



B115 Introduction to the New Testament

3 credits. Prerequisites: none

For Horizon students, this course is transferrable to the University of Saskatchewan.

👤 Glad Tidings, Burlington (Church Hub)

November 2 – 6, 2026

Module B

Mon – Fri, 10am – 5pm ET

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Please note: This course has reading due soon after the module; you will want to start this reading before the module begins.

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's Mission

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](#)

****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 Horizon & MCS 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 November 10; 1 Thess – Rev due November 18.

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 November 23; Part B due November 30.
 - Textbook Quiz: December 3.

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 Horizon & MCS 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:** December 7.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	Nov 2 – 6	N/A
1. NT Reading & Research Chart	20 hrs	Luke-Phil: Nov 10 1 Thess-Rev: Nov 18	30%
2. Textbook Reading Log	20 hrs	Part A: Nov 23 Part B: Nov 30	20%
3. Textbook Quiz	5 hrs	Dec 3	15%
4. Research Paper	20 hrs	Dec 7	35%
Total =		95hrs	

All assignments are due at 8pm **ET time** unless otherwise indicated.

Course Outline (Minor revisions may be made during Module Week.)

Date	Topics	Details
Monday, Nov 2	Introductory Matters (Text and Context) Synoptic Gospels (Matthew, Mark, Luke)	Encouraged preparation: Berding and Williams chapters 1-4
Tuesday, Nov 3	Synoptic Gospels cont'd Gospel of John Acts of the Apostles	Encouraged preparation: Berding and Williams chapters 5-6
Wednesday, Nov 4	Pauline Epistles (Romans, 1&2 Corinthians, Galatians, Ephesians, Philippians, Colossians) <i>Chapel: 2pm-3:15pm ET</i>	Encouraged preparation: Berding and Williams chapters 9-16
Thursday, Nov 5	Pauline Epistles cont'd (1&2 Thessalonians, 1&2 Timothy, Titus, Philemon) Catholic Epistles (Hebrews, James)	Encouraged preparation: Berding and Williams chapters 17-22
Friday, Nov 6	Catholic Epistles cont'd (1&2 Peter, Jude, 1-3 John) Apocalypse of John	Encouraged preparation: Berding and Williams chapters 7, 8, 23-25
Nov 7 – Dec 11	Working on assignments	New Testament Reading and Research Chart: Luke-Phil due Nov 10; 1 Thess-Rev due Nov 18; Textbook Reading Log: Part A due Nov 23; Part B due Nov 30; Textbook quiz due Dec 3; Research Paper due Dec 7
Dec 14 – 18	Revision Week	

Assessment Rubrics

Assignment rubrics can be found on Populi under each assignment.

- Revision week is Dec 14-18. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: *December 18, 2026*.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked

assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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 the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

[Instructors may add here further clarifications to address the section “Uses Requiring Pre-Approval from an Instructor” from the published “Artificial Intelligence (AI): Policy For Acceptable Use” (see the links above). Note that any instructions must be consistent with the published AI policy.]

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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

Horizon and MCS encourage 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

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.

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