

**Reformed Theological Seminary  
Fall 2018**

**NT 526      1 Timothy    2 Hrs.  
Tuesday 1:00 – 2:55 P.M.**

**Dr. Guy Prentiss Waters  
James M. Baird, Jr. Professor of New Testament  
Reformed Theological Seminary  
[gwaters@rts.edu](mailto:gwaters@rts.edu)  
Office Phone: (601) 923-1697**

### **Course Description**

In a study of the Greek text, students apply linguistic and exegetical methods for the exposition of 1 Timothy. Special attention will be given to Greek grammar and syntax, to literary structure, and to the meaning and application of the Greek text.

### **Course Objectives**

- (1)** To understand and critically to evaluate academic research in 1 Timothy.
- (2)** To understand issues of special introduction pertaining to 1 Timothy.
- (3)** To grow in facility with the translation of the Greek text, and with Greek grammar and syntax.
- (4)** To understand the implications of 1 Timothy for the contemporary church, and to understand Scripture as a model of applying theology to the life of the church.
- (5)** To understand with greater clarity and precision leading topics in 1 Timothy: the person and work of Christ, the ministry of the Holy Spirit, the application of redemption, and the church.

### **Required Texts (see below for page assts.)**

- (1)** *The Greek New Testament* (NA28 or UBS5).
- (2)** George W. Knight III, *The Pastoral Epistles* (NIGTC; Grand Rapids: Eerdmans, 1992).

### **Assignments & Requirements**

**(1) Weekly Quizzes.** Each week, we will have a quiz covering the assigned translation for the previous week. The assigned translation is the selection of 1 Timothy in parentheses in the schedule below. Students should be prepared to translate and to parse. You will be asked on each quiz how much of the current week's assigned reading you have completed. You may drop any one quiz. There are no make-up quizzes. **40%** of your final grade.

**(2) Seminar Presentation.** Each student will lead two (2) seminar presentations in the course of the semester. In conjunction with that presentation, the student will submit an exegetical working paper not to exceed three pages in length. See guidelines below. **60%** of your final grade (30% each).

## **Attendance**

Class attendance is required for NT 526. If a student anticipates an unavoidable absence, he should notify the instructor in advance. Each hour of unexcused absence subjects the student reduction of his final grade by one-half of a letter grade. Two tardies (arriving after the beginning of the hour) constitute an hour of unexcused absence. Students missing more than one session (for any reason) may **either** submit an additional, compensatory assignment [determined by the instructor] **or** choose to receive a full letter grade reduction in their final grade.

## **Course Format**

NT 526 is a seminar. The success of the seminar depends upon students' willingness to prepare adequately for each course section and to participate in class discussions. Generally, the class will proceed by student-led seminar presentations on selected portions of the Greek text of 1 Timothy. In this way we will address pertinent questions of grammar, syntax, meaning, and application that the text raises.

## **Grading Scale**

The grading scale for this course is the seminary's grading scale. You may find it listed at the *RTS Catalog*, p.44.

## **Plagiarism**

Please review the seminary's policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.

## **In-Class Computer Use**

Computers are not permitted in this course. Cell phones must be set to silent and stowed. If for some extraordinary reason you need to take a call, you may either wait until the break or leave the classroom.

## Approximate Course Schedule

Please note that this schedule is approximate and subject to change at any time. The instructor's announced changes in class will be the final word on the nature and date of assignments. They are the student's sole responsibility to note and to implement.

28 Aug	Course Introductions / Introduction to 1 Timothy Knight 1-54
04 Sept	1 Tim 1:1-11 Knight 57-92
11 Sept	1 Tim 1:12-20 Knight 92-112
18 Sept	1 Tim 2:1-7 Knight 113-127
25 Sept	1 Tim 2:8-15 Knight 127-149
02 Oct	<b>Reading Week – Class Will Not Meet</b>
09 Oct	1 Tim 3:1-7 Knight 150-166
16 Oct	1 Tim 3:8-16 Knight 166-186
23 Oct	1 Tim 4:1-16 Knight 187-212
30 Oct	1 Tim 5:1-16 Knight 213-231
06 Nov	<b>Presbytery of the Mississippi Valley – Class Will Not Meet*</b>
13 Nov	<b>ETS – Class Will Not Meet*</b>
20 Nov	1 Tim 5:17-6:2a Knight 231-248
27 Nov	1 Tim 6:2b-10 Knight 249-259
04 Dec	1 Tim 6:11-21 Knight 260-277

\*To compensate for these missed hours, students will complete an additional assignment, TBA.

## Seminar Presentations

*The following, with adaptation and modification, is drawn from a course handout by Richard B. Hays*

During the semester, each student will write an exegetical working paper, *not to exceed three pages in length*. This paper will serve as a basis for initiating class discussion on the texts with which they deal. Each student will be asked to provide enough copies of his paper for all members of the class; the result will be that all of us will end up with a working exegetical notebook on portions of Romans

### Structure and Content

The following guidelines are designed to create a generic structure that will make our exegetical efforts into a communally useful enterprise. Each working paper should conform to the following format:

**I. Outline of the Passage.** Not just a listing of the contents (“and then...and then...”). Try to sketch an outline that illumines that structure and function of the text. How are its parts related to one another and how do they work? Do the conventions of ancient rhetoric provide clues about the structure of the argument (see commentaries)?

**II. Key Exegetical Issues.** Identify the major exegetical difficulties in the passage (e.g. text, translation, literary form, purported use of traditions or sources, relation to larger themes within Romans, relation to other biblical texts, historical reference). Seek to identify puzzling elements in the text that demand interpretation. The main task here is to identify and to ask good questions, not necessarily to answer them in the confines of your working paper. Try to focus our attention on what we would have to know to read the text with clarity and depth. Having raised questions, you might in some cases briefly enumerate possible answers and indicate how you would choose among the possibilities. Do not labor over every detail; labor only over those details which materially affect the interpretation of the text.

**III. Significance of the Passage.** What are the important questions (theological, pastoral, personal) raised for you by the passage? How does the passage speak to us and our historical situation? How might the text be used (or misused) in preaching? How has the text been read and applied in the history of interpretation (Patristic period, Reformation, etc.)?

**IV. Discussion Questions.** Formulate *three* incisive questions about the text that might be used to initiate and guide class discussion. Your questions should call for close reading of the text, not immediate reaction to it. Good questions invite us to explore the text. Bad questions invite us to explore our emotions or prejudices.

**V. Additional Bibliography.** Give full citations for additional sources that you have found helpful. An ATLA search will be necessary to access important and recent literature on your passage.

**Assignment Dates.** Papers are to be distributed to the class at the class session *preceding* the discussion of the passage. Observe this procedure scrupulously; this will afford everyone the opportunity to profit from your work and to come prepared to discuss the issues that you have raised. **Seminar presentations will not begin before September 12.**

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Exegesis of the NT 1 (1 Timothy)  
 Professor: Waters  
 Campus: Jackson

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	<ol style="list-style-type: none"> <li>1. Greek syntax</li> <li>2. Exegetical study of 1 Timothy</li> </ol>
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	<ol style="list-style-type: none"> <li>1. Major part of class is exegesis of texts</li> <li>2. Original languages are used in class</li> <li>3. It's a Bible class!</li> </ol>
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	<ol style="list-style-type: none"> <li>1. Traditional Reformed categories are used for explaining many Pauline categories</li> <li>2. Exegetical basis for Reformed theology is stressed in class.</li> </ol>
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	The text studied contains many relevant applications to seminary students
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Minimal	Students gain facility to interpret and explain and apply Scripture to all of life
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Students encouraged to weigh and negotiate interpretative differences charitably and fairly
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Students gain facility to interpret and outline the text – a necessary task for preaching the text.
<b>Worship</b>	Knowledgeable of historic and modern Christian-	Minimal	1 Timothy addresses issues

	worship forms; and ability to construct and skill to lead a worship service.		concerning public worship
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	The text studied guides ministers in the task of shepherding.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	The texts studied address issues of ministering in cross-cultural contexts.

Date: 08/24/18