



# The Pastoral Epistles

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## Syllabus

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INSTITUTE OF  
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## Course Rationale

Perhaps the greatest need in the Christian community today is Biblical leadership. Throughout the world, churches struggle with numerous issues because they lack relevant and effective leadership. A good leader possesses godly character, sound doctrine, and Biblical priorities. Yet today, there are differing views on several issues related to leadership, such as: What are the responsibilities and priorities of ministerial leaders and their work? Who is qualified for pastoral leadership? Can women serve as pastors? What should pastors expect in ministry?

## Course Overview

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

*Given active participation, upon completion of this course you will be able to:*

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

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## Course Lecturer

Dr. John R.W. Stott is Rector Emeritus of All Souls Church in London, England, where he has served for over fifty years. Dr. Stott is a world-renowned speaker and author. He has been chaplain to the Queen since 1959. He also serves as president of the London Institute for Contemporary Christianity. He has written over 40 books. His best known, *Basic Christianity*, has been translated into more than 50 languages. Other titles include *The Cross of Christ*, *The Contemporary Christian*, *Evangelical Truth* and *New Issues Facing Christians Today*.



Dr. Stott received his education at Rugby School and Trinity College Cambridge, where he got a 1st class degree in French and Theology. He has been awarded a Lambeth D.D., and has honorary doctorates from British, Canadian and American universities.

## Course Text

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.)*

### COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10.3,3,3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. [ITS Online Interactivity Forum](#) (see course requirements) – fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. [Spiritual Formation Project](#) (see course requirements) – fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. [Learning Community Assignments](#) (see end of syllabus) – fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to [www.ITScourses.org/interactivity/](http://www.ITScourses.org/interactivity/) for the most up-to-date ITS resources.



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## Course Learning Activities

### Learning Activity #1 – Lectures

Listen carefully to each of the twenty lectures, utilizing the lecture outline 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.

### Learning Activity #2 – Study Questions

Answer the study questions that follow each lesson outline, and submit a typed copy of the questions and your answers to your proctor *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.

### Learning Activity #3 – 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 established by the school through which you take this course. 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.



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## Learning Activity #4 –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 research paper according to the guidelines established by the school through which you take this course. 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.

## Learning Activity #5 – ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to [www.ITScourses.org/interactivity/](http://www.ITScourses.org/interactivity/) to register for and enter the ITS On-Line Forum. In order to get the fullest benefit from the Forum, complete the assignment *after* you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:



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- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

**NOTE: Please read the "Assignment Instructions" in the Forum for more details.**

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

## Learning Activity #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**, ITS 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:

**1. 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.

a. 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?



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Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

- b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
- c. Give a copy of this reflection to your mentor (see #2).

**2. 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:

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

- b. 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.



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**3. 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:

- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- b. 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.
- c. 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.

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## Learning Activity #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

Study Questions .....	10%
Exegetical Paper .....	25%
Research Paper on Women’s Role in Ministry .....	25%
ITS Online Interactivity Forum .....	5%
Spiritual Formation Project .....	15%
Final Examination .....	<u>20%</u>
	100%



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## **Notes Regarding This Downloaded Syllabus**

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.