Note:

COURSE CONTENT MAY BE CHANGED, TERM TO TERM, WITHOUT NOTICE. THE INFORMATION BELOW IS PROVIDED AS A GUIDE FOR COURSE SELECTION AND IS NOT BINDING IN ANY FORM.
Syllabus

COURSE DESCRIPTION
Welcome to the study of this group of Paul's letters. These letters are unique in their contents and promise great benefit to those who study them seriously. The Thessalonian letters, which we will study first, are a combination of instructions to a very young assembly of believers and exhortations concerning the second coming of Christ. While the matters concerning the coming of Christ are unparalleled anywhere else in the New Testament (and give these two letters their unique character), the instructions to the young church give the Thessalonian letters something in common with the letters to Timothy and Titus which tends to link the two groups of books together. This is, in fact, the reason why we study all these letters in one course called Pauline Epistles III.

The so-called "Pastoral Letters," the two to Timothy and the one to Titus, are instructions to Timothy and Titus, two of Paul's protégés, on how to deal with problems and other matters that had arisen in two different places, one in ancient Roman Asia and one on the island of Crete in the Mediterranean Sea. Their contents give us valuable help on the function of the church, even in the twentieth century. This course is built around what is called the "Supplement" part of the study guide, a section of comments on the text which is based upon my classroom notes for the same course taught at the Moody Bible Institute. The two textbooks have been selected for their relative simplicity and scholarly value, and they are used as supplements to the material in the study guide. The notes in the Supplement are designed to be as practical as possible. In it, I will take note of various differences of interpretation as they occur but will express my own preference of interpretation in order to maintain intellectual and academic credibility.

COURSE OBJECTIVES
The Nature and Purpose of the Course. This is a three-semester-hour independent study of the Thessalonian letters and the Pastoral Letters. You will study the background of the letters, matters of church life and personal living, and the second coming of Jesus Christ. We will also touch on how these areas apply practically to your life. Having completed this course, you should be able to:

• expound upon the contents of 1 and 2 Thessalonians, 1 and 2 Timothy, and Titus through the careful reading of the study guide and the additional material in the two textbooks.

• elaborate upon the details of the second coming of Christ and various interpretations of it and the relation of the translation of believers to the Day of the Lord.

• set forth the function of the church and the qualifications of its leaders, as well as the role believers play in the process of serving one another.

TEXTS
Required textbooks for all Moody Online classes can be found at www.moody.edu/books.
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TABLE OF CONTENTS

The Thessalonian Letters

• Introduction to the Thessalonian Letters
• The Model Church (1 Thess. 1:1-10; 2 Thess. 1:1-12)
• The Example of a True Servant (1 Thess. 2:1-3:13)
• Moral and Social Conduct (1 Thess. 4:1-12)
• Conduct in the Church (1 Thess. 5:12-24; 2 Thess. 3:6-15)
• The Coming of the Lord (1 Thess. 4:13-18)
• The Day of the Lord (1 Thess. 5:1-11; 2 Thess. 2:1-12)

The Pastoral Letters

• Introduction to the Pastoral Letters
• Sound Doctrine (1 Tim. 1:1-20; 2 Tim. 4:1-8; Titus 2:1-15; 3:9-11)
• Sound Leadership (1 Tim. 3:1-13; 5:1-25; 2 Tim. 1:1-2:26; Titus 1:5-9; 2:9, 10)
• Proper Assembly (1 Tim. 2:1-15)
• Proper Living (1 Tim. 6:6-19; 2 Tim. 3:1-17; Titus 2:11-3:8)
• Proper Care of Widows (1 Tim. 5:3-16)
• Paul's Concluding Remarks (2 Tim. 4:9-22; Titus 3:12-15)
GRADING

Your grade for this course will consist of:

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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Paper 1</td>
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<td>Paper 2</td>
<td>20%</td>
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<tr>
<td>Reading Report</td>
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<td>Study Questions</td>
<td>10%</td>
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<tr>
<td>Memory Work</td>
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<td>Threaded Discussion</td>
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Letter grades are determined by the following scale:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>95% or higher</td>
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<td>A-</td>
<td>94 - 94.9%</td>
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<td>93 - 93.9%</td>
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<td>B</td>
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<td>B-</td>
<td>86 - 86.9%</td>
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<tr>
<td>C+</td>
<td>85 - 85.9%</td>
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<tr>
<td>C</td>
<td>77 - 84.9%</td>
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<tr>
<td>C-</td>
<td>76 - 76.9%</td>
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<tr>
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<td>75 - 75.9%</td>
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<tr>
<td>D</td>
<td>71 - 74.9%</td>
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<tr>
<td>D-</td>
<td>70 - 70.9%</td>
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<td>F</td>
<td>Below 70%</td>
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Requirements.

Communication.

1. Discussion Board Participation - One of the great advantages of an online course over a traditional correspondence course is the ability to communicate and share ideas. You will be required to participate in a number of regular (usually weekly) discussions on select topics. You should check the Discussion Board in the Blackboard course site frequently and participate in any active discussions. Successful participation in a course discussion typically includes the following:
   • You post one new message of your own for any given topic, the week that it is being discussed.
   • You read the messages posted by others and reply to at least one of them in a reasonable amount of time or as otherwise instructed by your professor.
   • Your postings should be thorough and thoughtful. Just posting an “I agree/disagree with your comment” or an “I think the same” to someone else’s thoughts is not considered to be an adequate response.
2. **E-mail** - You will on occasion need to send an e-mail to the instructor. Due to the large number of e-mail messages received by the instructor, it is very important that all e-mail messages that you send meet the following criteria:

- The subject line **MUST** contain with the course name or ID. This lets the professor know which course you are sending me a message about.
- You need to include your full name somewhere in the message. It is not always possible to tell what a person's name is from his or her e-mail address. Please remember to do this for all e-mails, not just the first one. If you do not include these things in an e-mail that you send your professor, then they cannot promise that they will get to your message in a timely manner—if at all.

**Lesson Activities**

There are often smaller activities that are assigned in any given week that are designed to help you further understand the concepts or applications being taught. It is expected that you complete these activities as you progress through the related lesson materials. **Unless it is otherwise stated in the syllabus**, lesson activities usually are not graded and do not affect your final grade. However, your completion of these activities may help you do better in other assignments in this course.

**Reading Assignments**

One of the essential aspects of each course is the reading assignments. It is expected that you will complete all the required reading, the week that it is assigned so that you are able to effectively participate in the online discussions as well as for your own benefit in being able to grasp the concepts being taught in the lesson.

**Papers and Assignments.**

Always follow the instructions given for any particular paper or assignment if there is ever a discrepancy with the guidelines listed here.

Assignments must be submitted electronically, only in a Microsoft Word compatible file using the digital dropbox located in the **Tools** area of the Blackboard course site. Within the Microsoft Word document, your assignment must take the following format:

- prefaced with a separate title page, which should include the title of the paper; the name of the course; the date; your name and address; and your student identification number
- On 8 1/2-by-11-inch paper
- Font size 12
- Double-spaced
- Bordered by a one-inch margin on all sides
- Correct in grammar, punctuation, and spelling. No more than four errors per page are acceptable
• Documented in MLA style if citations are necessary (see the Student Union, How to Write a Paper, and other MLA resources for more details On MLA style)

A list of resources used in this course is located in the Syllabus. This list of resources may be helpful in your research as you prepare the papers assigned for this course. Possible places that you could find these resources, include your pastor, a friend, or a library (church, school, or public). If the library nearest you does not have the book you want, they may be able to obtain it through an inter-library loan program. You may even wish to purchase some of these books for your own personal library. You are encouraged to consult any outside references and it is recommended that you also cite other applicable Scriptures.

**Study Question Report #1**

At the beginning and end of each lesson, you will find Review/Study Questions, which are designed to guide you in your understanding of the Supplement. You must select 5 of these questions (from lessons 1-6), write a 2-3 paragraph response/answer and send them to your instructor.

**Project - "The Day of the Lord"**

Based upon the study guide supplement, the commentary on the Thessalonians letters and a study of the Old Testament passages in the prophets where the phrase “Day of the Lord” occurs, describe what the “Day of the Lord” will be like. What is the “wrath” which is involved? What does the “man of lawlessness” do? What will happen to the earth during that time? Include what 2 Peter 3 has to say about it. From Matthew 24 decide whether Jesus’ reference to the “Great Tribulation” corresponds to it by comparing what he says with what you have learned elsewhere. Finally, are there parallels with Revelation 6-18 so far as the description is concerned?

**Project - Qualifications of Church Leaders**

With the study guide supplement and the commentary on the Pastoral letters to help you, explain in simple language what each qualification means as though you were writing a section in your church constitution. Use both 1 Timothy 3:1-13 and Titus 1:6-9. The format will be with outline headings for each qualification with an explanation in one or two paragraphs under each heading.

**Reading Report**

You are required to read the Epistles studied in this course. You are also required to read from the textbooks according to the schedule. Complete this Reading Report Quiz, stating that you have completed reading of the epistles, textbooks, and the lesson supplements.

**Study Question Report #2**
At the beginning and end of each lesson, you will find Review/Study Questions, which are designed to guide you in your understanding of the Supplement. You must select 5 of these questions (from lessons 7-12), write a 2-3 paragraph response/answer and send them to your instructor.

Exams and Quizzes

Check the Grading section of the syllabus to find out how each exam/quiz contributes to your final grade.

All of the exams/quizzes will be available online, anytime during the week that it is to be completed, according to the schedule in the syllabus. The exams/quizzes are located in the Assignments area of the Blackboard course site.

Although you are not required to secure a proctor, you are still not allowed to use any books or other materials (unless otherwise instructed by your professor or noted for a specific exam). You will have a limited amount of time to complete each exam and once you have started an exam, you will not be permitted to close it and return later (it must be completed in one sitting).

Note: Many courses include self-check quizzes. Self-Check Quizzes are for review purposes only and do not contribute to your final grade. You are encouraged to take the self-check quizzes as many times as you like - they often include questions that are also given in the exams.

Exams 1

This exam consist of 50 multiple-choice questions and covers Lesson 1-7.

Memory Quiz

You will be required to memorize several key verses. These verses will be indicated in each lesson. You will be required to type out from memory a selection of these verses during this quiz.

Exam 2

This exam consist of 50 multiple-choice questions and covers Lesson 8-14.
Procedures

Each week you are expected to visit the course site a minimum of 2 to 3 times. What specific day or time is really up to you, unless your professor informs you otherwise. Each time you visit the course site you should do the following:

- Read any new Announcements that have been posted
- Read any new messages in the Discussion Boards
- Respond to these new Announcements and Messages appropriately

At some time, each week, you should study the lesson(s) assigned, actively read any reading assignments, complete and submit any exams or assignments if there are any due for that given week. Also, in anticipation of some of the major assignments, you ought to be aware of the next major paper, project or exam so that you are ready to submit that when it is due. If you are ever not going to be unable to meet an assignment deadline, you should contact your professor (they may be able to work with you in either arranging makeup or permitting you to submit an assignment late - any late penalties will be determined by your instructor).
References


Marshall, Howard. *1 and 2 Thessalonians: (a commentary)*. Vancouver: Regent College, 2002


Thomas, Robert L. *1, 2 Thessalonians*. The Expositor's Bible Commentary. Grand Rapids: Zondervan,
1978.