



**BLST 439/627 Pastoral Epistles:
Studies in New Testament Church Leadership
Spring 2026**

Professor: Carl Hinderager, PhD
Email: chinderager@briercrest.ca
Course Dates: April 20-24, 2026
In person Modular

3 Credit Hours

COURSE DESCRIPTION

A study of 1 & 2 Timothy and Titus, concentrating on the qualifications, selection, responsibilities and authority of church leaders, and an examination of current models of church government in light of Scripture.



COURSE INTEGRATION

This course has pastors in mind primarily but will apply to any type of spiritual leadership.

COURSE TEXTS

The Bible. A copy of the NLT (2007 or later) should be brought to every class.

Fee, Gordon D. *New International Biblical Commentary: 1, 2 Timothy, Titus.* Peabody, MA: Hendrickson, 2011.

Stott, John R. W. *The Message of 1 Timothy and Titus.* Downers Grove, IL: Inter-varsity Press, 1996.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.briercrestseminary.ca/seminary-life/documents>.

These texts are available in store and online at the Briercrest Bookstore:
<https://www.briercrestseminary.ca/seminary-life/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

SEMINARY-WIDE OUTCOMES

Students will graduate:

1. Describing and demonstrating evangelical faith and values.

2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigour), and strength (vocation).

COURSE OUTCOMES

Some of the positive results that I pray will come from this course are that we will:

1. Encourage the wider use of these letters in Church practice and policy.
2. Experience the joy and encouragement of opening Scripture together.
3. Become more realistic about the serious challenges pastoral ministry involves.
4. Become more biblical in the selection of spiritual leaders.
5. Recognize that equipping for ministry is inseparably linked to the Word of God.
6. Gain a more Scriptural understanding of the use and abuse of money.
7. Elevate the importance of self-discipline in the Christian life and ministry.
8. Become more willing to confront teachers and teachings that are truly heretical.
9. Determine not to allow controversial issues or people to sidetrack the work of God.
10. Better understand how to resolve conflict and avoid bitterness in the church.
11. Recognize the freedom Scripture allows for different styles of church government and note the advantages and disadvantages of each.
12. Be more active in helping and encouraging young pastors who may be ready to give up.

COURSE OUTLINE AND CONTENT

April 20	A. Introduction to the course	
	B. Authorship of the Pastorals	
	C. Historicity of the Pastorals	
	D. Paul and Timothy	
	E. I Timothy 1:1-11	Stay there and stop False Teachers
	F. I Timothy 1:12-20	Paul's testimony about God's grace
	G. I Timothy 2:1-7	Prayer for all people

April 21	A. I Timothy 2:8-15	Men & Women in Public Worship (Ashten Millar)
	B. I Timothy 3:1-7	Qualifications for Overseers
	C. I Timothy 3:8-16	Qualifications for other Church leaders
	D. I Timothy 4:1-8	Contrast: Demonic doctrine and Godly training
	E. I Timothy 4:9-16	Being a Godly Teacher and Model (Kaddie)
	F. I Timothy 5:1-17	Pastoral care for Widows
	G. I Timothy 5:18-25	Pastoral care for the Elders

April 22	A. I Timothy 6:1-10	Be Godly and Content
	B. I Timothy 6:11-21	Pursue Righteousness Instead of Money
	C. Titus 1:1-5	Paul and Titus
	D. Titus 1:6-16	Choose Leaders that have a Holy Lifestyle
	E. Titus 2:1-8	Everyone needs Self-control
	F. Titus 2:9-15	Making the Gospel Attractive

	G. Titus 3:1-8	Salvation and Good Works
April 23	A. Titus 3:9-15	How to Live a Productive Life (Jacob)
	B. II Timothy 1:1-7	Thanking God for a Loyal Friend
	C. II Timothy 1:8-18	Some Friends Discourage, Some Encourage
	D. II Timothy 2:1-13	Endurance as a Minister
	E. II Timothy 2:13-26	The Word instead of Godless Chatter
	F. II Timothy 3:1-9	Things are Bad, but They Will Get Worse
	G. II Timothy 3:10-17	Thoroughly Equipped through Holy Scripture
April 24	A. II Timothy 4:1-11	Preach the Word 'til the Finish Line
	B. II Timothy 4:12-22	The Lord be with you as He has been with me
	C. Church Gov in the NT	
	D. Review and Reflection	

GENERAL ASSIGNMENT INSTRUCTIONS AND INFORMATION:

1. Assignments must be typed hard copies, printed on one side (unless an exception is stated), and stapled at the top left corner. These assignments do not need a separate title page. Assignments will not be submitted to Canvas.
2. For general questions about assignments, it is best if you use my email address chinderager@briercrest.ca (instead of Canvas). Please read the instructions several times before asking.
3. I typically do not mark a student's written assignments until they are **all** finished (except for the textbooks).
4. The assignments have **various finish dates starting April 4**, but most hard copies are not presented until the course begins. Please include the date and time you finished and printed each assignment and then present them on the first morning of class.
5. I will not accept assignments after noon on Friday. Learning not to procrastinate and doing the best job you can with the amount of time you have are important life skills.
6. In the Briercrest grading system, 85% and above is a 4.0 (the highest possible grade). I don't want you to be disappointed about your grades. The very best written assignments in this class will receive from 85-89%.
7. The use of AI should be clearly documented as well as any other tools or sources that you benefit from.

Pre-Course Assignments:

1. Read the Pastorals five (5) times. Use at least three (3) different translations. Write a paper (1000 word maximum) on what OVERALL impressions, insights, or encouragements you received from this reading. Look for the "big picture" and for things that are repeated or emphasized. Please include a signed statement about which translations you used and that you did, in fact, read the Pastorals five times specifically for this assignment. I am not picky about format, but some kind of user-friendly organized point form is helpful. Present your findings in order of significance.

Due: Finish by April 4, present the first morning of class (15%)

2. Read Deuteronomy and II Chronicles. Write a four-page paper (maximum) on what you learned about spiritual leadership in those challenging times. Take special notice of similarities and contrasts between these men and Paul's teaching and ministry. Please use outline or organized point form, and you may single-space sub-points.

Due: Finish by April 4, present the first morning of class (15%)

3. Read Fee's commentary while annotating as you read. Provide the instructor with visible evidence that you have read thoughtfully. Personalize your book, recording your questions and interactions right in the book itself. Please don't write up the side of the page. Assume that you will be referring to these commentaries in the years to come. Be neat and creative (variety and color), no pencil, please. Paste a typewritten critique (one short analytical paragraph) in the front of your book. Also include a reading log (date and hours of work). Complete this reading after you have completed assignment # 1.

Due: 10 am, April 17, place outside my office door (15%)

4. Read Stott's commentary. You may either notate the book as you did for Fee's commentary (#3 above) or write a two-page paper comparing the two commentaries. If you choose this second option, give numerous specific examples to illustrate your conclusions. In any case, include a signed note in your book that states, "I have read ___% of this book specifically *for this assignment*." Your paper may be in outline form, and you may single space your sub-points.

Due: 10 am, April 17, place outside my office door (15%)

Mid-Course Assignment:

Prepare **two separate** one page sermon or lesson plan outlines from any two portions of the Pastorals that you wish. These one-page outlines should have a clear concise one sentence thesis with 3 to 5 parallel main points that all support your thesis. Each main point or sub point must be a **statement** that communicates clearly, but it doesn't need to be a complete sentence. The sub points under each of the main points should be single spaced and not more than one line long.

The thesis statement should be a main lesson of the passage of Scripture that you're studying, and the 3 to 5 main points of your outline should follow the logic of the passage. The most challenging part of this assignment is to craft each of these 3 -5 statements with **parallel** wording. This can be done by using as many of the same words and word order as possible for each of these points.

Please document parenthetically (author date, page) right in the outline. Position your name, the course, and the date at the top of the page in a way doesn't waste more space than necessary. On the backside of each of your one-page outlines, please include your reference list, websites, or other tools (including AI) you used in preparing your outline.

The latter part of this syllabus will include detailed instructions on how to write a proper outline, and several examples of former students' outlines. These examples will be helpful but won't necessarily line up perfectly with my instructions.

On the first morning of class (April 20), please present one page that includes a rough copy of the thesis and main points for both outlines.

Due: 8:30 am, April 23 (20% each)

Alternative assignment package:

Reading projects #1, #3 and #4	45%
Memorize I Timothy (or II Timothy if you have already memorized I Timothy) and recite it to the class(?).	55%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current [Seminary Calendar](#).

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Modular Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

College Calendar

Students are expected to be aware of the policies that govern course work at Briercrest College. Please refer to the College Calendar: <https://www.briercrestcollege.ca/academics/calendar/>

Attendance (Modular Course)

All students missing more than four hours of a modular class will receive an automatic fail, "F" (0%).

Final Exams

Students are allowed 3 hours to write their final exams. Students must write their final exams as scheduled. ALL final exams are mandatory. Failure to write a final exam will result in an "F" (0%) for the course.

Late Assignments

Though individual faculty members may disallow late assignments at their discretion, the following is a statement of policy concerning late assignments:

- All assignments are due at the beginning of the class period on the assigned day.
- Typically, late assignments will receive a penalty of five per cent per weekday to a maximum of 25 per cent deducted from the total assignment mark. After five weekdays, no late assignments will be accepted, and the grade for that assignment will be zero.
- Individual faculty members may articulate a modification of this policy, provided it is both approved by the dean of the faculty in which the course is located and stated clearly in the course syllabus.

Assignment Extension Policy

- Individual faculty members may grant extensions, but rarely and only in unusually extenuating circumstances. They will not grant extensions due to other assignments or co-curricular involvement.
- Faculty members do not have the authority to grant extensions beyond 5:00 p.m. of the last day of classes in the semester.

Editing

Another person(s) may read your written work, point out errors or shortcomings (i.e. grammatical errors, structural issues, citations, etc.), and discuss generic solutions, without providing any specific wording to the assignment (i.e. "write x instead of y").

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the college. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the college.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [College Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

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Academic Resource Centre Referral

At Briercrest, we are a community of learning. Part of being a community means caring for one another. As such, if it is observed that students may benefit from additional support during the semester, they may be referred to the Academic Resource Centre. Neither the referral nor use of supports will appear on academic records.

Personal Technology in the Classroom

To reduce distractions, students should limit their use of portable electronic devices in the classroom to educational, course-specific activities approved by their instructor. Activities such as surfing, texting, chatting, gaming, etc., diminish the quality of learning, both for the individual student and for others in the class.

BIBLIOGRAPHY (with some annotation)

- Barclay, John M. G. *Paul and the Gift*. Eerdmans Publishing Co, 2017.
- Barrett, C. K. *The Pastoral Epistles*. London: Oxford University Press, 1963. Substantial Introduction H. C. 151 pages.
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- Guthrie, Donald. *The Pastoral Epistles*. Grand Rapids: Eerdmans, 1957. Tyndale Series.
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- Larsen, David L. *Caring for the Flock*. Wheaton, IL: Crossway Books, 1991. P. B. 256 pages.
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- Mounce, Robert H. *Pass It On. I & II Timothy*. Glendale, CA: Regal Books, 1979. P. B. 160 pages.
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- Oden, Thomas C. *First and Second Timothy and Titus*. Louisville: John Knox Press, 1989.
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- Stott, John R. W. *The Message of I Timothy and Titus*. Downers Grove, Ill: Inter-varsity Press, 1996. Excellent section on authorship. P. B. 232 pages.
- _____. *Guard the Gospel: The Message of II Timothy*. London: InterVarsity Press, 1996. Helpful introduction, P. B. 127 pages.
- Thomas, Earle and Hiebert *I, II Thessalonians I, II Timothy Titus*. The Expositor's Bible Commentary. Grand Rapids: Zondervan, 1996.
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Nathan Barnes
 Pauline Epistles BT230
 Dr. Carl Hinderager
 April 29, 2004

Paul's Teachings Concerning the Believer's Life After Death

Thesis: Paul understood the believer went immediately to be eternally with the Lord at the time of death, and would be clothed with a new spiritual body, like Christ's, at the time of his return.

- I. **The believer goes immediately to be with Christ at the time of death**
 - A. Away from the body – at home with the lord (*2 Corinthians 5:6-8*)
 - B. Depart and be with Christ (*Philippians 1:23*)
 - C. "This refutes the notion of the soul being dormant during its separation from the body." (*Jamieson*)
 - D. "...believers go immediately to a place and condition of blessedness." (*Erickson*)
- II. **The believer's time with the Lord is eternal**
 - A. It is a theme of the whole New Testament (*Matthew 25:46; John 3:15; Acts 14:35; 1 John 1:2 NIV*)
 - B. It is the final reward and glory into which the children of God enter (*Easton*) (*1 Timothy 4:8; Titus 1:2*)
 - C. "...eagerly turned towards the future" (*Kennedy*)
 - D. It is the result of the believer's faith (*1 Timothy 1:16*)
- III. **The believer receives a new spiritual body at the second coming of Christ**
 - A. The living Christians will not rise first rather those who have died in Christ will be raised first (*1 Thessalonians 4:15, 16*)
 - B. Resurrection foretold by the prophets (*Isaiah 26:19; Daniel 12:12*)
 - C. Give life to your mortal bodies (*Romans 8:11*)
 - D. Christians who have died will be raised first with their transformed bodies (*1 Corinthians 15:22*)
- IV. **The believer's new body will be like Christ's resurrected body**
 - A. Exchange weak mortal bodies for glorious heavenly ones like Christ (*Philippians 3:21*)
 - B. Christ is the "first born" (*Colossians 1:18*)
 - C. Bodies like the man from heaven (*1 Corinthians 15:49*)
 - D. Christ is the firstborn from the dead and is therefore an example of our resurrected bodies (*1 Corinthians 15:45*)
- V. **The believer will at no time enter into soul sleep**
 - A. Misunderstandings arising from 1 Corinthians 15 and other passages (*Shelton*)
 - B. The use of the word "sleep" only a colloquialism (*Ridderbos*)
 - C. "No allusion to 'soul sleeping' is involved. Paul had in mind the bodies of dead believers." (*Pfeiffer*)
 - D. "Talk of 'soul sleep' is erroneous, for it is incompatible with the Scriptures" (*Mills*)

Richard Wright

Dr. Carl Hinderager

BLST230

25 March 2022

PAUL'S TEACHING ON JESUS RETURN

Thesis: When Jesus returns, everything will change.

I. When Jesus returns, it will be unexpected

A. "...the day of the Lord's return will come unexpectedly, like a thief in the night." (1 Thessalonians 5:2)

B. "So be on guard, not asleep like the others. Stay alert and be clearheaded..." (1 Thessalonians 5:6)

II. When Jesus returns, it will be loud

A. "...the Lord himself will come down from heaven with a commanding shout, with the voice of the archangel, and with the trumpet call of God." (1 Thessalonians 4:16)

B. "...when the last trumpet is blown. For when the trumpet sounds..." (1 Corinthians 15:52)

III. When Jesus returns, a great rebellion and the antichrist will already be here.

A. "...For that day will not come until there is a great rebellion against God and the man of lawlessness is revealed ..." (2 Thessalonians 2:3)

B. "He will even sit in the temple of God, claiming that he himself is God." (2 Thessalonians 2:4)

C. "...Then the man of lawlessness will be revealed..." (2 Thessalonians 8)

D. "This man will come to do the work of Satan ..." (2 Thessalonians 2:9)

IV. When Jesus returns, all the dead will be raised to life and the believers who have died will return with Jesus

A. "...we also believe that when Jesus returns, God will bring back with him the believers who have died." (1 Thessalonians 4:14)

B. "First, the believers who have died, will rise from their graves." (1 Thessalonians 4:16)

C. "...For when the trumpet sounds, those who have died will be raised to live forever..." (1 Corinthians 15:52)

V. When Jesus returns, He will reward his followers

A. "Then we will be with the Lord forever." (1 Thessalonians 4:17)

B. "Christ died for us so that, whether we are dead or alive when he returns, we can live with him forever." (1 Thessalonians 5:10)

C. "our dying bodies must be transformed into bodies that will never die" (1 Corinthians 15:53)

Makhayla Hawkshaw
Carl Hinderager
BLST 230
25 March 2022

WHAT PAUL COMMENDS OF WOMEN

Thesis: Paul commends women for maintaining a healthy relationship with their husbands while also submitting themselves to them as they do to the Lord, they should be loving and nurturing mothers to their children. Women should be living a fruitful, holy, modest life while teaching biblical truth while doing good deeds.

- I. Paul commends women for maintaining a healthy relationship with their husbands
 - A. Accepting their husband's leadership
 - 1. "Submission primarily honours the Lord who established the relationship." (Patterson)
 - 2. Verses on submission: Titus 2:5, Eph 5:22-24, 1 Tim 2:11
 - B. She will meet his needs (1 Cor 7:1-5)
 - 1. "When a woman voluntarily submits to her husband, she is simultaneously submitting to the Lord." (Duguid)
 - 2. Marriage provides God's way to satisfy sexual desires and it strengthens the partner against temptation
- II. Paul commends women for being nurturing and loving mothers
 - A. Being a faithful mother
 - 1. Women will be saved through childbearing (1 Timothy 2:15)
 - 2. One of the most important roles of a wife and mother is to care for her family.
 - B. She will love and care for them
 - 1. Women who fulfill their God-given roles have demonstrated true commitment and obedience to Christ.
 - 2. Through this, women can learn qualities of trust, love, submission, sacrifice, and service
- III. Paul commends woman for living fruitful, holy, and modest lives while working hard
 - A. Doing honorable deeds and living fruitfully
 - 1. 1 Timothy 2:8-9 talks about modesty
 - 2. Must work hard in the Lord
 - B. A godly woman is hospitable
 - 1. 1 Timothy 5:10 talks about hospitality
 - 2. Verses on women offering their homes (Romans 16:3-5, Colossians 4:15)
- IV. Paul commends women for teaching biblical truth
 - A. To her children (1 Timothy 3)
 - 1. Communicate their faith to their children
 - 2. Eunice and Lois (2 Timothy)
 - B. She will teach younger mothers
 - 1. How to love their husbands
 - 2. How to love their children
 - 3. Must teach by example

PAUL'S HARDSHIPS: A STUDY OF II CORINTHIANS

Lindsay Wood, Pauline Epistles, April 2008.

Thesis: The Apostle Paul is a true testament to the word 'apostle' as his sole purpose was to shine his light of the knowledge of the glory of God into the darkness—a darkness which caused Paul great suffering through criticism, physical torture, countless obstacles, verbal abuse and rejection. Amidst his persecution, Paul's passion for ministry never wavered as he was driven to be an ambassador for Christ, and had the love of a Father who comforts in all trouble, and delivers from death (2 Cor 5:20; 1:4; 1:10).

- I. Paul was Criticized by Friends
 - A. 2 Cor 1: 23, 2 Cor 1-3, 2 Cor 12:14: For not visiting when promised
 - B. 2 Cor 10:10: Ridiculing his unimpressive personal style
 - C. 2 Cor 5:12: Scheming for power
 - D. 2 Cor 8:20, 2 Cor 11:7-9: Misusing of funds
- II. Paul Experienced Physical Suffering
 - A. 2 Cor 11:25, Acts 14:19: Stoned in Lystra by Jewish enemies
 - B. 2 Cor 6:5, 2 Cor 11:23, Acts 16:22-24: Severely flogged in Philippi
 - C. 2 Cor 6:5, Acts 16:24: Agony from the stocks in Philippi
 - D. 2 Cor 11:24, Acts 21:31-32, Deut 25:1-5: Lashed five times in Jerusalem
 - E. 2 Cor 11:25: Beaten with rods three times
- III. Paul was Surrounded by Obstacles
 - A. 2 Cor 12:7: Tormented by his thorn in the flesh
 - B. 2 Tim 4:10,11: Forsaken by brethren
 - C. 2 Cor 11:26: Danger of false apostles
 - D. 2 Cor 11:23, 2 Cor 6:5: Imprisonment
 1. Acts 16:22-24: Prison in Philippi
 2. Acts 21:27: Incarcerated in Jerusalem
 3. Acts 23:35: Incarcerated in Caesarea
 4. Acts 28:16: First and second Roman Imprisonment
 - E. Acts 9:23-29; Acts 13:50; Acts 14:5, Acts 17:5: Danger of death
 - F. 2 Cor 11:25: Shipwrecked three times
 - G. 2 Cor 11:32-33, Acts 9:22-25: Damascus guarded for his arrest
 - H. 2 Cor 6:5; 2 Cor 11:27-28: Lack of food, drink, clothing
- IV. Paul Faced Verbal Abuse and Rejection
 - A. Acts 26:28: Sneered At by authorities
 - B. Acts 22:22, Acts 13:50: Abusive talk from Jews
 - C. 2 Cor 11:1-6: Character assassinated by false apostles
- V. Paul Kept Going Despite Hardships because of:
 - A. 2 Cor 4:7 His knowledge of the glory of God (treasure in jars of clay)
 - B. 2 Cor 4:15, 2 Cor 1:5-6: His desire for others to see in his heart the light of the knowledge of the glory of God
 - C. 2 Cor 1:6 Knowing his distress was for others comfort and salvation
 - D. 2 Cor 5:9: His desire to do God's will on earth just as it is done in heaven
 - E. 2 Cor 1:4-10, 2 Cor 4:8, 2 Tim 3:11: God's deliverance and comfort
 1. 2 Cor 1:4: God's comfort in trouble
 2. 2 Cor 7:6: God's comfort through Titus
 3. 2 Cor 4:8, 2 Cor 1:10: God did not abandon him, delivered from death
 4. 2 Cor 4:8: God did not allow him to be destroyed or in despair
 - F. 2 Cor 7:4: Encouragement and joy from church at Corinth
 - G. 2 Cor 4:17-18: Eyes fixed on eternal glory which outweighs temporary troubles
 - H. 2 Cor 5:19b-20, 2 Cor 11:23, 2 Cor 12:10, Ps 44:22: He is an Ambassador and Servant of Christ

How to Write a Formal Outline

When should the formal outline be written?

- Step 1: Do research
 Step 2: Determine thesis
 Step 3: Organize outline

What is a formal outline?

⇒ It is a short and **logically organized** blueprint of your essay.

Don't think of the outline as a cumbersome but necessary part of your essay. Use it to your own advantage!

1. Before writing your essay, think of your outline as your **planning strategy** (to prove your thesis).
2. While writing your essay, use your outline as a **visual guide** (to keep your arguments organized).
3. After writing your essay, use it as a **checklist** (to make sure that you have not forgotten anything!).

Purpose of formal outlining

The **format** of your outline is just as important as the content of your outline – for two reasons:

1. It makes the relationships between the different parts of your outline clear.
2. It presents the content of your essay in an orderly fashion.

Tips for writing a formal outline

- The purpose of writing a formal outline is not to generate new ideas, but to organize the material you have researched and articulate your arguments, so don't try to write a formal outline before you have determined what your thesis statement is.
- Keep in mind that outlines can **clearly reveal flaws** such as missing information, undesirable repetitions and digressions from the thesis (i.e., getting off-topic). This is why you need to make sure that you follow the guidelines given below.

Rules for writing a formal outline

Be sure to follow these rules, and your outline should turn out right!

1. **Numbers, letters and indentations** serve a purpose: They signal how the different entries of your outline are grouped. They also show their level of importance. Each succeeding level of subdivision shows more specific detail than the preceding one, e.g.:
 - 1) Reason or example
 - a) First supporting detail for (1)
 - b) Second supporting detail for (1)

**** Note how (a) and (b) naturally fit under (1). In fact, they are subordinate (i.e., secondary) to (1) because they serve to explain, support or expand on (1). Note that (a) and (b) are of equal importance.**

2. **Each level must have more than one entry** (i.e., there should not be any "orphan point").
 E.g.: There cannot be a (1) without a (2), or an (a) without a (b).

****If you end up with only one sub-point for a given level, then you need to:**

- eliminate it,
- generalize it so it fits into the level above it, or
- expand your material to have at least one other entry at that level.

****N.B.:** It is acceptable to have only one main point (i.e., a lone I, II, or III) but it is not acceptable to have only one sub-point (i.e., at the next level of division).

3. All subdivisions must be at the **same level of generality**.
 Again, notice that in the example given above (under the first heading), (a) and (b) are of equal importance. Example of headings that are not at the same level of generality:
 - 1) Short-term effects of WWII
 - 2) Number of children orphaned during WWII
 ⇒ The "number of children orphaned during WWII" has a clearly narrower focus than the "short-term effects of WWII."

Correction:

- 1) Short-term effects of WWII
- 2) Long-term effects of WWII
- 3)

Or:

- 1) Number of orphaned children during WWII
- 2) Fate of orphaned children during WWII

4. **Headings should not overlap**.
 E.g.: If one of your headings is 'Faithfulness', then you should not have another heading on 'Loyalty', because faithfulness and loyalty will inevitably overlap, and you could not help but become redundant (i.e., repeat yourself).
5. **All entries (of all levels) must be grammatically parallel**. You may choose to write a topic outline (where each item is a word or a phrase), or a sentence outline (where each entry is a full sentence).
****Just make sure that you never mix the two. Example:**
 - 1) Short-term effects of WWII {phrase}
 - 2) The long-term effects of WWII are not easily appraised. {full sentence}

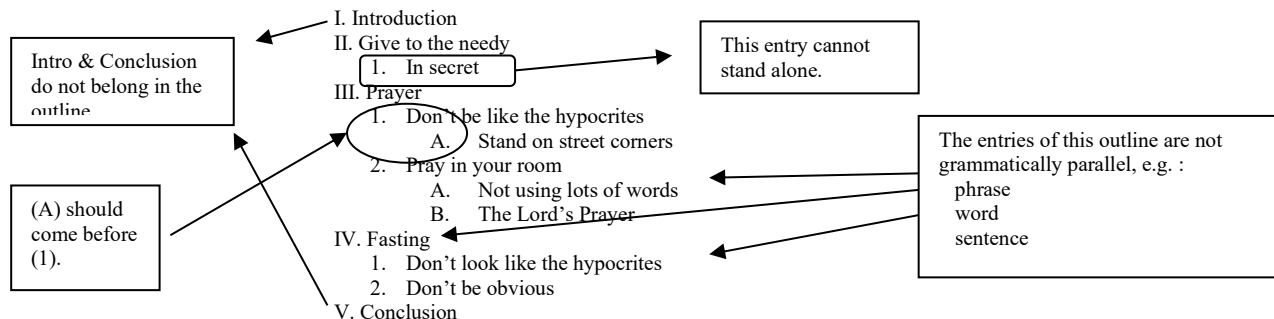
Correction:

- 1) Short-term effects of WWII {phrase}
- 2) Long-term effects of WWII {phrase}

6. **Only capitalize** the first word of each entry (and proper nouns, of course).
7. **Do not use periods** to end your entries unless you are writing a sentence outline.
8. **Organize your material logically**, i.e.:
 - in order of importance (least important to most important, general to specific, etc.),
 - in chronological order (first to last, past to present etc.).

Thesis: In Matthew 6:1-18 it becomes evident that the motivation behind spiritual discipline is very important to God.

Example of a FAULTY outline based on the above thesis statement:



CORRECTED outline:

- I. Giving to the needy
 - A. Not drawing attention to the act
 1. Not imitating hypocrites in church
 2. Not imitating hypocrites in public
 - B. Giving privately
 1. Not letting others see one's giving
 2. Leaving the reward in God's hand
- II. Praying to God
 - A. Not seeking attention from people
 1. Not imitating hypocrites praying in church
 2. Not imitating hypocrites praying in public
 3. Not saying long and meaningless prayers
 - B. Communing with God in private
 1. Going into one's room
 2. Closing the door
 3. Knowing that God will see and reward
- III. Fasting for the Kingdom
 - A. Not trying to gain the approval of men
 1. Not putting on an air of suffering
 2. Not announcing one's piety to others
 - B. Acting to gain God's approval
 1. Taking care of one's appearance
 2. Having a cheerful attitude

FORMAT OF A FORMAL OUTLINE:

- I.
 - A.
 1.
 - a)
 - (1)
 - (a)
 - (i)

Sources: Troyka, Lynn Quitman. *Handbook for Writers*. 2nd Can. ed. Prentice Hall, 1999.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. University of Chicago Press, 1996.

Evaluation of Scripture Memory Work
For Carl Hinderager

Name_____ Box #_____ Due Date_____

Course_____ Book Memorized_____

Method of presentation: ___Oral recitation ___Handwriting ___Typing

Translation used_____

Day_____ Start time____:_____ Finish time____:_____

Day_____ Start time____:_____ Finish time____:_____

Instructions for monitors:

Thank you for helping me, and this student, with this significant assignment. Your responsibility is simply to identify what part of the memory work is/was incorrect. **I will assign the appropriate mark.** All mistakes should be identified on the hard copy that the student will present to you. If they are reciting the book, they will give you a hard copy to mark as they quote. I will not necessarily deduct for minor grammatical errors but as you identify even small mistakes it gives me confidence that you were checking carefully. The very best mark will be reserved for those who can quote the entire book in one sitting. Presenting the book in two parts is acceptable. Please indicate the different days if this is the case. Use a pen that is a different color than the script for your annotations. Please use the following symbols to identify:

Prompt	Write Prompt
Wrong word order	use reversing arrows
Missed words	write in correct words (or verse references)
Added words	cross out extra words
Extended pause	Write Pause (indicate only if more than one minute)

Comments:

Monitor's Name_____ Position_____

Signature_____ Date _____