

ACTS AND PAULINE EPISTLES SYLLABUS

I. COURSE DESCRIPTION

An exposition of Acts and 10 of the Pauline Epistles (all except Romans, Ephesians, and Philippians) with emphasis on the biblical theology of these books, their genre, and application. Prerequisite or Corequisite: BE5101 Bible Study Methods and Hermeneutics and BE5105 The Gospels. 3 hours (2 hours MABC).



Faith, love, and hope 1 Thess 1:4

II. DIFFERENT COURSE REQUIREMENTS

This syllabus contains different course requirements based on the credit hours required for students' degree programs and catalog year. These requirements reflect curricular changes to the MABC degree program beginning fall 2017.

Students enrolled in the MABC degree program, under the 2017 catalog year, are exempt from certain assignments in accordance with taking this course for two (2) credit hours. The notation "MABC students taking this course for two (2) credit hours are exempt from . . ." has been added to the applicable books and assignments.

It is the responsibility of MABC students who plan to take this course for two (2) credit hours to ensure they are eligible by verifying their catalog requirements with the Advising Center (advising@dts.edu). The professor is not responsible for verifying this information.

III. OVERALL OBJECTIVES

The objectives of this course are for the student to know the general contents of the 11 Bible books studied, gain insight into the contents and selected problems in the books, develop the skill of tracing the argument of a book, and internalize spiritual principles from each book.

A. SPECIFIC COGNITIVE OBJECTIVES

That you will be able to:

WRITE a brief synthetic statement and analytical outline for the 11 Bible books studied in the course.

RECONSTRUCT the history of the early church and the writing of these epistles.

LOCATE important events, topics, and characters in the Bible, particularly the Apostle Paul.

INTERACT with interpretive issues in these books and be able to discuss them critically.

. . . so that you will develop your ability to:

SCOPE OUT A BOOK: Recognizing its purpose and structure as foundational to interpretation.

REALIZE HOW THEY FIT TOGETHER: The messages of Paul's epistles are informed by the history of the church recorded in Acts.

KNOW YOUR WAY AROUND YOUR BIBLE: The ability to locate these is helpful in ministry, to expedite study, and provide reasons for our hope.

CONVEY THE WORD'S AUTHORITY: The successful interpreter must be able to deal with the many problem passages in these books.

B. SPECIFIC AFFECTIVE OBJECTIVES

That you will:

APPRECIATE how the argument of a Bible book applies to its original and modern audiences.

DEVELOP a system for recording facts about Bible characters, dates, events, and ideas.

ACQUIRE some of the spiritual qualities of commendable characters in these books.

PREPARE to communicate the argument and principles of one or more of these books to others.

Justification:

WALK YOUR WAY THROUGH A BOOK:

The book conveys its message through the understanding of its argument. This understanding is necessary for presenting the book's exposition.

ORGANIZE YOUR WORK: An effective research system gives assurance that learning is taking place and also helps develop one's own teaching methods.

ACT LIKE A BELIEVER: We should learn from and follow godly leaders. In particular, the Pastoral Epistles instruct spiritual leaders in godliness.

PREACH THE WORD: The ultimate Dallas Theological Seminary goal of biblical exposition is to proclaim God's Word to others.

IV. COURSE TEXTBOOKS

A. Required

The Holy Bible

Constable, Thomas L. "Dr. Constable's Expository (Bible Study) Notes." Sonic Light.

<https://planobiblechapel.org/soniclight/> (2021 version). Notes also available in the course files. Read only 1 and 2 Corinthians, Colossians, 1 and 2 Thessalonians, 2 Timothy.

Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. Dictionary of Paul and His Letters.

Downers Grove, IL: InterVarsity, 1993. (MABC students taking this course for two [2] credit hours are exempt from reading this book). (eBook) See course modules for assigned reading.

Zuck, Roy B., and Darrell L. Bock, eds. A Biblical Theology of the New Testament. Chicago: Moody,

1994. (eBook) (MABC students taking this course for two [2] credit hours are exempt from reading this book). See course modules for assigned reading.

B. Suggested

Beale, G. K. Colossians and Philemon, Baker Exegetical Commentary on the New Testament (Grand Rapids, MI: Baker Academic, 2019). (eBook)

Bock, Darrell L. Acts. Grand Rapids: Baker Academic, 2007. Exceptional detail. Accessible even by those students lacking background in New Testament Greek. (eBook)

McKnight, Scot. The Letter to the Colossians, The New International Commentary on the New Testament (Grand Rapids: Eerdmans, 2018). (eBook)

Walvoord, John R., and Roy B. Zuck, eds. The Bible Knowledge Commentary, New Testament. Colorado Springs: ChariotVictor, 1983. This is a "best buy" for an overview of the Bible books reflecting Dallas Seminary scholarship, identifying and providing help in dealing with major problem passages. (Logos)

Weima, Jeffrey A. D. 1-2 Thessalonians, Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker, 2014). (eBook).

C. Selected Bibliography

See below

V. COURSE REQUIREMENTS

A. Reading Assignments

1. The student will read all of the biblical books scheduled for this course during the term.
2. The student will read assigned reading throughout the semester. The goal for this reading is for the student to grasp the critical issues in each of the books and the flow of their thought. The instructor will, however, ask for a report of the amount of reading, both in the textbook and in the Bible, you have accomplished during the semester.

B. Video and Live Lectures

1. All Students, regardless of whether they are taking the course for two (2) or three (3) credit hours, **must watch all other Bible book video lectures** according to the course schedule found in Canvas.
2. The live lectures will cover the following books and in the following order: Colossians, 1 and 2 Thessalonians, 1 Corinthians.

C. Written Assignments

Assignment #1: Write an Argument of Galatians

For BE5106GA . . . The book assigned for this course is *Galatians*. The length of this assignment is to be 15-20 pages. Consult at least six (6) appropriate sources throughout the argument. **(See paper grading rubric below):**

Original outlines are preferred; however, you may consult secondary sources after you have wrestled on your own with how the structure of the book conveys the message. Do not simply employ an outline without first critical reflection. (Of course, cite any sources from which you use their words or ideas.) Ensure that there is continuity between the message statement, outline, and presentation.

See the end of this syllabus for an example. For additional grading expectations, please consult the rubric for this argument paper in Canvas.

The Bible Exposition department has set as a goal that students in BE5106 will be able to write an argument of a Bible book.

You will include a four to five-page introduction of the book. It will include introductory matters in the following order:

1. author
2. date
3. recipients
4. occasion
5. location
6. purpose
7. message (subject complement: see Acts example below)
8. outline (see Acts example below)

You will then seek to discuss the development of the author's message (use your outline) throughout Galatians. See an example of a Bible argument in course files.

You must include Turabian formatted footnotes and bibliography.

D. Assignment #2:

Choose one of the following topics:

MABC students taking this course for two [2] credit hours are exempt from this assignment

1. Create an artistic work (your choice) or write a 5-7 page paper that depicts the timing (chronological sequence) of the eschatological events of 1 Corinthians 15, 2 Corinthians 5, 1 and 2 Thessalonians and 2 Timothy.
2. Write a 4-5 page book review on one of the following books:

John F. Walvoord, Mark Hitchcock, and Philip E. Rawley, *1 & 2 Thessalonians*, vol. 1, The John Walvoord Prophecy Commentaries (Chicago: Moody Publishers, 2012). **(eBook)**

Lionel Casson, *Travel in the Ancient World*, United Kingdom: Johns Hopkins University Press, 1994.
OR any book relevant to travel during Paul's day.

Richard Lints, *Identity and Idolatry: The Image of God and Its Inversion*. New Studies in Biblical Theology, 36. Downers Grove, IL: InterVarsity, 2015. **(eBook)**

OR Any book related to this course

3. Create a Synthetic Chart of the book of 2 Corinthians.

While there are a number of different types of charts, all charts within the Bible Exposition department must meet certain minimal requirements. The synthetic chart will (1) be visual rather than written representations of a book's content and structure, (2) be developed inductively and synthetically, (3) identify basic structure typically including major divisions or sections and subdivisions or subsections (4) contain descriptive titles for divisions, subdivisions, and paragraphs, which represent both structure and content, (5) a statement of the message/theme/purpose of the book, (6) on separate pages, write a 2-3 page explanation of why you divided the chart in its main and subparts. (See chart grading rubric below)

E. Class Participation

1. All students will participate in the live class discussions (via Zoom and in-class)
2. In preparation of class meeting:
 - a. Have read Colossians, 1 and 2 Thessalonians, 1 Corinthians at least two times paying special attention to repeated words, similar concepts, flow of thought
 - b. Have read Colossians, 1 and 2 Thessalonians, 1 Corinthians in Constable's study notes
3. You will report your participation in the interaction in last module.

F. Final Exam

All students, regardless of whether they are taking the course for two (2) or three (3) credit hours, will take the final exam for this course. You will take it online during finals week (see final module). See study guide in the course files. No helps of any kind (e.g., class notes or videos, Bibles, another person, internet, etc.) may be used for this exam.

G. Course Supplemental Information

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities (<https://students.dts.edu/studentlife/disability-services/>). If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities prior to the beginning of the semester or at the onset of a crisis.

H. Presence of the Professor

The professor will hold three half-hour required Zoom sessions.

- 1) Class introduction (beginning of the semester) .5hrs
- 2) Live class expectations (one week prior to live meeting) .5hrs
- 3) Exam questions and answers (week before finals) .5hrs

The professor will hold weekly Zoom office hours each Monday at 11 am central time. The student outside of this time can schedule zoom meetings by emailing the professor.

VI. COURSE POLICIES

A. Late Assignments

Unless you have an emergency or have received permission from the professor in advance, late assignments will be accepted less a one-time 10% reduction.

B. Absences

The attendance policy of the seminary, published in the student handbook will be followed in this course. Each absence beyond the four given in the handbook will be penalized 4% on your final grade.

C. Plagiarism

This course will abide by the plagiarism policy found in the Student Handbook.

D. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	
The grade of A means the assignment is exceptional. The work is extremely well done and little could have been done to improve it.	The grade of B means the assignment is commendable. It is a solid piece of work, with all the aspects of the assignments covered effectively.	The grade of C means the assignment is acceptable. It is adequate to fulfill the assignment, though it may not have been as complete, as well thought out, or as organized as it could have been.	The grade of D means the work was of a minimal but passing quality.	The grade of F means the work is below master's-level quality, because it was incomplete, missed the point of the assignment, or was superficial.

E. Relative Workload

Assignment	MABC students taking the course for two (2) credit hours	All students taking the course for three (3) credit hours, including some MABC students
Reading Assignments	25%	15%
Video Watching	30%	20%
Written Assignments	--	--
Galatians Argument	30%	30%
Assignment #2	Not Required	20%
Class Participation	5%	5%
Final Exam	10%	10%
Total	100%	100%
Total Course Hours	2 Credit Hours	3 Credit Hours
Total completion time	Approx. 80 hours	Approx. 125 hours

F. Course lectures and assignment schedule

See Canvas

MESSAGE of ACTS¹

A. What is Acts talking about?

The birth, spread and development of the church
(geography) (culture)
in spite of Jewish opposition.

B. What does the book say about the subject?

reveals Christ as he initiates a new work through the Holy Spirit.

C. What is The Argument of Acts?

The birth, spread and development of the CHURCH, in spite of Jewish opposition, *reveals* Christ as He initiates a new work through the Holy Spirit, beginning in Jerusalem with Israel but in time incorporating Gentiles.

D. What is the message for each subsection of Acts?

1. The birth and development of the church in Jerusalem in spite of Jewish rejection demonstrates that Christ initiated a new work from heaven through the Holy Spirit which is related to the kingdom but distinct from the kingdom to be restored to Israel in Jerusalem. **1:1-8:3**
2. The spread of the church from Jerusalem in spite of Saul's persecution introduces the Spirit's work with Samaritans and Gentiles on the same terms as with the Jews and reveals Christ's work to Saul in the transition to a Gentile church. **8:4-12:24**
3. The development and spread of the church into the Gentile world in spite of continuing Jewish opposition demonstrates that the new work is from God and under the sovereign control of the Holy Spirit. **12:25-20:12**
4. The final witness in the Temple of Jerusalem **demonstrates** that God's ministry to Israel is concluded at this time and that the witness to the Gentiles expands as God controls the events. **20:13-28:31**

¹ Adapted from Dr. Elliott Johnson's BE106 course notes. Used with permission.

Bible Exposition Papers—A grading system by Dr. Stephen Bramer

		Excellent (94-100)	Good (89-93)	Acceptable (78-85)	Poor (70-77)	Unacceptable (0-69)
	Content (85% of Grade)					
5%	<i>Introduction</i>	5	4.65	4.25	3.85	3.45
	Statement of Issue					
	Preview					
10%	Use of sources	10	9.3	8.5	7.7	6.9
	Sufficient/Applicable Sources					
	Appropriate Use and Interaction					
10%	Logical Structure/Organization	10	9.3	8.5	7.7	6.9
	Logical Structure/Organization					
	Coherent Flow of Thought					
20%	Coverage of Subject Matter	20	18.6	17	15.4	13.8
20%	Exposition of Relevant Texts	20	18.6	17	15.4	13.8
15%	Argumentation	15	13.95	12.75	11.55	10.35
	Presentation and Defense of Student's own position					
	Awareness of Differing Opinions					
	Clarity of Expression					
5%	Conclusion/Summary	5	4.65	4.25	3.85	3.45
	Format (15% of Grade)					
5%	Adherence to Turabian Style: any of these items missing will automatically reduce the paper grade by one letter grade	5	4.65	4.25	3.85	3.45
	Title Page					
	Footnotes (not endnotes)					
	Page Numbering					
	Quotations/Citations					
5%	Spelling/Proofreading	5	4.65	4.25	3.85	3.45
5%	Appropriate Use of English Grammar and Syntax	5	4.65	4.25	3.85	3.45
	Total Score and Grade					

Creating a Synthetic Chart

By Stephen J. Bramer, Ph. D.

PURPOSE OF A SYNTHETIC CHART

The purpose of a synthetic chart is to **record in visual form** the **content, observations,** and **broad interpretations** you make as you study an entire book. This will allow you as an interpreter to clearly **observe the main structural and contextual facts**. It will provide a quick check to assure you, the interpreter, as you analyze a specific text that it is being done with consideration of the context.

INSTRUCTIONS FOR DEVELOPING A SYNTHETIC CHART:

Before you draw up a chart and place anything on it:

1. Assign to each paragraph (in narrative material use each incident or story as your minimum text for which to assign a title) a title of less than five words which represents the contents of that paragraph. Do this for the entire book always noting the verses contained in the paragraph.
2. Identify the major seams or dividing lines of the book. These may be identified by observing structural elements such as recurring words (e.g. “now concerning”), or a change in topic, time, scenes, form of literature (genre), major characters, etc. You may also wish to consult with several commentaries to observe how they have divided the book. These seams become the dividing lines for the various sections and subsections discussed below.

Now *draw* a chart and *record* on it the following:

3. A title for each subsection which represents the content of that section’s paragraphs or stories. Note the verses in each subsection (e.g. 2:1–3). This step may not be used for every book, especially those which are of shorter length.
4. Beneath each subsection place the paragraph titles and references in either a vertical or horizontal fashion.
5. A title for each section which represents the content of that section’s subsections (or merely paragraphs/stories for shorter books). Note the verses in each section (e.g. 1:1-2:4).
6. A message statement (subject/complement) for each section which represents what the author says about the subject noted in the title for that section.
7. A title for the entire book which represents the overall theme or subject dealt with in the book.
8. A message statement for the entire book of no more than 25 words. State what the book is about (subject) and what is said about the subject (complement). Anyone reading this statement should be able to identify the biblical book which it describes.

Beneath the main chart record the following:

9. Recurring themes (e.g., disobedient actions, judgments, curses, names/attributes of God, etc.). Always note the biblical references. This section is of *extreme importance* for noting how the entire book holds together and for observing the full teaching by the author on any one subject.
10. Various genres may be noted if the book contains a variety of literary material (e.g., psalm, sermon, narrative, exhortations, etc.).
11. Major characters may be noted, especially in narrative literature.

On a separate page, in paragraph form, record the following:

12. Describe the reasons you have for your decisions to divide the book into its component sections and subsections that are reflected on your chart.

Please note:

All charts should have a title page attached at the front which has all the information normally placed there including your DTS box number.

All charts should include a bibliography page noting at least four commentaries or Bible study books which you consulted in developing your chart.

All charts must show footnotes or endnotes when material in the chart has been quoted or adapted from a particular source.

All charts should be typed. Sometimes this may require some cutting and pasting if your computer does not perform certain functions.

BIBLE EXPOSITION CHARTS

Dr. Stephen Bramer and James E. Allman

		Excellent (100%)	Good (89%)	Acceptable (81%)	Poor (73%)	Unacceptable (65%)
	Book					
6%	A title is given which represents the overall theme of the book					
10%	A message statement is given of no more than 25 words with subject and complement, which clearly describes the book being charted					
	Sections					
6%	Titles are given for each section of the book with references					
17%	A representative message statement is given for each section					
	Overall Chart					
8%	Descriptive titles and references for each subsection					
14%	Paragraph titles and references for each subsection					
25%	Major division markers and explanation of division					
4%	Overall presentation is neat and attractive					
10%	Proper use of sources; includes bibliography					

TOTAL WEIGHTED SCORE _____ FINAL GRADE _____

APPENDIX A
SELECTED BIBLIOGRAPHY

This bibliography is very selective in that it includes, almost exclusively, books from an evangelical Perspective. These would be good to consider when starting a personal library or when working on the papers for this class.

ACTS

Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Grand Rapids: William B. Eerdmans Publishing Co., 1988. [Rev. ed., Bruce also has a shorter commentary in the Bible Study Commentary Series as well as a more technical commentary based on the Greek text.]

Harrison, Everett. *Acts: The Expanding Church*. Chicago: Moody Press, 1975. [Based on the NASB this is a conservative treatment which seeks primarily to discern the meaning of the text.]

Frank, Harry Thomas. *Bible Archaeology and Faith*. Nashville, TN: Abingdon Press, 1971.

Longenecker, R. N. "Acts," *Expositor's Bible Commentary*. Vol. 9. Grand Rapids: Zondervan Publishing House, 1981. [thorough, interacts with contemporary scholarship]

Marshall, I. Howard. *The Acts of the Apostles*. The Tyndale New Testament Commentaries. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1980. [non-technical, good insights for sermons]

Polhill, John N. *Acts*. New American Commentary. Nashville: Broadman Press, 1992.

Toussaint, Stanley D. "Acts," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983. [brief, represents Dallas Theological Seminary's traditional treatment of Acts]

1 CORINTHIANS

Barrett, C. K. *A Commentary on The First Epistle to the Corinthians*. Peabody, MA: Hendrickson Publishing, 1987. [=Harper's New Testament Commentaries. New York: Harper & Row, 1968.]

Bruce, F. F. *First and Second Corinthians*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1980. [=New Century Bible Commentary. London: Marshall, Morgan & Scott, 1971.] [based on the RSV, concise, readable, a good evangelical work in this commentary series.]

Fee, Gordon D. *First Corinthians*. The New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1987. [while on the whole excellent, one needs to exercise caution with Fee's interpretation in a couple of sections.]

Lowery, David K. "1 Corinthians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

Morris, Leon. *1 Corinthians*. The Tyndale New Testament Commentaries. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1958.

2 CORINTHIANS

Barrett, C. K. *The Second Epistle to the Corinthians*. Peabody: Hendrickson Publishing, 1993. [=Harper's New Testament Commentaries. New York: Harper & Row, 1973.]

Bruce, F. F. *First and Second Corinthians*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1980. [=New Century Bible Commentary. London: Marshall, Morgan & Scott, 1971.] [based on the RSV, concise, readable, a good evangelical work in this commentary series.]

Harris, M. J. "2 Corinthians," *Expositor's Bible Commentary*. Vol. 10. Grand Rapids: Zondervan Publishing House, 1976. [concise, has good material on most exegetical questions.]

Lowery, David K. "2 Corinthians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

GALATIANS

Bruce, F. F. *The Epistle to the Galatians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1982. [excellent on history and grammar, too brief at times in theological analysis]

Campbell, Donald K. "Galatians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

Fung, R. Y. K. *The Epistle to the Galatians*. The New International Commentary on the New Testament.

Lightfoot, J. B. *St. Paul's Epistle to the Galatians*. Grand Rapids: Zondervan Publishing House, 1971 [=1896] [a classic work by one of the nineteenth century's foremost conservative scholars.]

McKnight, Scot. *The NIV Application Commentary: Galatians*. Grand Rapids: Zondervan Publishing House, 1995. [the Introduction (pp. 19-46) should be required reading of anyone wishing to interpret and apply Galatians]

COLOSSIANS

Geisler, Norman L. "Colossians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

Lightfoot, J. B. *Saint Paul's Epistles to the Colossians and to Philemon*. Grand Rapids: Zondervan Publishing House, 1959 [=1879] [a solid work on the Greek text by one of the nineteenth century's foremost conservative scholars.]

O'Brien, Peter T. *Colossians, Philemon*. Word Biblical Commentary, Vol. 44. Waco: Word Publishing, 1982. [one of the best on these two epistles.]

1 & 2 THESSALONIANS

Best, E. *A Commentary on the Epistles to the Thessalonians*. HNTC. New York: Harper, 1972. Though not commenting directly on the Greek text, Best gives great help in understanding that text. Readable and thorough.

Bruce, F. F. *1 and 2 Thessalonians*. Word Biblical Commentary, ed. Ralph P. Martin. Vol. 45. Waco: Word, 1982. As usual, the work is eminently readable, solid, reasonably comprehensive, not always profound in theology.

Constable, Thomas L. "1 Thessalonians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

_____. "2 Thessalonians," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

Hiebert, D. Edmond. *1 and 2 Thessalonians*. Revised ed. Chicago: Moody, 1992.

Holmes, Michael W. *1 and 2 Thessalonians*. NIV Application Commentary, ed. Terry Muck. Grand Rapids: Zondervan, 1998.

Marshall, I. Howard. *A Commentary on the Epistle to the Thessalonians*. New Century Bible Commentary. Grand Rapids: Eerdmans, 1982. Based on the RSV, this is a useful commentary, especially for the pastor. Since it follows the NCB format, only the notes are technical.

Morris, Leon. *The First and Second Epistles to the Thessalonians*. Revised ed. New International Commentary on the New Testament, ed. F. F. Bruce. Grand Rapids: Eerdmans, 1991.

Witherington, Ben, III. *1 and 2 Thessalonians: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans; Carlisle: Paternoster, 2006.

1& 2 TIMOTHY

Guthrie, D. *The Pastoral Epistles: An Introduction and Commentary*. The Tyndale New Testament Commentaries. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1957. [good, basic, concise exposition]

Kelly, J. N. D. *A Commentary on the Pastoral Epistles*. Thornapple Commentaries. Grand Rapids: Baker Book House, 1981 [=London: A & C Black, 1963] [excellent conservative commentary, uses a lot of Jewish and patristic sources to highlight the issues.]

Litfin, A. Duane. "1 Timothy," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

_____. "2 Timothy," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

MacArthur, John. *The MacArthur New Testament Commentary: 2 Timothy*. Chicago: Moody Press, 1995. [based on the English text with brief references to the Greek, great for sermon/teaching development]

TITUS

Guthrie, D. *The Pastoral Epistles: An Introduction and Commentary*. The Tyndale New Testament Commentaries. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1957. [good, basic, concise exposition]

Kelly, J. N. D. *A Commentary on the Pastoral Epistles*. Thornapple Commentaries. Grand Rapids: Baker Book House, 1981 [=London: A & C Black, 1963] [excellent conservative commentary, uses a lot of Jewish and patristic sources to highlight the issues.]

Litfin, A. Duane. "Titus," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

PHILEMON

Deibler, Edwin C. "Philemon," *The Bible Knowledge Commentary*. Wheaton, IL: Scripture Press, 1983.

O'Brien, Peter T. *Colossians, Philemon*. Word Biblical Commentary, Vol. 44. Waco: Word Publishing, 1982. [one of the best on these two epistles.]