the course. There are a grand total of fourteen (14) assignments. Five (5) of them are either individual (#1) or group (##2, 3, 6 & 7) assignments that will received a pass/fail grade. The remaining nine (9) assignments (##4-5, 8-14) are worth 10% each.

6.1.2. Regular Participation: Constitutes 10 % of the final grade in the course. Students are expected to post at least *one* (1) significant comment, problem, question, or reflection and post at least *one* (1) significant response to another student's post each week.

6.2. Grading Scale/Values:

| Excellent | | Good | | Average | | Poor | | Failing | |
|-----------|-----|---------|-----|---------|-----|---------|---|----------|---|
| 100 - 95 | A | 89 - 87 | B | 79 - 77 | C | 69 - 67 | | 59 Below | F |
| 94 - 90 | A - | + | | + | | D+ | | | |
| | | 86 - 83 | B | 76 - 73 | C | 66 - 63 | D | | |
| | | 82 - 80 | B - | 72 - 70 | C - | 62 - 60 | D | | |
| | | | | | | - | | | |

7. COURSE SCHEDULE OF ASSIGNMENTS/LESSONS:

| Module | Lesson | Topic | Date |
|---|-----------|--|-----------------------------|
| <i>Spring Semester Classes Begin on Monday, February 09, 2009</i> | | | |
| Module 00 | Lesson 00 | Introduction to the Course | Mon., Feb. 09 th |
| Module 01 | Lesson 01 | IBS Methodology | Sun., Feb. 15 th |
| Module 02 | Lesson 02 | Survey of the Gospel of Matthew [Group] | Sun., Feb. 22 nd |
| Module 03 | Lesson 03 | Survey of Matthew 1:1-17 [Group] | Sun., Mar. 01 st |
| | Lesson 04 | Survey of Matthew 1:18-2:23 | Sun., Mar. 08 th |
| Module 04 | Lesson 05 | Survey of Matthew 5:17-48 | Sun., Mar. 15 th |
| | Lesson 06 | Detailed Analysis of Matthew 5:46-48 [Group] | Sun., Mar. 22 nd |
| | Lesson 07 | Interpretation of Matthew 5:48a [Group] | Sun., Mar. 29 th |
| <i>Spring Semester Reading Week from March 30-April 3, 2009</i> | | | |
| Module 05 | Lesson 08 | Survey of Matthew 13:1-52 | Sun., Apr. 12 th |
| | Lesson 09 | Interpretation of Matthew 13:1-52 | Sun., Apr. 19 th |

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|---|--|---------------------------------------|-----------------------------|
| Module 06 | Lesson 10 | Detailed Analysis of Matthew 16:24-28 | Sun., Apr. 26 th |
| | Lesson 11 | Interpretation of Matthew 16:24 | Sun., May 03 rd |
| Module 07 | Lesson 12 | Survey of Matthew 27:55-28:20 | Sun., May 10 th |
| | Lesson 13 | Detailed Analysis of Matthew 28:18-20 | Sun., May 17 th |
| | Final Exams Week from May 18-22, 2009 | | |
| | Lesson 14 | Interpretation of Matthew 28:19a | Fri., May 22 nd |
| Spring Semester Ends on Friday, May 22, 2009 | | | |

Please Note: A detailed explanation of each assignment will be provided along with a variety of other supporting documents.

8. Academic Integrity Policy:

In addition to maintaining integrity in their own academic pursuits, faculty have the responsibility and obligation to establish and clarify academic requirements for the work prepared by their students. Conduct that is considered dishonest includes: Reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty.

Plagiarism is the presenting of another's ideas or writings as one's own; this would include both written and oral discourse presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

In cases of suspected student plagiarism, the instructor should take steps necessary, including meeting with the student to determine whether plagiarism has in fact been committed. In cases of student plagiarism, the instructor, working in conversation with the Dean of the student's School has four options, depending on his or her judgment regarding severity and recurrence of the problem: (1) to provide an opportunity for the student to redo the same or comparable assignment, typically with the grade for that assignment penalized to account for the act of plagiarism; (2) to record a failing grade for the assignment in question; (3) to fail the student for the course; and (4) to recommend to the Dean of the student's School that the student be dismissed from the Seminary. In every case of student plagiarism, a written report of the episode and of the disciplinary action taken should be submitted to and affirmed by the Dean of the student's School. Recurrence of plagiarism by a student will lead to the dismissal of the student from the Seminary. The student may appeal the decision of the instructor or the Dean through the normal appeal process.

9. USING MOODLE: The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://virtual.asburyseminary.edu> you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

9.1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester:

9.1.1. Course News and Announcements, where I will post items important for the entire class;

9.1.2. Syllabus, where a copy of the syllabus is provided;

9.1.3. To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;

9.1.4. Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so other may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;

9.1.5. Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;

9.1.6. Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussion on topics not course-related, etc. This is a way for us to build community.

9.2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

9.3. Resources, a section located on the left side, provides links to items you may want to use often in the semester.

10. COURSE RESOURCES:

10.1. ExL Support Contact Information:

10.1.1. For *general questions and administrative assistance regarding the ExL program*, contact Dale Hale:

ExL_Office@asburyseminary.edu. Phone: (859) 858-2393.

10.1.2. For *technical support, library research support, library loans, and ExL media* contact Information Commons:

Info_Commons@asburyseminary.edu. Phone: (859) 858-2233; Toll-free: (866) 454-2733.

10.2. Accessing Information Commons Materials:

10.2.1. General Questions: The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>.

10.2.2. Materials Requests:

10.2.2.1. To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/information/index.htm>.

10.2.2.2. ExL Students may request books, photocopies or emailed attachments of journal articles/ portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

10.2.2.3. ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

10.2.3. Research Questions: ExL students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

10.2.4. Online Databases: To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0=s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student ID).

11. COPYRIGHT MATTERS:

11.1. Copyright Policies: The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

11.2. ExL Media Copyright Information: By the using this material, you are consenting to abide by this copyright policy.

Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.

12. SELECT BIBLIOGRAPHY:

12.1. Bibliography:

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody, Mass.: Hendrickson, 2003.

12.2. Inductive Bible Study Method:

12.2.1. Highly Recommended:

Thompson, David L. *Bible Study that Works*. Rev. ed. Nappanee, Indiana: Evangel, 1994.

Traina, Robert A. *Methodical Bible Study*. Grand Rapids, Michigan: Zondervan, 1982.

12.2.2. Also Significant:

Jensen, Irving L. *Enjoy Your Bible*. Chicago: Moody, 1969.

_____. *How to Profit from Bible Reading*. Chicago: Moody, 1985.

_____. *Independent Bible Study*. Chicago: Moody, 1963.

Lincoln, William C. *Personal Bible Study*. Minneapolis: Bethany Fellowship, 1975.

Osborn, Grant R., and Stephen B. Woodward. *Handbook for Bible Study*. Grand Rapids: Baker, 1979.

Wald, Oletta. *The Joy of Discovery in Bible Study*. Rev. ed. Minneapolis: Augsburg, 1975.

_____. *The Joy of Teaching Discovery Bible Study*. Minneapolis: Augsburg, 1976.

12.3. Exegetical Resources: The student will need to have access to the following exegetical tools in order to engage in the interpretation of Matthew in this course.

12.3.1. Interlinear: Provides an English translation below the Greek text.

The Zondervan Parallel New Testament in Greek and English. Grand Rapids, Michigan: Zondervan, 1975.

12.3.2. Concordances: Lists the biblical references of particular words.

Moulton, W. F., and A. S. Geden. *A Concordance to the Greek Testament*, 6th ed. Edited by I. Howard Marshall. New York: Continuum, 2002.

Wigram, George V. *The Englishman's Greek Concordance to the New Testament: Coded with Numbering System from Strong's Exhaustive Concordance of the Bible*, 9th ed. Peabody, Mass.: Hendrickson, 1998.

12.3.3. Lexicons: Defines and categorizes words.

Bauer, Walter, W. F. Arndt, and F. W. Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. Revised and edited by Frederick William Danker. Chicago: University of Chicago Press, 2000.

Thayer, Joseph H. *Thayer's Greek-English Lexicon of the New Testament: Coded with Strong's Concordance Numbers*. Peabody, Mass., Hendrickson, 1996.

12.3.4. Theological Dictionaries (Wordbooks): Traces the history and use of words.

Balz, Horst, and Gerhard Schneider, eds. *Exegetical Dictionary of the New Testament*, 3 vols. Grand Rapids, Michigan: Eerdmans, 1990.

Brown, Colin, ed. *The New International Dictionary of New Testament Theology*, 4 vols. Grand Rapids, Michigan: Zondervan, 1975-1979.

Kittel, Gerhard, and Gerhard Friedrich, eds. *Theological Dictionary of the New Testament*, 10 vols. Grand Rapids, Michigan: Eerdmans, 1964-1976.

12.3.5. Bible Dictionaries: Discusses major topics on a wide variety of issues.

Freedman, David Noel, ed. *The Anchor Bible Dictionary*, 6 vols. New York: Doubleday, 1992.

Freedman, David Noel, ed. *Eerdmans Dictionary of the Bible*. Grand Rapids, Michigan: Eerdmans, 2000.

Green, Joel B., Scot McKnight, and I. Howard Marshall, eds. *Dictionary of Jesus and the Gospels: A Compendium of Contemporary Biblical Scholarship*. Downers Grove, Illinois: InterVarsity Press, 1992.

12.3.6. Commentaries on Matthew: Interprets the biblical text verse by verse (see below for a list of acceptable commentaries on the Gospel of Matthew).

Note: Please do not use William Barclay's *The Daily Study Bible Series*, *Mathew Henry's Commentary*, or *Wesley's Notes on the New Testament*. These commentaries are more devotional/homiletical (for personal use and sermon preparation) than exegetical (for serious biblical interpretation) in nature.

12.4. Gospel of Matthew (Adapted from BRM, pp. 237-241):**12.4.1. Commentaries:****12.4.1.1. Highly Recommended:**

Davies, W. D., and Dale C. Allison. *A Critical and Exegetical Commentary on the Gospel according to Saint Matthew*. 3 vols. International Critical Commentary. Edinburgh: T&T Clark, 1988, 1991, 1997.

Hagner, Donald A. *Matthew 1-13*. Word Biblical Commentary. Dallas: Word, 1993.

_____. *Matthew 14-28*. Word Biblical Commentary. Dallas: Word, 1995.

Luz, Ulrich. *Matthew 1-7: A Commentary*. Minneapolis: Augsburg, 1989.

_____. *Matthew 8-20: A Commentary*. Hermeneia: A Critical and Historical Commentary on the Bible. Minneapolis: Fortress, 2001.

_____. *Matthew 21-28: A Commentary*. Hermeneia: A Critical and Historical Commentary on the Bible. Minneapolis: Fortress, 2005.

12.4.1.2. Also Significant:

Beare, Francis Wright. *The Gospel according to Matthew: Translation, Introduction and Commentary*. San Francisco: Harper & Row, 1981.

Garland, David E. *Reading Matthew: A Literary and Theological Commentary on the First Gospel*. New York: Crossroad, 1993.

Gundry, Robert H. *Matthew: A Commentary on His Handbook for a Mixed Church under Persecution*. 2d ed. Grand Rapids: Eerdmans, 1994.

Hare, Douglas R. A. *Matthew*. Interpretation: A Bible Commentary for Teaching and Preaching. Louisville: Westminster John Knox, 1993.

Harrington, Daniel J. *The Gospel of Matthew*. Sacra Pagina. Collegeville, Minn.: Michael Glazier, 1991.

Hill, David. *The Gospel of Matthew*. New Century Bible Commentary. Grand Rapids: Eerdmans, 1972.

Keener, Craig S. *A Commentary on the Gospel of Matthew*. Grand Rapids: Eerdmans, 1999.

Kingsbury, Jack Dean. *Matthew*. 3d ed. Nappanee, Ind.: Evangel, 1998.

McNeile, Alan Hugh. *The Gospel according to St. Matthew: The Greek Text with Introduction, Notes, and Indices*. London: Macmillan, 1938.

Plummer, Alfred. *An Exegetical Commentary on the Gospel according to Matthew*. London: Robert Scott, 1909.

Schweizer, Eduard. *The Good News according to Matthew*. Translated by David E. Green. Atlanta: John Knox, 1975.

12.4.2. Studies:**12.4.2.1. Highly Recommended:**

France, R. T. *Matthew: Evangelist and Teacher*. Grand Rapids: Zondervan, 1989.

Kingsbury, Jack Dean. *Matthew: Structure, Christology, Kingdom*. New preface. Minneapolis: Fortress, 1989.

12.4.2.2. Also Significant:

Aune, David E., *The Gospel of Matthew in Current Study: Studies in the Memory of William G. Thompson*. Grand Rapids: Eerdmans, 2001.

Bacon, Benjamin W. *Studies in Matthew*. New York: Henry Holt, 1930.

Balch, David L., ed. *Social History of the Matthean Community: Cross-Disciplinary Approaches*. Minneapolis: Fortress, 1991.

Bauer, David R. *The Structure of Matthew's Gospel: A Study in Literary Design*. Journal for the Study of the New Testament Supplement Series 31. Sheffield: Almond, 1988.

Bauer, David R., and Mark Allan Powell, eds. *Treasures Old and New: Contributions to Matthean Studies*. Society of Biblical Literature Symposium Series 1. Atlanta: Scholars, 1996.

Bornkamm, Gunther, Gerhard Barth, and Heinz Joachim Held. *Tradition and Interpretation in Matthew*. New Testament Library. Philadelphia: Westminster, 1963.

Carter, Warren. *Matthew and the Margins: A Sociopolitical and Religious Reading*. Maryknoll, N.Y.: Orbis, 2000.

_____. *Matthew: Storyteller, Interpreter, Evangelist*. Peabody, Mass.: Hendrickson, 1996.

Kilpatrick, G. D. *The Origins of the Gospel according to St. Matthew*. Oxford: Clarendon, 1946.

Kingsbury, Jack Dean. *Matthew as Story*. Rev. ed. Philadelphia: Fortress, 1988.