

## COURSE SYLLABUS

---

# NT502: The Pastoral Epistles

Course Lecturer: John R. W. Stott, DD

### About This Course

---



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

### Course Description

---

This course identifies biblical answers to crucial leadership questions from three of Paul's letters, 1 and 2 Timothy and Titus, which primarily address issues of pastoral leadership and ministry. In his twenty lectures, Dr. John Stott walks his listeners through an exegetical analysis of Paul's words to Timothy and Titus. He shares valuable insight from the historical background and an investigation of the Greek New Testament. Dr. Stott covers such topics as how a congregation should appoint leaders, the role of women in the ministry, the primary function of a minister's work, and how to deal with false teachers while remaining true to "sound doctrine."

### Course Objectives

---

Upon completion of the course, the student should be able to do the following:

- Understand the special introductory problems of the Pastoral Epistles, particularly Pauline authorship.
- Enter sympathetically into the life and work of the author and his readers.
- Demonstrate interpretive skills by wrestling with difficulties in the text.
- Develop a biblical approach to identifying and ordaining church leaders.
- Develop an informed approach to the controversial issue of women in the ministry.
- Obtain realistic expectations of life as a minister regarding suffering and duty.
- Understand the responsibility of and need for Christian churches and leaders to commit to "sound doctrine."
- Develop an approach for handling false teachers, their doctrines, and their methods.

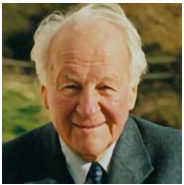
## Accessibility

---

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturer

---



*John R.W. Stott, DD (1921-2011)*

### **Education:**

- Multiple honorary doctorates from British, Canadian, and American universities
- Lambeth, DD
- Ridley Hall Theological College at Cambridge, MA equivalent
- Rugby School and Trinity College Cambridge, double first (BA equivalent) in French and Theology

### **Career Highlights:**

- Rector Emeritus of All Souls Church in London—served there for more than 60 years
- Chaplain to Queen Elizabeth II
- Knighted as a Commander of the Order of the British Empire
- President, Evangelical Fellowship in the Anglican Communion
- Chairman, English Evangelical Council
- President, British Scripture Union
- Founder, Langham Partnership International
- Chairman, International Council of World Evangelization where the famous Lausanne Covenant was penned and ratified
- Lecturer at various colleges and universities, including Trinity Evangelical Divinity school
- Led more than 50 university mission trips and trained thousands of leaders in Africa, Asia, and South America
- Billy Graham noted about Dr. Stott, “I can’t think of anyone who has been more effective in introducing so many people to a biblical worldview.”
- Named by *Time Magazine* in 2005 as one of the most influential people in the world

### **Publications:**

- More than 40 books, including *The Cross of Christ*, *Between Two Worlds*, *The Contemporary Christian*, and his best-known work, *Basic Christianity*, which has been translated into more than 50 languages

## Online Professor

---

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.

- Answer questions that may arise.
- Issue your final grades.

## Course Texts

---

### **Required:**

Mounce, William D. *The Pastoral Epistles* (Word Biblical Commentary). Waco: Word, Inc. 2000.  
(The student should read the textbook in accordance with the lectures. This is the only required text because the student will do a large amount of reading for the two required papers.)

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

## Academic Honesty

---

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

---

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

## Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

## Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

## Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

## Course Requirements

---

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** Listen carefully to each of the twenty lectures, utilizing the lecture outline (found in the Study Guide) as a guide and the note-taking space for recording thoughts. You should find a quiet environment that limits unnecessary distractions.

Objective: to accumulate course content through active and careful listening.

3. **Study Questions:** Answer the study questions that follow each lesson outline (found in the Study Guide), and submit a typed copy of the questions and your answers to your instructor before the final examination. Each answer should be no more than a few sentences in length. These questions will help to prepare you for the exam and assignments.

Objective: to foster cognitive interaction with the lecture content and to encourage evaluation of where you stand in relation to that content.

4. **Exegetical Paper:** Research and write a **ten-to-fifteen page** exposition of a particular text within the Pastoral Epistles (suggested length of ten verses). In doing so, read a minimum of **750 pages** and submit a reading report with the paper. In the reading report, identify the title, author, and number of pages you read in each source. Format your exegetical paper according to the guidelines in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Consult the textbook, other commentaries, lexical and grammatical resources, and journal articles

relating to your chosen text. Discuss the situation of the readers, the role of the passage in its context, the author's purpose, and how the text achieves this purpose in that day and today. If you know NT Greek, demonstrate exegetical work in the original language.

Objective: to foster expanded reading and detailed interaction with a passage in order to give an explanation that is both informed and useful for ministry.

**5. Research Paper on Women's Role in Ministry:** Research and write a **ten-to-twelve page** paper on the crucial topic of *women's role in ministry*. In doing so, read a minimum of **500 pages** and submit a reading report with the paper. In the reading report, identify the title, author, and number of pages you read in each source. Format your exegetical paper according to the guidelines in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Include the following in your paper (in any desired order):

- Analyze pertinent biblical texts on women in ministry beginning with the Pastorals and Pauline material then broadening out to the rest of Scripture. If you know NT Greek, demonstrate exegetical work in the original language.
- Compare and contrast the two major evangelical views on this issue, complementarian and egalitarian. Include the contributions of organizations such as the Council on Biblical Manhood and Womanhood ([www.cbmw.org](http://www.cbmw.org)), and Christians for Biblical Equality ([www.cbeinternational.org](http://www.cbeinternational.org)), *fairly summarizing each side's position*.
- Be sure to consult both books *and* articles.
- Answer the question: *What in this issue is cultural, and what is eternal?*
- Critique the various interpretive views (including Dr. Stott's view) and discuss your current position with biblical support.
- Describe the *specific* ministries and tasks you believe women can and cannot do in Christian ministry.
- Conclude your paper with suggestions on how we can continue fellowship even when we strongly disagree on this issue.

Objective: to demonstrate the student's ability to research a current topic of debate and to help the student develop an informed approach based on current discussion.

## **6. Spiritual Formation Project**

**RATIONALE:** Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content,

but an application of course principles. Complete the following:

**A. Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:  
Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?  
Step 2: What portion(s) of the course brought this theme/principle/concept to light?  
Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?  
Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

**B. Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
  2. Someone with whom you have a reasonably close relationship.
  3. Someone who is a mature Christian ministry leader (i.e. a pastor).
  4. Someone who is not your grader or a family member.
  5. Someone who values the spiritual formation process.
  6. Someone who is familiar with and values the subject of the course.
  7. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
  - What feedback can your mentor give in response to your essay?
  - In light of the course content, are the conclusions you made appropriate? Why or why not?



- What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
  - What were the mentor’s comments regarding your essay?
  - What advice did he/she give?
  - How did his/her comments expand or correct your application of the course?
  - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
  - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
  - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
  - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 7. Final Examination:** There will be one examination for the course. It will be an essay exam of both brief answers and longer discussions. Be prepared to give interpretations of important or problematic texts within the Pastoral Epistles.

Objective: to reinforce and assess knowledge of lecture content.

## Course Grading

---

Your grade for the course will be determined as follows:

Study Questions	15% of Course Grade
Exegetical Paper	25% of Course Grade
Research Paper on Women's Role in Ministry	25% of Course Grade
Spiritual Formation Project	15% of Course Grade
Final Examination	20% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.



Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Interview  
Date/Time: \_\_\_\_\_

## Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

**The ESSAY:** After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

**The INTERVIEW:** After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

### NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student's conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

**NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.**

## Course Bibliography

---

- Arichea, D. C., and H. A. Hatton. *Paul's Letters to Timothy and to Titus* (UBS Handbook Series). New York: United Bible Societies, 1995.
- Banks, Robert. *Paul's Idea of Community*. Revised Edition. Peabody, MA: Hendrickson, 1994.
- Bassler, Jouette M. *1 Timothy, 2 Timothy, Titus*. Nashville: Abingdon Press, 1996.
- Beck, James R. and Craig L. Blomberg, eds. *Two Views on Women in Ministry*. Grand Rapids: Zondervan, 2001.
- Campbell, R. A. *The Elders: Seniority within Earliest Christianity*. Edinburgh: T & T Clark, 1994.
- ". "Identifying the Faithful Sayings in the Pastoral Epistles." *Journal for the Study of the New Testament* (1994), 73-86.
- ". "Leaders and Fathers: Church Government in Earliest Christianity." *Irish Biblical Studies* 17 (1995), 2-21.
- Clouse, Bonnidell and Robert G. Clouse eds. *Women in Ministry: Four Views*. Downers Grove: IVP, 1989.
- Davies, Margaret. *The Pastoral Epistles*. London: Epworth Press, 1996.
- Ellis, E. Earle. "Pastoral Letters," in *Dictionary of Paul and His Letters*, ed. Gerald F. Hawthorne, Ralph P. Martin and Daniel G. Reid. Downers Grove: IVP, 1993, pages 658-666.
- Fee, Gordon D. *1 and 2 Timothy, Titus* (New International Biblical Commentary). Peabody, MA: Hendrickson, 1988.
- Gibson, R. J. "The Literacy Coherence of 1 Timothy." *Reformed Theological Review* 55 (1996), 53-66.
- Goodwin, M. J. "The Pauline Background of the Living God as Interpretive Context for 1 Timothy 4:10." *Journal for the Study of the New Testament* 61 (1996), 65-85.
- Johnson, Luke Timothy. *Letters to Paul's Delegates: 1 Timothy, 2 Timothy, Titus*. Valley Forge, PA: Trinity Press International, 1996.
- Knight, George W., III. *Commentary on the Pastoral Epistles* (New International Greek Testament Commentary). Grand Rapids: Eerdmans, 1992.
- Koestenberger, Andreas J., Thomas R. Schreiner and H. Scott Baldwin, Eds. *Women in the Church: A Fresh Analysis of 1 Timothy 2:9-15*. Grand Rapids: Baker, 1995.
- Lau, Andrew Y. *Manifest in Flesh. The Epiphany Christology of the Pastoral Epistles*. Tübingen: J. C. B. Mohr, 1996.
- Lea, Thomas D., and Hayne P. Griffin. *1, 2 Timothy, Titus* (New American Commentary). Nashville: Broadman Press, 1992.
- Marshall, I. Howard. "Recent Study of the Pastoral Epistles." *Themelios* 23 (1997), 3-29.
- ". *The Pastoral Epistles* (International Critical Commentary). Edinburgh: T & T Clark, 1999.

- Mounce, William D. *The Pastoral Epistles* (Word Biblical Commentary). Waco: Word, Inc., 2000.
- Quinn, Jerome D. *The Letter to Titus* (Anchor Bible). New York: Doubleday, 1990.
- Quinn, Jerome D., and William C. Wacker. *The First and Second Letters to Timothy* (Eerdmans Critical Commentary). Grand Rapids: Eerdmans, 2000.
- Skarsaune, O. "Heresy and the Pastoral Epistles." *Themelios* 20 (1994), 9-14.
- Saucy, Robert L. and Judith Tenelshof, eds. *Women and Men in Ministry*. Chicago: Moody Publishers, 2001.
- Thatcher, Thomas. "The Relational Matrix of the Pastoral Epistles." *Journal of the Evangelical Theological Society* 38 (1995), 51-62.
- Young, Frances. *The Theology of the Pastoral Letters* (New Testament Theology). Cambridge: University Press, 1994.