



Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the Church and fulfill the Great Commission.

Spring 2020
COURSE: GRK6510 ONLINE
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Greek Exegesis: 1 Timothy

CONTACT INFORMATION: The proper way to contact Dr. Merkle during the course of the semester is via email (bmerkle@sebts.edu).

COURSE DESCRIPTION: This course focuses on the syntax and exegesis of 1 Timothy. Special attention will also be given to discussion of the theology of 1 Timothy, especially ecclesiology.

STUDENT LEARNING OUTCOMES: This course has been designed so that students might be able to achieve the following:

1. Translate, parse various parts of speech, and answer syntactical constructions in 1 Timothy.
2. Explain key background and theological issues related to the 1 Timothy, especially those related to ecclesiology.
3. Write an exegesis paper that is exegetically accurate, theologically sound, and practically relevant.

SEBTS CORE COMPETENCIES:

Spiritual Formation: Demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ's commands, and love of God and neighbor. [Course SLO #3]

Biblical Exposition: Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures. [Course SLO #1, 2, 3]

Theological Integration: Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry. [Course SLO #2, 3]

Ministry Preparation: Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world. [Course SLO #2, 3]

Critical Thinking and Communication: Demonstrate the ability to think critically, argue persuasively, and communicate clearly. [Course SLO #3]

REQUIRED TEXTBOOKS:

1. Yarbrough, Robert, *The Letters to Timothy and Titus*. PNTC. Grand Rapids: Eerdmans, 2018. ISBN: 978-0802837332 (342 pages)
2. Köstenberger, Andreas J. and Terry L. Wilder, eds. *Entrusted with the Gospel: Paul's Theology in the Pastoral Epistles*. Nashville: B&H, 2010 (312 pages).
3. Merkle, Benjamin L. *40 Questions about Elders and Deacons*. Grand Rapids: Kregel, 2008 (262 pages).

TOTAL: 916 pages

COURSE REQUIREMENTS:

Students are expected to satisfactorily fulfill all of the following listed requirements. Since this is a three hour course, the professor expects the students to complete 2250 minutes of work in class and 4500 minutes of work outside of class. Reading and writing assignments for this course have been calculated with these requirements in mind.

Reading – Students are required to complete all the readings assigned which will be assessed through the weekly quizzes.

Quizzes – A quiz will be given every week (unless indicated otherwise). Each quiz must be taken in Moodle by **Sunday at 11:55 pm**.

Exams – Comprehension and assimilation of the material derived from class lectures will be tested by means of a mid-term and final exam which will be administered in Moodle. The midterm exam will cover introductory material as well as the Greek text and theology of 1 Timothy 1:1–3:16. The final exam will cover the Greek text and theology of 1 Timothy 4:1–6:21. Students will be required to (1) translate the text, (2) parse certain verbs, and (3) explain syntactical constructions. Students are expected to know any words that occur more than 20 times in the NT.

Exegetical Paper – Each student will write a **14–15-page** double-spaced paper. This paper will cover a topic/text provided by the professor (or a topic/text approved by the professor) and should interact with the Greek text as much as possible (or necessary). Papers must be uploaded to Moodle by the due date. Students are expected to follow the most current Turabian style guide. This paper will be **due week 13**.

Threaded Discussions – All students are required to participate in each online threaded discussion over the course of the semester. Each of these discussions will be posted on Moodle and will cover a host of issues/topics.

As a part of participating in these threaded discussions all students must interact with both the initial question posed by the professor and thoughts offered by at least three (3) other students. Each student must offer thoughtful contributions to each of the threaded discussions in order to pass this course. Failure to be a part of all of these online discussions will result in an automatic failure of the class.

COURSE SUBMISSIONS REQUIREMENT

All written assignments are due by **11:55 pm** on the due date and are to be turned in electronically via Moodle. Unless otherwise previously agreed upon, the grade for work submitted late will be lowered five percentage points for each day beyond the original submission deadline.

COURSE GRADING WEIGHT

- Quizzes 195 points
 - Reading 105 points
 - Midterm 100 points
 - Final Exam 100 points
 - Exegetical Paper 100 points
- 600 points**

COURSE GRADING SCALE

	B+	541–558	C+	487–504	D+	433–450	
A	577–600	B	523–540	C	469–486	D	415–432
A-	559–576	B-	505–522	C-	451–468	F	Below 414

Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor does have the option either to allow the student to remain in and complete the course or to dismiss the student from the course completely. Regardless of the professor's ruling, all cases of cheating or plagiarism will be reported to the Dean of Students Office and the appropriate Academic Dean(s) where further disciplinary action will be considered. At the very least, a permanent record of the infraction will be kept in the student's file. For further information regarding this policy, please refer to the 'Plagiarism & Cheating' section of the Student Handbook.

DISCLAIMER: This syllabus is intended to reflect accurately the course description, course objectives, general content, grading criteria, course requirements, attendance requirements, and other information necessary for students to appraise the course. However, the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the term.

POSSIBLE TOPICS FOR RESEARCH PAPER

- Paul's Opponents in 1 Timothy.
- Paul's View of the Law (1 Tim 1:8–11).
- Apostasy, Perseverance, and Assurance (1 Tim 1:19-20).
- The Role of Women in the Church (1 Tim 2:9–15).
- Meaning of "saved by childbirth" (1 Tim 2:15).
- The Qualifications and Role of Elders (1 Tim 3:1–7).
- Can Women Be Deacons (1 Tim 3:11)?
- The Meaning of "Husband of One Wife" (1 Tim 3:2, 12).
- The Compensation, Discipline and Ordination of Elders (1 Tim 5:17–25).
- The Doctrine of Salvation in 1 Timothy.
- Any other approved passage or topic.

COURSE SCHEDULE

Week #	Text	Reading Assignments
1	Introduction	Yarbrough, <i>Letters to Timothy & Titus</i> , 1–90
		<i>Entrusted with the Gospel</i> , chapter 1
2	1 Timothy 1:1–11	Yarbrough, <i>Letters to Timothy & Titus</i> , 93–119
		<i>Entrusted with the Gospel</i> , chapter 2
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 1–4
3	1 Timothy 1:12–20	Yarbrough, <i>Letters to Timothy & Titus</i> , 119–36
		<i>Entrusted with the Gospel</i> , chapter 3
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 5–8
4	1 Timothy 2:1–7	Yarbrough, <i>Letters to Timothy & Titus</i> , 137–61
		<i>Entrusted with the Gospel</i> , chapter 4
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 9–12
5	1 Timothy 2:8–15	Yarbrough, <i>Letters to Timothy & Titus</i> , 161–89
		<i>Entrusted with the Gospel</i> , chapter 5
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 13–16
6	1 Timothy 3:1–7	Yarbrough, <i>Letters to Timothy & Titus</i> , 189–204
		<i>Entrusted with the Gospel</i> , chapter 8
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 17–20
7	1 Timothy 3:8–16	Yarbrough, <i>Letters to Timothy & Titus</i> , 204–25
		<i>Entrusted with the Gospel</i> , chapter 6
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 34–40
8	Midterm 1 Timothy 4:1–5	Yarbrough, <i>Letters to Timothy & Titus</i> , 225–34
		<i>Entrusted with the Gospel</i> , chapter 7
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 21–23
9	1 Timothy 4:6–16	Yarbrough, <i>Letters to Timothy & Titus</i> , 234–56
		<i>Entrusted with the Gospel</i> , chapter 9
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 24–26
10	1 Timothy 5:1–16	Yarbrough, <i>Letters to Timothy & Titus</i> , 256–85
		<i>Entrusted with the Gospel</i> , chapter 10
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 27–29
11	1 Timothy 5:17–25	Yarbrough, <i>Letters to Timothy & Titus</i> , 285–300
		<i>Entrusted with the Gospel</i> , chapter 11
		Merkle, <i>40 Questions about Elders and Deacons</i> , Qs 30–33
12	1 Timothy 6:1–10	Yarbrough, <i>Letters to Timothy & Titus</i> , 300–20
		<i>Entrusted with the Gospel</i> , chapter 12
13	1 Timothy 6:11–21	Yarbrough, <i>Letters to Timothy & Titus</i> , 320–42
14	Final Exam	

WRITING AN EXEGETICAL PAPER

These guidelines are adapted from “*Grasping God’s Word*” by Duvall and Hays. We assume that you have read, interpreted, and discerned the application of your passage BEFORE you have started to write the paper. That is, the paper is the RESULT of exegesis not the ACT of exegesis. The guidelines below focus on how to present the results of your exegetical work.

Form

The paper is to be typed, using double spacing, a twelve-point Times-New Roman font, and one-inch margins. The minimum length is twelve pages; the maximum is twelve pages (excluding the title page, main idea and outline pages, and the bibliography). Citations should be referenced in accordance with the latest edition of Turabian (Kate Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. [Chicago: University of Chicago Press, 2013]. Do not use the parenthetical note option or endnotes. Follow chapters 16 & 17 “Notes-Bibliography style”). For matters of capitalization, abbreviation, and citation of ancient documents see the SBL Handbook of Style (Patrick H. Alexander, ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* [Peabody, MA: Hendrickson, 1999]). Because the paper is specific to the original languages, do not use English translations other than your own.

Content

1. Title Page (1 page)

The title page should clearly state the passage that you are exegeting and follow the format for all SEBTS papers.

2. Main Idea and Outline (1–2 pages)

First, establish the text and outline your passage. Where there is a variant given in the UBS 4, choose the best reading and footnote it briefly explaining your choice in the footnote. Display your text in Greek in an outline form. Give YOUR English translation of the passage. Then summarize the main idea of the passage in one sentence.

3. Introduction (1/2—1 page) (Pagination starts here)

This paragraph should gain the reader’s attention and introduce the main idea of your passage. How is the point an important point for your readers? How has the passage been misunderstood in the past, etc.? Present the main idea of your passage in a *thesis statement* form.

4. Context (1–2 pages)

This part consists of two sections. First, include a brief discussion of the *historical-cultural context* of the book. What do your readers need to know about the biblical author, the original audience, and their world in order to grasp the meaning of the passage? For the most part this is the shorter of the two sections unless significant extra-biblical information is needed (much of this can be done in the next section).

Second, discuss the *literary context* of your passage. Describe the author’s flow of thought in the WHOLE book and discuss how your passage fits into and contributes to the flow of

thought. Pay particular attention to HOW your passage relates to the passage that precedes it and the one that follows.

5. Content (10—12 pages)

This represents the body of your paper and the heart of your exegetical work. You should let the main points of your outline function as subheadings. Include under each subheading a detailed explanation of your passage.

Explain what the text says and what it means in context. Be sure to include significant elements that you discovered as you observed the text and studied the passage's historical-cultural context. Also, explain the meaning of critical words and concepts. Synthesize your own observations with those of the commentaries. I am only interested in your studied opinion, not a string of quotations from commentaries.

However, if, in 2000 years of Christian exegesis, you come up with something totally new, I will be doubtful of its validity.

Allow your research of others to assist you, but be careful not to let them dictate what you conclude about the passage. Be critical of your sources, and do not be afraid to disagree with commentators. Do not use devotional or preaching commentaries, use electronic sources sparingly, and be careful about the use of the internet. The most recent research (exegetical or otherwise) is found in scholarly journals. You must include these in your research.

Keep in mind that the goal of this section is to explain the meaning of the text in context. Discuss the details of the text, but be sure to move beyond mere description of details to show how they come together to convey meaning.

6. Bibliography (as many pages as necessary)

Present a formal bibliography of the sources you cite in your paper in accordance with Turabian's bibliographical entry form. Title this "Works Cited" and continue to paginate (however the page requirements of the paper end after the "application" section). As a good rule of thumb you should have, as a minimum, 1 source for every page of your paper. So for a paper of this size, you should have a minimum of 10–12 sources.

Mandatory sources –The bibliography should include these entries (if they are available):

- 7 different academic commentaries. (This must include [if published] the Word Biblical Commentary (WBC); the New International Commentary (NICNT); the Pillar NT Commentary (PNTC); Baker Exegetical (BECNT); Zondervan Exegetical Commentary on the New Testament (ZECNT); and the most recent version of the International Critical (ICC).
- Recent articles from academic journals (i.e., journals like *BSac*, *JETS*, *JBL*, and *Tyndale Bulletin* and *NOT Christianity Today*, *Moody Monthly*, or *Fundamentalist Journal*).
- You must include essays in academic Bible dictionaries (i.e., The Anchor Bible Dictionary, or the IVP series (e.g., *Dictionary of Paul and His Letters*) and *NOT* Halley's or Broadman) or monographs (usually *Festschriften*).

- **DO NOT INCLUDE WORKS YOU REFERENCED BUT DID NOT CITE IN THE PAPER.**

Forbidden Works

- Because you are to produce an academic work, certain types of commentaries, devotional works, and authors are not permitted. The following are not to be used in this paper, not because they are necessarily bad or wrong, but because they are intended to be devotional in nature or for lay readership.
- This includes authors such as Warren Wiersbe, Beth Moore, R. Kent Hughes, John MacArthur, Jr. (not even the commentary), Chuck Swindoll, David Jeremiah, Jerry Vines, Kay Arthur, Bill Bright, Charles Stanley (and any other work produced for general/lay readership), and any Sunday School material.

Special Notes

- **NO ELECTRONIC SOURCES** are permitted in the paper. In other words you may not cite a CD collection or other electronic source directly. The problem with electronic sources are two-fold: (1) They are usually very old works (The copyright has expired and are far less problematic to publish). (2) It enables students not to go to the library. Far too often, it is apparent that a student has sat down at his computer to write his paper, and **NEVER** went to the library. This is certainly bad policy. This does not mean you can't use electronic sources. Just don't cite them. Most often electronic sources existed once as books—find the book and cite it. Robertson's *Word Pictures*, Galaxie Software's Theological Journals, and other electronic libraries carry books that are also in print. Electronic sources that are laid out exactly like the printed book can be cited as if it were the printed form (e.g., Google books pdf or epub formats). E-readers (Kindle, Nook, and Sony) can be used but as of present there are no guidelines how to cite them. Until further notice, cite the printed format.
- **NO STUDY BIBLES** are to be cited. Many are quite valuable and useful. They are not, however, designed for the academic assignment. They got their information from the sources you are supposed to use for this assignment. The use, then, would be unnecessarily redundant.
- **CHOOSE YOUR WEB SOURCES CAREFULLY.** The academic worth of an internet web site is notoriously difficult to judge. Without a doubt, certain web sites are very valuable but others are so questionable that unless it is from a reputable site, “I heard it on TV” is about as valuable. Only cite a web site, if you trust the level of expertise or have exhausted all other avenues, or it is particularly germane to your discussion. E.g., Pastor Greg’s blog is not likely to be a good source, but a reputable scholar may have something useful. The key here is, **BE CAREFUL.**
- **BE CAREFUL** how you use **OLDER WORKS.** Some works are timeless in their use and value. If you do not cite these works, you would be remiss (e.g., Raymond Brown's volume of John in the Anchor Bible Commentary was produced in 1966. It is now over 40 years old, but even today, a paper on John's Gospel should be aware of its content). Generally, include older commentaries and articles when newer works repeatedly cite them (thus, authors still consider the work valuable). Older works do

not interact with advancements in Greek grammar, cannot discuss trendy interpretations, and cannot offer much insight into today's theological milieu.

Checklist

- I have the correct form.
- The paper is double-spaced with the prescribed font (12-point Times New Roman) and one-inch margins.
- The paper has a SEBTS title page.
- The paper is between 12 and 15 pages long.
- I have cited sources in accordance with Turabian.
- My main idea summarizes the entire passage in one sentence.
- All verses in the passage are included in my outline.
- My introduction gains the reader's attention and introduces the main idea.
- I discuss both the historical-cultural and literary context.
- The main points of my outline serve as subheadings in the body of my paper.
- I explain the meaning of grammatical/syntactical elements and the critical words in my passage.
- I have consulted at least 1 reputable source for each page of my paper.
- I discuss several applications of this passage for a contemporary audience.
- I include a bibliography of sources cited in the paper.
- I have proofread the paper.
- I have had a competent friend proof my paper as well.
- I have sought help from the SEBTS writing center.

PLEASE NOTE: A great deal of help is available to the student from the SEBTS writing center. The site includes opportunities to get one-on-one assistance, but even more is available at the Moodle site for the writing center (including a sample paper, Turabian illustrations, definition of plagiarism, etc.). You will find a link when you log into Moodle.

PAPER GRADING FORM

Form & Style **sub-total: _____ out of 20**

Grammar/Spelling: (_____ of 10)

no run on sentences, no fragment sentences, good punctuation, proper capitalization.

Documentation Form: (_____ of 10)

margins, pagination, fonts, footnotes, follows Turabian.

Research **sub-total: _____ out of 20**

Variety of sources: (_____ of 5)

Number of sources: (_____ of 5)

Use of sources: (_____ of 10)

academic value, no excess quotations, no forbidden sources.

Substance **sub-total: _____ out of 60**

General Organization (_____ of 5)

Introduction: (_____ of 5)

engaging or interesting introductory paragraph, clear thesis statement.

Coverage of passage: (_____ of 40)

proper division of text, fair representation of opposing views, good research into backgrounds, languages, historical context, and literary context.

Analysis/Argumentation: (_____ of 10)

easy to follow, logical divisions, flow from one division to another, orderly arrangement, good paragraph lengths.

Grade: _____ (out of 100)