North Park Theological Seminary
3225 W. Foster Avenue, Chicago, IL 60625

BIBL 5151 (Section 1; 3hrs)
Interpreting the New Testament 2
Spring 2012 *Syllabus* (v. 1/4/12)

Instructor	**Max J. Lee** Associate Professor of New Testament
Class Hours/Location:	MW 8–9:20am Nyvall TBA
Office:	Nyvall 39
Phone	773-244-5258
Office Hours	M 10:40am–12pm; 1:40–3:00pm; W 9:40am–12pm * Please reserve a time to meet by signing up on the office hours sheet posted on the instructor's door..
Email	mlee**1**@northpark.edu

Introductory Comments

Greetings! Welcome to *New Testament 2*! I am looking forward to spending this semester together in our journey into the world of the first century AD. Indeed it's an exciting world from which early Christianity originated and spread to transform the entire Roman Empire. At the end of the experience, it is my prayer that your thirst for God's word will deepen as we study Acts–Revelation together.

Catalog Description

This course is a survey of Acts through Revelation with a special emphasis on the interpretive issues, historical context, distinctive content, theological peculiarities, and contemporary relevance of Acts and the New Testament letters. Three credit hours.

Learning Objectives for Course:

The overarching goal for this course is ***to build a common vocabulary*** with the authors of the New Testament (i.e., the task of **exegesis** and the historical critical method) and ***theologically reflect*** upon how their original message can be applied to our present Christian context (the task of **hermeneutics**). To accomplish this overall goal for the course, students will fulfill the following course objectives:

1. Students will acquire knowledge of the history, cultural climate, social and religious values, and politics of Palestine and of the wider Roman world during the late Republic to early imperial period (ca. 1st century B.C. to the 2nd century A.D.)

2. Students will interpret the major theological themes for the Book of Acts, the Pauline Letters, the General Letters, and the Apocalypse and indicate literary points in the texts where several interpretative options are possible.

3. Students will incorporate and utilize the historical, cultural, social, political, and religious knowledge that they have gained from their reading and engagement in the course (see objective #1) to argue for a particular reading of the text in its contingent setting even though there may be several possible interpretative options (see objective #2).

4. Students will apply the major theological themes of Acts through Revelation to their own communal setting and explain a theme's contemporary implications for the present day church.

Required Textbooks

Longenecker, Bruce W. *The Lost Letters of Pergamum*. Grand Rapids: Baker Academic, 2003 [ISBN: 0-8010-2607-5]

This little gem of a book opens the cultural world of the first century, from Palestine to Rome and ultimately to Asia Minor, by having you follow the journeys of a fictional character who will eventually convert to Christianity through the witness of the early church. Through a historical fictional framework, Longenecker will give you glimpse of life in the Roman world and its challenges to the church. Rather than tackling the whole book the week it is assigned, *it is strongly recommended that you begin and finish it during the Spring break*. It is a nice afternoon read and you can get through it in about four hours.

Lee, Max., ed. *New Testament 2 Reader* (hence **NTR**)

This reader composes the core of your reading assignments for the course. Since there are no major textbooks required outside of Longenecker (above), **students are expected to print out their own hard copies** of the articles as part of their textbook costs.

The reader includes the writings of both past and present contributors to New Testament scholarship who have fundamentally shaped (for better or for worse) the way modern readers understand Acts, the Pauline letters, the General Letters, and Revelation. You will be reading either directly from these authors themselves or secondary descriptions of their work, including (but not limited to) the following heralds of New Testament scholarship: Bultmann, Käsemann, Stendahl, Barrett, Hengel, Beker, Sanders, Dunn, Hays, Wright, Segal, Conzelmann, and others.

***NTR* is available online through Moodle** where you can download the articles/essays as PDF files under the general library use policy allowed for by the U.S. copyright office (an explanation of this policy is provided online in the forum for downloading articles). Since there are no major textbooks required outside of Longenecker (above), students are expected to print out their own hard copies of the articles as part of their textbook costs.

Lee, Max. *Lecture Notes: BIBL 5151: Acts–Revelation*.

Unpublished but copyrighted notes for the Spring 2011 term at North Park Theological Seminary. ©2008–present. Please download these notes from Moodle and print them out in full for the class

[For all MDiv students]: ***The Greek New Testament*** (UBS^4 or NA^{27}).

MDiv students should work from the Greek New Testament at select points from the course. You are allowed, however, to bring your English Bible as well (see comments just below) as a *second* reference.

[For non-MDiv students]: ***The English Bible*** in any contemporary translation, but preferably the **NRSV** or **TNIV**.

Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson's translation). A more literal translation of the Hebrew/Greek texts are needed. If you have any questions about what translation to use, please ask the instructor of the course.

Summary: Assignments and Exams (Total possible = 800 pts)

Assignment	Description	Max Value	Grade %
Midterm	Taken in class on **Wed Mar 7** (the week before Spring break)	**250**	32%
Short Interpretative Paper	Due 11:59pm **Fri Apr 20** (electronically by email: mlee1@northpark.edu) or 5pm the same day via campus box (Nyvall 2nd floor)	**200**	25%
Final Exam	Final Exam days (May 10-11): **TBA**	**350**	43%
	Total Possible Points/ Percentage	**800**	100%

Midterm (**250pts** total; 32% of your final grade)
[meets learning objectives #1-2]

Half way through the semester, you will be given a midterm exam on the class readings and lecture material. The exam will be a mixture of objective questions: multiple-choice, true/false, matching, and short answer. A study guide will be available.

Short Interpretative Paper (**200pt**s total; 25% of your final grade)
[meets learning objectives #3-4]

You are asked to write a short interpretative paper (**1000-1500 words**; word count excludes footnotes, title page and bibliography) that situates the biblical text in its historically contingent setting and reflects on its theological implications for the ministry of the church today. The assignment involves the gathering of appropriate academic sources used to understand the text in its first century cultural environment. Your paper should defend a particular reading of the passage and explain its relevance for the Christian life. Guidelines on the paper are given in **Appendix 1** below.

Late paper submissions are penalized/down-graded by 10pts for each weekday (excluding weekends) the paper is late. Late submissions of any papers beyond 1 week of the due date will not be accepted unless there are documentable extenuating circumstances (please see the student handbook for constitutes circumstances for which special provisions are allowable: e.g., severe illness with doctor's note; death in the family, etc). After 1 week past the due date, the late submission will be recorded as 0 points.

Final Exam (**350pts**; 43% of your final grade) [meets learning objectives #1-3]

There will an *accumulative* final for the course, covering material from the first day until the last. Emphasis will be given to material after the midterm. Like the midterm, the final exam will be a combination of multiple-choice, true/false, matching, and short answers. But the final exam will also include essay questions. You will be tested on mostly on the lecture material though reading is included.

Attendance and Class Participation

No attendance or roll call will be taken but you are expected to be present during class throughout the evening. Each class period is equivalent to one week of instuction. Absences from part or all of the class may result in the lowering of your overall grade in the course. You are expected to be prepared to discuss the New Testament texts and the secondary reading for each class period.

Grading Scale

The following scale is by percentage:

93-100	A	77-79	C+	60-62	D –
90-92	A–	73-76	C	0-59	F
87-89	B+	70-72	C –		
83-86	B	67-69	D +		
80-82	B –	63-66	D		

Academic Honesty

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

Disability Accommodations

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Course Schedule

Wk	Date	Topic/Description	Reading Assignments
1	Jan 16	**MLK, Jr. Holiday** (no class) but please be prepared for Wednesday	Look ahead and *read the articles by Wiles and Beker for the first day of class*!
	18	Introduction to the Class Contingency and Coherence in the Pauline Letters	**NTR**: Wiles, "Getting Started...," pp. l-7; Beker, "Recasting Pauline Theology," pp. 15-24
2	Jan 23	**Philemon** as a Test Case for Historical Criticism	**Lewis**, "Philemon–Paul–Onesimus Triangle," 232–46 **Bible**: Philemon 1
	25	Introduction to **Acts** as Ancient Historiography	**NTR**: Marguerat, *The First Christian Historian*, pp. 1-25 **Bible**: Luke 1:1-4; Acts 1:1-2
Mid-Win	Jan 30–Feb 3	**ECC Midwinter Conference (no class)**	
3	Feb 6	Discerning the Will of God in the Book of **Acts** and the Mission of the Early (Jewish-) Christian Church (Acts 1-15)	**NTR**: Johnson, *Scripture and Discernment*, ch. 5: Decisions, pp. 81-108 **Bible:** Acts 1-15; 28
	8	**Palmquist Lectures** (no class)	
4	Feb 13	Discerning the Will of God (cont)	
	15	Perseverance and Apostasy in **Hebrews**	**NTR**: Osborne, "A Classic Arminian View," 86-128 **Bible**: Heb. 3, 6, 12
5	Feb 20, 22	Perseverance and Apostasy in the other General Letters: **James, 1-2 Peter; Jude; 1-3 John**	**Bible**: Jas. 2; 1 Pet. 1; 2 Pet. 2 (Prov. 26:11); Jude 1
		Christology and Atonement in Hebrews Christology and Heresy in the Johannine Letters	**NTR**: **Bauckham**, "The Divinity of Jesus Christ," 15–36 **Bible**: Heb. 5, 7, 8-10; 1 John 4:1-2 (cf. John 1:1-14)
6	Feb 27, 29	Introduction to Paul the Apostle: Christology, Conversion and Calling The Education and Training of **Saul the Pharisee / Paul in Acts** (Acts 16-28)	**NTR**: Hengel, "Upbringing and Education: Tarsus or Jerusalem?" pp. 18-39; Murphy O'Connor, "Growing up in Tarsus," pp. 32-51 **Bible**: Acts 9; 22; 26 *Recommended***:** Fisk, "Paul: Life and Letters," 283-325
7	Mar 5	Paul's Education (cont.)	
	7	**Midterm Exam**	
SB	Mar 12–16	**Spring Break (no class)**	
8	Mar 19, 21	The Letter to the **Galatians**, Anatolian Folk Belief, and Paul's Critique of Jewish Soteriology	**NTR**: Arnold, "... Paul and Anatolian Folk Belief," pp. 429-449; Das, "The Crisis in Galatia," 17-48 **Bible**: Gal. 1-6
9	Mar 26, 28	**The New Perspective**(s) on Paul Beyond the New Perspective and Justification Debates	**NTR**: Westerholm, "The 'New Perspective' at Twenty-Five," pp. 1-38; Das, ch. 1 "Underserved Grace vs. Strict and Deserving Obedience in Early Judaism," 12-44.

Wk	Date	Topic/Description	Reading Assignments
10	Apr 2, 4	Justification and Sanctification in the Letter to the **Romans**	**NTR**: Dunn, "Humankind under Indictment," ch. 3 pp.79-101; 111-127; Gundry, "The Nonimputation of Christ's Righteousness," pp. 17-45; Keck, "The Salvific Response," pp. 49-62 **Bible**: Romans 1-8
11	Apr 9	**Easter holiday** / Faculty Development Day (no class)	
	Apr 11	Romans (cont)	
12	Apr 16, 18	Discipleship, Imitation and Community in **1-2 Corinthians** Discussion: Longenecker's *Lost Letters to Pergamum*	**NTR**: Castelli, *Imitating Paul*, pp. 89-117; Lee, "Lending Nature a Helping Hand," pp. 1-19; Gunton, "§29 Baptism," 145-47. **Bible**: 1 Cor. 1-16; 2 Cor. 11-12; Acts 17:16-32, 18:1-28
	20	***Short Interpretaive Paper*** *due Fri Apr 20 by 11:59pm via email mlee1@northpark.edu or by 5pm as a hard copy in the instructor's campus box (2nd floor Nyvall)*	
13	Apr 23, 25	Christ and Caesar in **Philippians** Engaging the Powers in the Letter to the **Ephesians** and the **Colossians**	**NTR**: Cassidy, *Paul in Chains*, pp. 190-209 (Philippians); pp. 17-35 (Rom 13); Wright, "Gospel and Empire" in *Paul: Fresh Perspectives*, pp.59-79 **Bible**: Philip. 1-4; Acts 16:11-40 **Bible**: Ephesians 1-6; Col. 1-4; Acts 19
14	Apr 30, May 2	Ephesians and Colossians (cont) **Paul and Women in Ministry** (The Pastoral Letters)	**NTR**: Snodgrass, "A Case for the Unrestricted Ministry of Women," *Covenant Quarterly* (May 2009) 26–44 **Bible**: 1 Tim 2:1-15
15	May 7	The Justice of God in **Revelation** (aka Breaking the Code in the Apocalypse of John)	**NTR**: Lee, "Apocalypse Now: Reading Revelation," Covenant Companion 6 (June 2009), 20–22 **Bible**: Revelation 1-5, 12-13, 17, 20-22
	9	**Reading Day** (no class)	*Congratulations! You made it!*
	10-11	**The Final Exam** will take place during the exam period: TBA	

Appendix 1: Short Interpretative Paper (200pts)

Note to students who have completed *BIBL 5111: Intro to NT Exegesis* or the equivalent:

1. Please note that you are *not* asked to write a *comprehensive* exegesis paper as you did for the BIBL 5111 class. You are *not* parsing verbs, diagramming, discerning text-critical issues, and exhaustively focusing on grammar/syntax. The focus of this *shorter* paper is to integrate your Jewish or Greco-Roman background study with your exegetical insights on the chosen biblical texst. Its goal is to show how OT, Jewish or Greco-Roman parallels illuminate the New Testament authors' message.

2. If you took the exegesis course with Max Lee, you can<u>not</u> repeat the same topic that you chose for your final exegesis paper. Please choose a *different* topic than the one selected for BIBL 5111.

Paper Objectives:

1. To study and interpret carefully a specific passage/text in the New Testament
2. To put into practice the principles exercised throughout the course: that is, exegesis (discerning the original message by the original author to his original audience) and hermeneutics (applying that original message into our present Christian context and community)
3. To familiarize one self with the primary non-canonical sources and secondary academic/scholarly sources that are available for the study of the New Testament
4. The above objectives will hopefully be met as you endeavor to produce a short interpretative paper from a chosen passage within its Jewish or Roman cultural backdrop.

Topics: Choose <u>one</u> (1) of the following:

1. **Acts 19:11-17** and ancient practices of **magic and demon exorcism**
2. **1 Corinthians 9:23-27** and the Greco-Roman system for training **athletes** for competition
3. **Philippians 3:17-21** and **citizenship** in a Roman city/colony
4. **Romans 3:21-27** and the **righteousness**/justice of God in Judaism
5. **Galatians 2:15-21** and **crucifixion** practices by the Roman Empire
6. **Galatians 3:2-9** and the **role of Abraham** as an exemplar of Torah obedience in Israel's history
7. **Other topic**: topic of your choice from a finite NT text (from 5-7 verses) in Acts through Revelation; but you must receive instructor approval by *writing a formal proposal* including bibliography

Important Highlights:

- Your paper/response should be **1000-1500 words** (about 4-5 single-spaced pages; or 8-10 double-spaced pages; the word count ***excludes*** footnotes, bibliography, and title page). Pleases use Times Roman or the like, 12pt font. Margins: 1inch on each side: top, bottom, right, left. Use page #'s.
- **Document your work**. Please follow the *Chicago Manual of Style*, *Turabian* or the SBL Handbook on Style (the last is available for download off Moodle) Please do not use your own bibliographic style. You will be marked off for wrong citation practice. .
- The assignment is worth **200 pts**.
- The assignment is due **11:59pm on Fri Apr 20, 2012.** Please send your papers electronically to mlee1@northpark.edu

Assignment Details

1. RESEARCH AND BIBLIOGRAPHY

1.1 In the correct citation format (*Chicago Manual of Style* or *SBL Handbook* preferred but *Turabian* is acceptable), list minimally 7 *secondary* sources that are academic (not popular) and not from the internet for your paper (electronic versions of published journals are acceptable).

A *primary* source is an ancient piece of literature written near the time of the period that is under study; e.g., the OT, NT, Apocrypha, Pseudepigrapha, Josephus, Philo, any Roman historian are all primary sources. [I do not expect you to engage with *non-biblical* primary sources directly (although this is welcome!) but at a minimum, you need to engage with the biblical primary sources and any non-biblical texts that you encounter *through the readings of your secondary sources*].

A *secondary* source is a publication which is contemporary to our time written by professionals who are experts in the given subject; e.g., commentaries on the NT, essays, journal articles, books and monographs, review articles, etc.

Overall guidelines to the types of secondary sources:

a. They must be an *academic* source written by a professional scholar within the guild of New Testament scholarship ; *no* devotional-type of materials are allowed.
b. *No* internet sources period. Often internet sources receive their information from published works, so it is far better to consult directly the resources on which the internet site depends rather than relying on their distillation of the published sources. Only when you are using the electronic databases at Fuller to access electronic versions of published journals will use of the internet for information be acceptable.
c. No sources originally published *before 1950*. That means: you may not use a book that was originally published in 1910 but was simply reprinted in 1990. Why? Because in 1947, for example, the discovery of the Dead Sea Scrolls practically made any systematic study of 2nd Temple Judaism out-of-date and exposed past scholarship's portrayal of Judaism as slightly skewed.
d. No NIV study notes (or Bible footnotes)
e. Your choice of 2ndary sources should reflect diversity: at least 1 academic commentary (e.g., Word Biblical Commentary series, the Baker Exegetical Commentary series, the New International Commentary on the New Testament, The Anchor Bible series, Sacra Pagina series, The New International Greek Testament Commentary series, the New Testament Library series), a monograph or book, essays, and/or journal articles from an academic periodical on the NT (e.g., *Novum Testamentum, Journal for the Study of the New Testament, Journal of Biblical Literature, Journal for the Evangelical Theological Society, Tyndale Bulletin, Interpretation*, and many more!).

1.2. The bibliography should follow the standard citation format of either *Turabian* or *the Chicago Manual of Style* (including the practice of listing the citations alphabetically according to *last name*; make sure your punctuation for citations is correct). Footnote citation format is different, so do not confuse the two. For example:

Marguerat, Daniel. *The First Christian Historian: Writing the 'Acts of the Apostles'*. SNTSMS 121. Cambridge: Cambridge University Press, 2002. [bibliography]

[12] Daniel Marguerat, *The First Christian Historian: Writing the 'Acts of the Apostles'* (SNTSMS 121; Cambridge: Cambridge University Press, 2002), 14–15. [footnote]

1.3. *Helpful hints on finding sources*
a. Where to start: Bible dictionaries are great places to start, but never a place to end. In other words, look up the topic in a Bible dictionary (see suggested list below) and read the article listed for your topic to give yourself a basic understanding of the different scholarly opinions on the subject, the issues at stake, and some proposed resolutions from the scholarly guild. Then look at the bibliography at the end of the article. Here, the bibliography can point you to specific books/essays/articles that you can access directly. Thus, the Bible dictionary gives you a quick snapshot of your paper topic and starts you off with a suggested list of works, ***but your interpretative paper should go beyond the Bible dictionary articles. Get to the library.***

When in doubt about the source, email the professor and ask.

Suggested Bible dictionaries to start (but not to end) your research: *Anchor Bible Dictionary* (Double Day, 1992), *Dictionary of Jesus and the Gospels* (IVP, 1992), *Dictionary of Paul and His Letters* (IVP, 1993), *Dictionary of the Later New Testament and its Developments* (IVP, 1997), *Dictionary of New Testament Background* (IVP, 2000); *Mercer Dictionary of the Bible* (Mercer, 1990; rear. 1998), *Eerdmans Bible Dictionary* (2000), *New Bible Dictionary* (IVP, 3rd ed., 1996); *Holman Bible Dictionary* (Holman, 1998), etc.

2. *YOUR PAPER*

2.1. The **goal of the paper** is the *integration/synthesis* of your background study with the *interpretation* of the text in question. Your paper should integrate well the two halves of your paper, and not read as two completely separate papers altogether. In other words, your study of the ancient backdrop of the text should be focused on questions and issues that are *directly* related to the interpretation of your passage. While it is necessary to provide a sense of overall contextuality to your background study (and therefore additional information other than what is immediately pertinent to your text is inevitably necessary to give your 1st half of the paper a sense of completeness/coherence), as much as possible, *extraneous* information that is unrelated to the interpretation of your text should be *avoided*. Note that your page requirement is limited to 1000-1500 words; therefore, you have to think carefully about what information is really important, and what is not and can be excluded. Too long of a paper generally reflects the person's lack of preparation more than anything else. If you rush at the last minute to write your paper, you will find yourself spending too long a time on tangential issues and not enough on the central points of interpretation.

2.2. Your paper will be graded on the following criteria:

a. *use of sources*: What 2ndary sources are used in the person's description of the backdrop or in his/her interpretation of the text? Were there neglected resources that the paper should have accessed but did not? Does the paper carefully document the sources? Does the paper discuss what primary sources a particular scholar uses to make his/her argument? Again, you are *not* responsible for engaging with non-biblical primary sources in the interpretation of your text. But you *are responsible* for noting what primary sources that a scholar uses to form the basis or foundation of his or her arguments. Of course, if your passage interacts with other passages in the biblical canon, namely the Old Testament, you should address how the New Testament taps into that particular tradition and transforms it.

b. *content*: does the paper present a fair and accurate description of the Jewish or Roman background? Was the content *too general* when he or she should have focused more upon a certain issue that was central to the interpretation of the text? Is all the material in the paper needed or is there too much "fluff" material; that is, is there too much information that is unrelated or so commonplace that it

unnecessarily takes up too much space in the paper and leaves no room for further elaboration on more central issues in the interpretation of the text?

c. *critical engagement and creativity*: Having consulted a number of works/commentaries on the passage, what are the problems and issues in interpreting the text? what are the *main* options or readings for a particular passage? Note: the operative word is *main*; although there may be a dozen or so different options in interpreting the text, scholars usually narrow down the legitimate readings to 4, 3, and sometimes even just 2 main competing interpretations... what are these main options? and which scholar(s) argue for and against a particular reading? Of the many options, which reading do you think is the most convincing and why? does the paper simply give a summary of many different options but never makes a decisive choice one way or the other? Was the reasons for choosing a particular reading convincing? was the application of the text to today's Christian context appropriate, insightful, and relevant? (note: your application should be your concluding paragraph for the paper; no more than a paragraph)

d. *organization/grammar/style*: does the paper present a logical, coherent flow of thought? is too much space devoted on a particular section of the paper when more emphasis should have been placed on other parts? does the paper make sense? are options presented in a logical manner and a particular reading among the options argued for in a convincing and thorough fashion? The paper should demonstrate excellent grammar, punctuation, footnotes, bibliography, and formal use of the English language. That means:

- **Avoid** slang, colloquialisms, dangling antecedents, contractions, and any other ungrammatical or informal use of language!
- **Document your work.** Ideas that come from a source should be accurately noted in your paper. Again the Chicago Manual of Style is preferred; Turabian is acceptable
- **Use gender-inclusive language**. e.g. humankind (not mankind)
- **No quotations/excerpts period.** Summarize everything *in your own words.* Your paper will be downgraded for including quotations/excerpts. You paper should *not* read like a scrapbook of quotations strung together in essay form. I want to read your work, not the words of other authors whom I can read myself.
- **Include a title page** (with **final word count**; again the final word count *excludes* the title page itself, footnotes, and bibliography)
- **Include a bibliography** of sources that are cited in the notes. If you do not cite the work, do not put it in the bibliography.

The final grade for the paper will reflect the professor's overall evaluation for how well the above criteria are addressed.

3. *Some Last Words of Warning and Encouragement*

* Warning: plagiarism of any kind will result in an F for the assignment and possibly an F for the course. If you have any questions on what constitutes plagiarism, please talk to the professor. Intentional or not, if plagiarism is found in a paper, it will be noted and graded accordingly

* Try to have fun writing the paper. My hope is that the skills you will procure in completing the assignment will lead to life-time habits of interpreting the word of God and placing yourself under its authority in trust and obedience.

Appendix 2: Bibliography

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For **further reading** and some recommendations on the best commentaries for each canonical book of the New Testament, please see the co-authored bibliography at the following link:

http://www.northpark.edu/~/media/Files/PDF/Seminary/New%20Testament%20Bibliography.ashx