



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **B464 The Book of Revelation**

3 credits. Prerequisites: B115 Intro to the New Testament; B119 Bible Study Methods

👤 On Campus **"A"** Live-Stream 📺 Video on Demand

May 30 – June 3, 2022

Module G

Monday – Friday, 9am – 4pm

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*"And though St. John the Evangelist saw many strange monsters in his vision,  
he saw no creature so wild as one of his own commentators." – G. K. Chesterton*

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Please note: This course includes reading before (about 10 hours) and during the module.

### **Course Goals**

#### **Course Description**

This course provides a close reading of the book of Revelation with sensitivity to its early Jewish context and literary genre in order to gain an understanding of how the text aims to shape the identity and worldview of the early followers of Jesus. Throughout the course, students will gain the skill necessary to read biblical apocalyptic texts and will be challenged to discern how the message of Revelation still speaks to the contemporary church.

#### **Relationship to Horizon's Mission**

Revelation is a book for our times. It shows us how to live as Jesus lived in the most challenging of times and in the most comfortable of times. And it reminds us that to be a faithful follower of Jesus and a competent Christian leader who advances God's kingdom, we must first learn to live as an "overcomer." As a "letter" sent to seven actual churches in the first century by Jesus, the Good Shepherd, the book of Revelation also provides us with a model for how to shepherd the people of God when the evil one is seeking to deceive them, entice them, or destroy them.

## Core Competencies and Learning Outcomes



To demonstrate competency in **Biblical and Theological Literacy** students will

1. Describe the key interpretive issues that are critical for understanding the book of Revelation.
  - *Assessment:* Quiz, The Message of Revelation Reading and Essay
2. Identify and explain key emphases and their significance within the book of Revelation.
  - *Assessment:* Research Project
3. Interpret the book of Revelation in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* The Message of Revelation Reading and Essay, Research Project
4. Explain how the theological witness of the book of Revelation speaks to the way we think, live, and minister today.
  - *Assessment:* Keener Commentary Reading and Application List, Research Project

## Course Work

### Required Readings

Culy, Martin M. *The Book of Revelation: The Rest of the Story*. Eugene, OR: Pickwick, 2017. ISBN: 978-1532617188.

Keener, Craig S. *Revelation*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000. ISBN: 978-0310231929.

Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids: Zondervan, 1998. ISBN: 978-0310210801.

**NOTE:** Students may choose to purchase a copy of *The Book of Revelation: The Rest of the Story* from the instructor on the first day of class for \$32 (cash or e-transfer).

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components.** *Research Project.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

## BEFORE THE MODULE

1. *Quiz Preparation.* This assignment provides a foundation for becoming familiar with the major themes and overall message of the book of Revelation. It also introduces students to the dominant approaches that have been used to interpret Revelation, thus helping to situate our study of Revelation within its history of interpretation. There are two elements required to prepare for the Quiz on Monday morning, May 30, 2022.

- a) Read the book of Revelation carefully. Watch for key features and themes that are particularly prominent. Part of your grade for the Quiz will be based on confirming that you completed this reading assignment on time.
- b) Read enough of *Four Views on the Book of Revelation* to be prepared to identify key features of each view for the Quiz. *Please note the relationship of this assignment to Assignment #3 and plan to take notes as you read that will help you complete Assignment #3.*
  - **Related learning outcomes:** #1.
  - **Due date:** May 30, 2022 at 9am.

## DURING THE MODULE (May 30 – June 3, 2022)

2. *Keener Commentary Reading and Application List.* In preparation for class on Tuesday – Thursday, read the relevant passages in Revelation and the corresponding Contemporary Significance sections of Keener’s commentary according to the class schedule on page 6 of the syllabus. Each day (Tuesday – Thursday), write one paragraph describing an additional application related to one of the passages for that day. You must show clearly how your application flows naturally out of the biblical text. At the end of the week submit your three paragraphs. *In a footnote at the end of your final paragraph, please confirm that you completed all of the assigned reading in Keener.*

- **Related learning outcome:** #4.
- **Assignment Length:** Three paragraphs.
- **Due date:** June 3, 2022.

## AFTER THE MODULE (June 4 – July 15)

3. *The Message of Revelation Reading and Essay.* Read *The Book of Revelation: The Rest of the Story*. Feel free to skim material that we covered in class. Write an essay that (1) summarizes the overall thesis of this textbook; (2) compares and contrasts the approach that is presented to other major approaches (preterist, idealist, futurist, and historicist); (3) assesses the plausibility of the approach in this book in comparison to the other approaches, noting its strengths and weaknesses in comparison to the other approaches; and (4) discusses how recognizing Revelation’s interconnected themes sheds light on its meaning using specific examples. Please include a bibliography.

- **Related learning outcomes:** #1, 3.
- **Assignment Length:** 1000-1250 words.
- **Due date:** June 24, 2022.

4. *Research Project.* Choose one of the following options: (a) a research paper on one of the topics below; (b) a Bible study outline for any three chapters of Revelation; (c) a carefully constructed and annotated sermon; or (d) an alternative approved project. See further details below. Each option must:
- Make use of a minimum of *eight credible scholarly sources*, including at least *two journal articles*.
  - Interpret Revelation with comments that accurately reflect its historical, cultural, and literary contexts.
  - **Related learning outcomes:** #2, 3, 4.
  - **Assignment Length:** 2100-2400 words.
  - **Due date:** July 15, 2022.
- a. Research Paper. *Keep in mind the following.*
- i. Whatever topic you choose, you should attempt to demonstrate how Revelation's historical, cultural, and literary context relate to the topic.
  - ii. Be sure to demonstrate engagement with what was learned in class and each of your secondary sources.
  - iii. Include a section that clearly identifies why a better understanding of this topic is important for Christians today (application).
  - iv. Incorporate into your paper at some point a clear and concise summary of the overall message of Revelation.
  - v. Since this assignment will be submitted to your portfolio, craft a creative and informative title for your paper. Your title should inform the reader of your topic and spark interest in the topic. Do not just call your assignment "Research Paper."
  - vi. Potential Topics
    - Approaches to the Millennium: A Critical Assessment
    - Revelation and the Rapture: Why It Matters for the Church Today
    - The Relationship between the Seal, Trumpet, and Bowl Judgments
    - Symbolism and Numerology in Revelation
    - Revelation's "Use" of the Old Testament
    - The Ethics of "Violence" in Revelation
    - The Nature of the New Heaven and New Earth in Revelation
    - The Doctrine of Hell and the book of Revelation
    - The Identity of the Two Witnesses in Revelation 11
    - The Identity of the 144,000 in Revelation
    - The Theme of Overcoming in Revelation
    - Christology in Revelation
    - The Holy Spirit in Revelation
    - Who is Ultimately Saved according to Revelation?
    - An Exegetical Analysis of a Passage in Revelation
- b. Bible Study Outline. *Keep in mind the following:*
- i. Your outlines do not need to cover contiguous chapters. You can choose any three chapters.

- ii. Each outline, unless you are dealing with the first part of Revelation 1, should begin with a brief summary of the Preceding Context.
  - iii. The outline should include (a) brief explanations of the meaning of each part of the passage; (b) discussion questions that you will use to stimulate interaction; (c) any small group discussions you will incorporate; (d) some reflection questions that students will consider after the Bible study; and (e) extensive footnotes to show how you are making use of what you learned in class and eight credible scholarly sources, including at least two journal articles. Discussion questions should help others think through the meaning of the chapter you are studying in light of its context and think through how the chapter you are studying speaks to us today.
  - iv. At some point in your project, incorporate a clear and concise summary of the overall message of Revelation.
  - v. Since this assignment will be submitted to your portfolio, please include a cover page and a table of contents to make the study look ready to use in a real-life context.
- c. Annotated Sermon. *Keep in mind the following:*
- i. This must be a new sermon, rather than one that you have prepared before. It should have enough content to take about 30 minutes to preach.
  - ii. Your sermon must cover a discreet unit of Revelation. This means that it must have a clear beginning and end, rather than being based on a single verse. In some cases, this might include an entire chapter.
  - iii. Your sermon must clearly demonstrate through the use of footnotes that you are making use of what you have learned in class.
  - iv. Your sermon must show through the use of footnotes how you are making use of eight credible scholarly sources, including at least two journal articles.
  - v. Your sermon must include extensive application that will show your congregation how this portion of Revelation relates to their lives today.
  - vi. At some point in your sermon, likely the introduction, incorporate a clear and concise summary of the overall message of Revelation.

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *different* assignment due dates than in-class students.
  1. *Quiz* due **May 30 at 11:59pm.**
    - The quiz will be available to VOD students on Populi from Friday, May 27 at 3:00pm until Monday, May 30 at 11:59pm.
    - VOD students must complete the quiz BEFORE watching Day 1 lectures and must NOT use their notes, textbooks, or the internet.
    - DO NOT look at the quiz until you are ready to begin.
  2. *Keener Commentary Reading and Application List* due **June 17 at 11:59pm.**
  3. *Message of Revelation Reading and Essay* due **July 4 at 11:59pm.**
  4. *Research Project* due **July 15 at 11:59pm.**

- VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module, according to the schedule below.
  - *Day 1 lectures & FlipGrid report*: completed by **June 1 at 11:59pm**.
  - *Day 2 lectures & FlipGrid report*: completed by **June 6 at 11:59pm**.
  - *Day 3 lectures & FlipGrid report*: completed by **June 8 at 11:59pm**.
  - *Day 4 lectures & FlipGrid report*: completed by **June 13 at 11:59pm**.
  - *Day 5 lectures & FlipGrid report*: completed by **June 15 at 11:59pm**.
- According to the schedule directly above, VOD students will submit a 2–3-minute video to FlipGrid that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

#### Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	
1. Quiz Preparation	10 hrs	May 30, 2022
2. Keener Commentary & Application List	8 hrs	June 3, 2022
3. Message of Revelation Reading & Essay	30 hrs	June 24, 2022
4. Research Project	22 hrs	July 15, 2022
Total =	100 hrs	

#### Assessment Rubrics

Rubrics for your assignments will be available on Populi before the beginning of Module Week.

#### Course Outline / Class Schedule

Date	Topics	Readings/Quizzes
<b>Day 1</b> Monday, May 30	Background Issues Approaches to Revelation Revelation 1	Revelation 1 Quiz 1
<b>Day 2</b> Tuesday, May 31	Revelation 2–3	Revelation 2–5 Keener, 109-113, 120-121, 129-131, 138-141, 146-148, 155-156, 163-167, 179-182, 193-198 <b>(Total: 34 pages)</b>
<b>Day 3</b> Wednesday, June 1	Revelation 4–12	Revelation 6–12 Keener, 208-216, 225-228, 238-241, 247-251, 261-264, 276-278, 284-285, 299-303, 307-310, 330-333 <b>(Total: 38 pages)</b>

<b>Day 4</b> Thursday, June 2	Revelation 13–19	Revelation 13–19 344-349, 360-366, 381-382, 389-390, 400-402, 415-419, 436-446, 459-461 <b>(Total: 39 pages)</b>
<b>Day 5</b> Friday, June 3	Revelation 20–22 Millennial Views	Revelation 20–22
June 4 – July 15	Working on Post-Module assignments	
July 18–29	Revision Weeks	Final submissions due July 29, 2022

First submissions of assignments will not be accepted after **July 15, 2022**.

### Revision Weeks Schedule

Monday, July 18	Resubmission of <i>Quiz 1</i> (as necessary)
Tuesday, July 19	Resubmission of <i>Application List</i> (as necessary)
Wednesday, July 20	Resubmission of <i>Message of Revelation Essay</i> (as necessary)
Thursday, July 21	Resubmission of <i>Research Project</i> (as necessary)
Monday-Friday, July 25-29	Additional Resubmissions (as necessary)

No resubmission of assignments will be accepted after **July 29, 2022**.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for more than 40%</b> of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are



drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Campus Health Policy**

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

## **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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