



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **B115 Introduction to the New Testament**

3 credits. Prerequisites: *none*.

*This course is transferrable to the University of Saskatchewan*

January 11-15, 2021  
Module C  
Monday-Friday, 9am-4pm

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*"If you have learned much Torah [or Scripture], do not be too proud of yourself; for it was for that very purpose that you were created!" – Rabbi Yohanan ben Zakkai, Avot 2:8*

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*Please note:* This course includes 5 hours of reading before the module and reading during the module.

### **Course Content and 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 Horizon'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:* Quizzes #1-5
2. Use appropriate entry-level secondary resources for researching the New Testament.
  - *Assessment:* Research and Reflection Paper
3. Identify and explain key terms and ideas in New Testament studies.
  - *Assessment:* Quizzes #1-5, Reading and Analysis, Research and Reflection Paper
4. Apply New Testament teachings to contemporary issues.
  - *Assessment:* Research and Reflection Paper

## About the Instructor

Marty Culy is the Director of Cypress Hills Ministries. He has been a follower of Jesus since 1974 and has been blessed to serve the Lord as a Bible translator, college and seminary professor, pastor, and church planter over the past 30 years. He has been married to his wife, Jo-Anna, since 1985, and they have three adult children (and four grandchildren) who are all followers of Jesus. Marty is the founding editor of the *Baylor Handbook on the Greek New Testament* commentary series and is the author of nine books and many articles, including *The Book of Revelation: The Rest of the Story* (2017). Marty teaches and preaches regularly in churches throughout North America and internationally.

## Course Work

### Required Readings

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

\*\*While students have the benefit of accessing 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. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components.** *Research and Reflection Paper.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolio*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

## Before the Module

**Preparing for the Week of Class:** *This assignment will help you begin to develop a framework for interpreting the New Testament in reference to its first-century Greco-Roman and Jewish context and begin to identify and explain key terms and ideas in New Testament studies (see Learning Outcomes #1 and #3).*

### 1. Quiz #1

There are two elements required to prepare for Quiz #1.

First, carefully read Chapter 1 (pages 17–35), Chapter 3 (pages 62–79), and Chapter 26 (pages 315–320) of the textbook. Come to class on January 11 prepared to answer quiz questions from Quiz #1 covering the material in these chapters. This assignment is intended to help you begin to understand key background issues (see Learning Outcome #1) and understand key themes and ideas in the Gospel of Mark (see Learning Outcome #3).

Second, read the Gospel of Matthew carefully. Note key features (content) of Matthew’s Gospel and themes that are particularly prominent (usually because they occur repeatedly). Come to class on January 11 prepared to answer quiz questions on Quiz #1 covering the key features and themes of the Gospel of Matthew. This assignment provides a foundation for class discussions of appropriate reading strategies and how to identify key themes in the New Testament (see Learning Outcome #3).

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** N/A. **Due date:** January 11, 2021.

## During the Module

### 2. Quizzes #2-5

There will be quizzes given each day at the beginning of class. Quizzes #2-5 will be used primarily to assess your growing ability to explain key terms and ideas in New Testament studies (see Learning Outcome #3), though there will also be some questions that are used to assess your growing ability to interpret the New Testament in reference to the first-century Greco-Roman and Jewish context (see Learning Outcome #1). Each quiz will mostly be made up of multiple-choice questions, with some TRUE/FALSE questions and some that require you to fill in the blank.

Quizzes #2-5 will cover (1) the material from the textbook listed in the course schedule for that day and (2) key points from the previous day of class. Students may optionally do some or all of the textbook readings that relate to these quizzes prior to the week of class. Assessments based on Quizzes #1-5 will consider how you have demonstrated competency through all of the quizzes together for both Learning Outcome #1 and #3, rather than through each individual quiz.

- Related learning outcome(s): #1 and 3.
- **Assignment Length:** N/A. **Due date:** January 12-15, 2021 (daily).

### 3. *Reading and Analysis*

Read through the New Testament books listed in the Reading Chart at the end of the syllabus (50% of the chapters found in the New Testament). As you read, make a running list of passages that speak to **one** of the key components of a Christian worldview we discussed in class. Submit your completed list along with the completed Reading Chart. You are free to complete this assignment by listening to audio recordings of the New Testament, or through a mix of reading and listening, but you will need to frequently pause to add to your running list. This assignment assesses your growing ability to read Scripture (primary source material) carefully with a view to identifying key themes (see Learning Outcome #3). Please be sure to review Assignment #4 below before starting on this assignment.

- Related learning outcome(s): #3.
- **Assignment Length:** 1 page maximum. **Due date:** February 3, 2021.

### 4. *Research and Reflection Paper.*

Using your Bible, course textbook, and three additional approved sources, you will research and produce a report on an approved topic of your choice. We will discuss a variety of possible topics and how to approach researching them during the week of class. Once you have an approved topic you should begin by making a running list of biblical passages that relate to your topic as you read the assigned books of the New Testament (see Reading and Analysis assignment). You should then proceed to review appropriate secondary resources. Your secondary research will point you to additional New Testament passages that are relevant and also help you to flesh out the significance of the biblical data for your topic. In the final portion of your paper you should identify how this topic relates to contemporary issues. The research paper will assess your ability to select an appropriate research topic; discern relevant supporting sources; evaluate primary and secondary source information; identify and explain key issues within the topic; communicate coherently, clearly, and using appropriate formatting conventions; and communicate how the Bible relates to contemporary issues (see Learning Outcomes #2, #3, and #4). Construct your paper according to guidelines in the Horizon Format Guide. Remember, this paper will be a part of your Portfolio and will allow you to prove achievement of the learning outcomes.

- Related learning outcome(s): #2, #3, and #4.
- **Assignment Length:** 4-7 pages maximum. **Due date:** February 12, 2021.

#### **Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Quiz #1	5 hrs	January 11
2. Quizzes #2-5	5 hrs	January 12-15
3. Reading and Analysis	20 hrs	February 3
4. Research and Reflection Paper	24 hrs	February 12
Total =	85 hrs	

#### **Assessment Rubrics**

Assessment Rubrics will be available on Populi by the beginning of the class under the Lesson “B115 Assessment Rubrics.”

**Course Outline / Class Schedule**

Please take time on the first day of class time to enter assignments into a study calendar.

<b>Date</b>	<b>Topics</b>	<b>Quizzes</b>
Monday, Jan 11	Course Introduction Introduction to the New Testament The “Synoptic Problem” Gospel of Matthew Gospel of Mark Gospel of Luke	<b>Quiz #1</b> 1. Gospel of Matthew 2. Textbook pp. 17–35 (Chapter 1), pp. 62–79 (Gospel of Mark), pp. 315– 320 (Chapter 26)
Tuesday, Jan 12	Gospel of John Acts of the Apostles Intro to the Pauline Epistles Romans	<b>Quiz #2</b> 1. Textbook pp. 188–199 (Romans) 2. Day 1 class material
Wednesday, Jan 13	1 & 2 Corinthians Galatians, Ephesians Philippians, Colossians	<b>Quiz #3</b> 1. Textbook pp. 244–251 (Colossians) 2. Day 2 class material
Thursday, Jan 14	1 & 2 Thessalonians 1 & 2 Timothy, Titus Philemon Hebrews James	<b>Quiz #4</b> 1. Textbook pp. 268–273 (2 Timothy) and pp. 274–277 (Philemon) 2. Day 3 class material
Friday, Jan 15	1 & 2 Peter Jude 1, 2, 3 John Revelation	<b>Quiz #5</b> 1. Textbook pp. 306–309 (2 Peter), pp. 144–151 (Letters of John) 2. Day 4 class material
Jan 16-Feb 12	Working on Post-Module assignments	Reading/Analysis due Feb 3, 2021. Research Paper due Feb 12, 2021
Feb 22-26	Revision Week	Final submissions due Feb 26, 2021

- First submissions of assignments will not be accepted after February 19, 2021.

Monday, February 22, 2021	Resubmission of <i>Quizzes 1-5 (as necessary)</i>
Tuesday, February 23, 2021	Resubmission of <i>Reading and Analysis (as necessary)</i>
Wednesday, February 24, 2021	Resubmission of <i>Research and Reflection Paper (as necessary)</i>
Thursday, February 25, 2021	Second Resubmissions
Friday, February 26, 2021	Additional Resubmissions

- No resubmission of assignments will be accepted after February 26, 2021.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the 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 online](#) 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.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused 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.

### **Resubmission of Assignments**

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### **Horizon College Assessment of Student Work**

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to 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](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above 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.

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. 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 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 Horizon College and Seminary 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.

## **Bibliography**

### **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.
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- 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.
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- \_\_\_\_\_. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 2: 10-24*. Anchor Bible. New York: Doubleday, 1985.
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- 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.
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- 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.
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Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1998.

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## **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.

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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.

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

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## **GALATIANS**

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

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

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

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

## **1 & 2 THESSALONIANS**

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Bruce has written a thorough commentary full of exegetical insight.

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

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- BibleStudyTools: [www.biblestudytools.com](http://www.biblestudytools.com)
- Biblical Studies: [www.biblicalstudies.org.uk](http://www.biblicalstudies.org.uk)
- Christian Classics Ethereal Library: [www.ccel.org](http://www.ccel.org)
- e-Sword: [www.e-sword.net](http://www.e-sword.net)
- NT Gateway: [www.ntgateway.com](http://www.ntgateway.com)
- Oxford Biblical Studies Online: [www.oxfordbiblicalstudies.com](http://www.oxfordbiblicalstudies.com)
- Tyndale House: [www.tyndale.cam.ac.uk/index.php?page=online-resources](http://www.tyndale.cam.ac.uk/index.php?page=online-resources)
- Tyndale Seminary NT Reading Room: [www.tyndale.ca/seminary/mtsm modular/reading-rooms/newt](http://www.tyndale.ca/seminary/mtsm modular/reading-rooms/newt);

### **Software and Mobile Apps**

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- BibleWorks: [www.bibleworks.com](http://www.bibleworks.com)
- Bibloi: <http://silvermountainssoftware.com/bibloi.html>
- Logos Bible Software: [www.logos.com](http://www.logos.com)
- Bible Gateway Bible App
- Glo Bible App
- Logos Bible App
- Olive Tree Bible Study App

## New Testament Reading Chart

Name: \_\_\_\_\_

<b>Luke</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
<b>Acts</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
<b>Romans</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16												
<b>2 Corinthians</b>	1	2	3	4	5	6	7	8	9	10	11	12	13															
<b>Philippians</b>	1	2	3	4																								
<b>1 Thessalonians</b>	1	2	3	4	5																							
<b>Titus</b>	1	2	3																									
<b>James</b>	1	2	3	4	5																							
<b>1 Peter</b>	1	2	3	4	5																							
<b>1 John</b>	1	2	3	4	5																							
<b>Revelation</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						