



B115 Introduction to the New Testament

3 credits. Prerequisites: none

 Toronto East Hub

January 15- April 17, 2025
Semester
Wednesday 6pm-8:50pm

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Course Goals

Course Description

A foundational course introducing students to the literature, content, theology, and historical and social backgrounds of the New Testament. The course also introduces students to the processes behind the New Testament's composition, preservation, and canonization.

Relationship to MCS-Horizon's Missions

This course prepares students for Christian leadership by teaching them to interpret the New Testament faithfully and relevantly, challenging them to grow in Christ-like character as they apply the NT to their lives, requiring them to model healthy social interaction, and equipping them to share exegesis of the New Testament, which is a foundational ability for Christian ministry.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Interpret the New Testament in reference to the first-century Greco-Roman and Jewish context.
 - *Assessment:* New Testament Reading and Research Chart, Textbook Reading Log and Quiz, Research Paper.
2. Use appropriate entry-level secondary resources for researching the New Testament.
 - *Assessment:* New Testament Reading and Research Chart, Textbook Reading Log and Quiz, Research Paper.

3. Identify and explain key terms and ideas in New Testament studies.
 - *Assessment:* New Testament Reading and Research Chart, Textbook Reading Log and Quiz.
4. Apply New Testament teachings to contemporary issues.
 - *Assessment:* Research Paper.

Course Work

Required Readings

Berding, Kenneth and Matt Williams, eds. *What the New Testament Authors Really Cared About: A Survey of Their Writings*. 2nd edition. Grand Rapids: Kregel Academic, 2015. (ISBN 9780825443848)

DTL: <https://thedtl.on.worldcat.org/oclc/927235072>

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *New Testament Reading and Research Chart* (30%)

Through this assignment, you will not only familiarize yourself with New Testament literature, but you will also use scholarly resources for the New Testament to learn more about the first-century context and key ideas in New Testament studies. Before the start of the course the New Testament Reading and Research Chart will be posted to Populi. Read through the eleven New Testament books listed in the reading chart (equivalent to about 50% of the NT). As you do, make note of *one* specific knowledge gap in your understanding of each of the eleven listed NT books (key terms, ideas, people, places, things, religious practices, social structures, etc.). With the aid of a Bible dictionary, commentary, or some other scholarly resource, research each of these eleven items and briefly summarize in your own words your findings in the appropriate area of your chart. Finally, with a sentence or two at the end of each entry, indicate how your research into each item has helped you to better understand the NT text where it is found. Each of the eleven entries should be approximately 150-200 words in length. Include a footnote for each source that you use and list all of your sources in a bibliography. Follow the MCS-Horizon Format Guide. Students must complete the NT reading during this course to pass this assignment. This assignment will be assessed based on your accurate explanation of the issues that you research and your explanation of how they contribute to a deeper understanding of the NT.

Students are encouraged to work on this assignment prior to the beginning of the course.

- Related learning outcomes: 1, 2, and 3.
- **Assignment length:** approximately 1650-2200 words.
- **Due dates:** Luke-Phil due January 29, 2025; 1 Thess-Rev due February 12, 2025.

2. *Textbook Reading Log (20%) and Quiz (15%)*

In this assignment you will continue to learn more about the first-century context and key ideas in New Testament studies as you read through the course textbook, *What the New Testament Authors Really Cared About: A Survey of Their Writings*. As you do, pay close attention to the bolded terms listed at the end of each chapter. These will alert you to many of the key words and concepts for each NT book.

Before the start of the course the shell of the Textbook Reading Log will be posted to Populi. It will focus primarily on the bolded terms from the textbook and will require students to fill out key information associated with them. Once completed, the reading log will serve as a study guide for the accompanying Textbook Quiz. The reading log will be assessed based on how well students ascertain and convey the most relevant information provided by the textbook writers. In some cases, a particular term will be discussed in multiple chapters and/or by multiple writers. In these cases, it will be important to put these varying vantage points alongside one another for a more complete understanding of the import of the term.

The question pool for the Textbook Quiz will be drawn from the information contained in the completed Textbook Reading Log, and as such, will test student knowledge of key terms and ideas in NT studies. It will be an objective style quiz, and will be made up of multiple choice, true or false, and fill in the blank questions.

- Related learning outcomes: 1, 2, and 3.
- **Assignment length:** Approximately 1500-2000 words, although this may vary depending on the conciseness of the information recorded in the Reading Log.
- **Due dates:**
 - Textbook Reading Log: Part A due February 21, 2025; Part B due March 14, 2025.
 - Textbook Quiz: March 21, 2025 (additional quiz attempts can be made up until the last day of Revision Week).

3. *Research Paper (35%)*

In consultation with the instructor, students are to write a 1500-2000 word research paper on a topic of their choosing (related to the study of the NT). General possibilities include, but are not limited to: an analysis of a specific NT text, an exploration of a specific NT motif or key theme, the interpretation of the Hebrew Bible in the NT, a deeper look into a particular NT character, religious group, or writer, etc. For whichever topic you choose, you must ensure that you clearly interpret the NT in light of its first-century Greco-Roman and Jewish context. In addition to engaging the scholarly discussion associated with the chosen topic, students will also include a concluding section of approximately 250 words that highlights the way(s) this research might be relevant for our contemporary setting.

The research paper should be written according to the MCS-Horizon Format Guide and should evidence the use of at least 6 scholarly sources directly related to the chosen topic (Bible dictionaries and encyclopedias, Bible commentaries, journal articles, books, etc.).

- Related learning outcomes: 1, 2, and 4.
- **Assignment length:** 1500-2000 words.
- **Due date:** April 4, 2025.

Estimate of Time Investment (individual time investments may vary)

| | | | |
|--------------------------------|-------|--|-----|
| Classroom time | 30hrs | | N/A |
| 1. NT Reading & Research Chart | 20hrs | Luke-Phil: Jan 29 1 Thess-Rev: Feb 12 | 30% |
| 2. Textbook Reading Log | 20hrs | Part A: Feb21 Part B: Mar 14 | 20% |
| 3. Textbook Quiz | 5hrs | Mar 21 | 15% |
| 4. Research Paper | 20hrs | Apr 4 | 35% |
| Total = | | 95hrs | |

- All assignments are due at 11:59pm ET time unless otherwise indicated.
- **Assessment Rubrics** Assignment rubrics can be found on Populi under each assignment.

Class Schedule & Outline

| | Topics | Details |
|---------------------------------------|---|---|
| Jan 15 Class 1 | | |
| Jan 22 – <i>No Class GLS</i> | Introductory Matters (Text and Context) | Encouraged preparation: Berding and Williams chapters 1-4 |
| Jan 29 Class 2 | Synoptic Gospels (Matthew, Mark, Luke) | |
| Feb 5 Class 3 | Synoptic Gospels cont'd | Encouraged preparation: Berding and Williams chapters 5-6 |
| Feb 12 Class 4 | Gospel of John | |
| Feb 19 Class 5 | Acts of the Apostles | |
| <i>Feb 26- No class Reading Break</i> | Pauline Epistles (Romans, 1&2 Corinthians, Galatians, Ephesians, Philippians, Colossians) | Encouraged preparation: Berding and Williams chapters 9-16 |
| <i>Mar 5-No Class Module Week</i> | | |
| Mar 12 Class 6 | Pauline Epistles cont'd (1&2 Thessalonians, 1&2 Timothy, Titus, Philemon) | Encouraged preparation: Berding and Williams chapters 17-22 |
| Mar 19 Class 7 | Catholic Epistles (Hebrews, James) | |
| Mar 26 Class 8 | Chapel (10:45am-12:00pm) | |
| Apr 2 Class 9 | Catholic Epistles cont'd (1&2 Peter, Jude, 1-3 John) | Encouraged preparation: Berding and Williams chapters 7, 8, 23-25 |
| Apr 9 Class 10 | Apocalypse of John | |

- First submissions of assignments will not be accepted after Friday April 11
- Revision week runs from Monday April 14 to Thursday April 17*
- No resubmission of assignments will be accepted after Thursday April 17*

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

| MCS-Horizon CBE Scale | Descriptor | Letter Grade | Grade Point | U of S Equivalency |
|------------------------------|-------------------|---------------------|--------------------|---------------------------|
|------------------------------|-------------------|---------------------|--------------------|---------------------------|

| | | | | | |
|---|------------------------|---|----|-----|--------|
| E | Exceeding expectations | Student demonstrated exceptional achievement of the learning outcomes. | A+ | 4.0 | 90-100 |
| | | Student demonstrated excellent achievement of the learning outcomes. | A | 4.0 | 85-89 |
| | | | A- | 3.7 | 80-84 |
| M | Meeting expectations | Student demonstrated good achievement of all learning outcomes. | B+ | 3.3 | 77-79 |
| | | | B | 3.0 | 73-76 |
| | | | B- | 2.7 | 70-72 |

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

| | | | | | |
|-----|--------------------------------|---|----|-----|-------|
| BTM | Beginning to meet expectations | Student was beginning to meet one or more learning outcomes. | C+ | 2.3 | 67-69 |
| | | | C | 2.0 | 63-66 |
| | | | C- | 1.7 | 60-62 |
| NYM | Not yet meeting expectations | Student made insufficient progress toward meeting learning outcomes. | D+ | 1.3 | 57-59 |
| | | | D | 1.0 | 53-56 |
| | | | D- | 0.7 | 50-52 |
| | | | F | 0.0 | 0-49 |

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student’s and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS’s Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon’s Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Resources for Effective Bible Reading, Preaching, and Teaching

When looking for resources to help you with your assignments, please take a look at the list below. It is not an exhaustive list, but it is a great place to start.

Recommended Commentaries

Beale, G. K. and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Second edition. Downers Grove, Ill.: InterVarsity, 2014.

MATTHEW

Carson, D. A. "Matthew." In *The Expositor's Bible Commentary*. Volume 8. Grand Rapids: Zondervan, 1984.

Carson, D. A. *The Sermon on the Mount: An Evangelical Exposition of Matthew 5-7*. Grand Rapids: Baker, 1978.

France, R. T. *The Gospel of Matthew*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2007.

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

Hagner, Donald A. *Matthew 14-28*. Word Biblical Commentary. Dallas: Word, 1993.

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

Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2005.

Osborne, Grant R. *Matthew*. Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.

Turner, David L. *Matthew*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2008.

Wilkins, Michael J. *Matthew*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Guelich, Robert. *The Sermon on the Mount*. Dallas: Word, 1982.

MARK

Edwards, James R. *The Gospel of Mark*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2002.

Evans, Craig A. *Mark 8:27-16:20*. Word Biblical Commentary. Nashville: Nelson, 2001.

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

Garland, David E. *Mark*. NIV Application Commentary. Grand Rapids: Zondervan, 1996.

Guelich, Robert A. *Mark 1-8:26*. Word Biblical Commentary. Dallas: Word, 1989.

Stein, Robert H. *Mark*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2008.

Strauss, Mark L. *Mark*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2014.

LUKE

Bock, Darrell L. *Luke. Volume 1: 1:1-9:50*. BECNT. Grand Rapids: Baker, 1994.

_____. *Luke. Volume 2: 9:51-24:53*. BECNT. Grand Rapids: Baker, 1996.

Culy, Martin M., Mikeal C. Parsons, and Joshua J. Stigall. *Luke: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco: Baylor University Press, 2010.

Fitzmyer, Joseph A. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 1: 1-9*. Anchor Bible. New York: Doubleday, 1981.

_____. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 2: 10-24*. Anchor Bible. New York: Doubleday, 1985.

Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans, 1997.

Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. NIGNT. Grand Rapids: Eerdmans, 1978.

Nolland, John. *Luke 1-9:20*. WBC. Dallas: Word, 1989.

_____. *Luke 9:21-18:34*. WBC. Dallas: Word, 1993.

_____. *Luke 18:35-24:53*. WBC. Dallas: Word, 1993.

JOHN

Burge, Gary M. *John*. NIV Application Commentary. Grand Rapids: Zondervan, 2000.

Carson, D.A. *The Gospel According to John*. Grand Rapids: Eerdmans, 1991.

Keener, Craig S. *The Gospel of John: A Commentary*. 2 volumes. Peabody, Mass.: Hendrickson, 2003.

Köstenberger, Andreas J. *John*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2004.

Malina, Bruce J., and Richard L. Rohrbaugh. *Social-Science Commentary on the Gospel of John*. Minneapolis: Fortress, 1998.

Michaels, J. Ramsey. *The Gospel of John*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2010.

ACTS

Bock, Darrell L. *Acts*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2007.

Bruce, F. F. *The Book of Acts*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1988.

Culy, Martin M., and Mikeal C. Parsons. *Acts: A Handbook on the Greek Text*. Waco: Baylor University Press, 2003.

Fernando, Ajith. *Acts*. NIV Application Commentary. Grand Rapids: Zondervan, 1998.

Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. AB. New York: Doubleday, 1998.

Keener, Craig S. *Acts: An Exegetical Commentary. Volume 1: Introduction and 1:1–2:47*. Grand Rapids: Baker, 2012.

_____. *Acts: An Exegetical Commentary. Volume 2: Introduction and 3:1–14:28*. Grand Rapids: Baker, 2013.

_____. *Acts: An Exegetical Commentary. Volume 3: Introduction and 15:1–23:35*. Grand Rapids: Baker, 2014.

_____. *Acts: An Exegetical Commentary. Volume 4: Introduction and 24:1–28:31*. Grand Rapids: Baker, 2015.

Longenecker, Richard N. "The Acts of the Apostles." In *The Expositor's Bible Commentary*. Volume 9. Grand Rapids: Zondervan, 1981.

Parsons, Mikeal C. *Acts*. Paideia. Grand Rapids: Baker Academic, 2008.

Peterson, David G. *The Acts of the Apostles*. Pillar New Testament Library. Grand Rapids: Eerdmans, 2009.

Schnabel, Eckhard J. *Acts*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012.

Witherington, Ben III. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

ROMANS

Dunn, James D.G. *Romans 1-8*. Word Biblical Commentary. Dallas: Word, 1988.

_____. *Romans 9-16*. Word Biblical Commentary. Dallas: Word, 1988.

Hughes, R. Kent. *Romans: Righteousness from Heaven*. Preaching the Word. Wheaton, Ill.: Crossway, 1991.

Keener, Craig S. *Romans*. New Covenant Commentary Series. Eugene, Ore.: Cascade, 2009.

Kruse, Colin. *Paul's Letter to the Romans*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2012.

Longenecker, Richard N. *The Epistle to the Romans: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2016.

Moo, Douglas. J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996.

Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1998.

Stott, John. *The Message of Romans*. The Bible Speaks Today. Downers Grove, IL: InterVarsity, 2001.

1 CORINTHIANS

Blomberg, Craig. *1 Corinthians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1994.

Carson, D. A. *Showing the Spirit: A Theological Exposition of 1 Corinthians 12-14*. Grand Rapids: Baker, 1987.

Ciampa, Roy E., and Brian S. Rosner. *The First Letter to the Corinthians*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2010.

Fee, Gordon D. *The First Epistle to the Corinthians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1987.

Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids, Baker, 2003.

Hays, Richard B. *First Corinthians*. Interpretation. Louisville: John Knox, 1997.

Taylor, Mark. *1 Corinthians: An Exegetical and Theological Exposition of Scripture*. New American Commentary. Nashville: B&H, 2014.

Thiselton, Anthony C. *The First Epistle to the Corinthians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2000.

Witherington, Ben III. *Conflict & Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

2 CORINTHIANS

Barnett, Paul. *The Second Epistle to the Corinthians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1997.

Garland, David E. *2 Corinthians: An Exegetical and Theological Exposition of Scripture*. New American Commentary. Nashville: B&H, 1999.

Guthrie, George H. *2 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2015.

Harris, Murray J. *The Second Epistle to the Corinthians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2005.

Martin, Ralph P. *2 Corinthians*. Word Biblical Commentary. Dallas: Word, 1986.

Witherington, Ben III. *Conflict & Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

GALATIANS

Betz, H. D. *Galatians: A Commentary on Paul's Letter to the Churches in Galatia*. Hermeneia. Philadelphia: Fortress, 1979.

Longenecker, Richard N. *Galatians*. Word Biblical Commentary. Dallas: Word, 1990.

McKnight, Scot. *Galatians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1995.

Moo, Douglas J. *Galatians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2013.

Schreiner, Thomas R. *Galatians*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.

EPHESIANS

Arnold, Clinton E. *Ephesians*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.

Bruce, F.F. *Ephesians, Colossians, and Philemon*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1984.

Lincoln, Andrew T. *Ephesians*. Word Biblical Commentary. Dallas: Word, 1990.

O'Brien, Peter T. *The Letter to the Ephesians*. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 1999.

Snodgrass, Klyne. *Ephesians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1996.

Thielman, Frank. *Ephesians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2010.

PHILIPPIANS

Fee, Gordon D. *Paul's Letter to the Philippians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.

Hawthorne, Gerald. F. *Philippians*. Word Biblical Commentary. Dallas: Word Books, 1983.

O'Brien, Peter T. *The Epistle to the Philippians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1991.

Thielman, Frank. *Philippians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1995.

COLOSSIANS

Dunn, James D. G. *The Epistles to the Colossians and Philemon: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1996.

Garland, David E. *Colossian/Philemon*. The NIV Application Commentary. Grand Rapids: Zondervan, 1998.

Harris, Murray J. *Exegetical Guide to the Greek New Testament: Colossians and Philemon*. Grand Rapids: Eerdmans, 1991.

Moo, Douglas J. *The Letters to the Colossians and to Philemon*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2008.

O'Brien, Peter T. *Colossians, Philemon*. Word Biblical Commentary. Dallas: Word, 1982.

Pao, David W. *Colossians & Philemon*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012.

Thompson, Marianne Meye. *Colossians & Philemon*. The Two Horizons New Testament Commentary. Grand Rapids: Eerdmans, 2005.

1 & 2 THESSALONIANS

Bruce, F. F. *1 & 2 Thessalonians*. Word Biblical Commentary. Dallas: Word, 1982.

Fee, Gordon D. *The First and Second Letters to the Thessalonians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2009.

Green, Gene L. *The Letters to the Thessalonians*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2002.

Holmes, Michael W. *1 & 2 Thessalonians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1998.

Malherbe, Abraham J. *The Letters to the Thessalonians: A New Translation with Introduction and Commentary*. Anchor Bible 32B. New York: Doubleday, 2000.

Wanamaker, Charles A. *The Epistles to the Thessalonians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1990.

Weima, Jeffrey A. D. *1–2 Thessalonians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2014.

1 & 2 TIMOTHY and TITUS

Knight, George W. III. *The Pastoral Epistles. A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1992.

Lea, Thomas D. and Hayne P Griffin, Jr. *1, 2 Timothy, Titus*. New American Commentary. Nashville: Broadman, 1992.

Liefeld, Walter L. *1 & 2 Timothy/Titus*. The NIV Application Commentary. Grand Rapids: Zondervan, 1999.

Mounce, William D. *Pastoral Epistles*. Word Biblical Commentary. Nashville: Thomas Nelson, 2000.

Towner, Philip H. *The Letters to Timothy and Titus*. NICNT. Grand Rapids: Eerdmans, 2006.

PHILEMON

Bruce, F.F. 1984. *Ephesians, Colossians, and Philemon*. New International Commentary on the New Testament. Grand Rapids: Eerdmans.

Garland, David E. *Colossian/Philemon*. The NIV Application Commentary. Grand Rapids: Zondervan, 1998.

Moo, Douglas J. *The Letters to the Colossians and to Philemon*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2008.

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HEBREWS

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