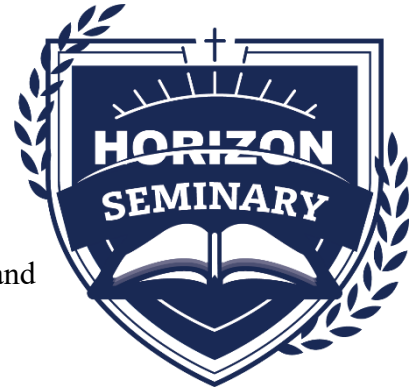


# NT5311 Discerning the Times: Studies in the Book of Revelation

3 credits. Prerequisites: none.

 On Campus, Saskatoon **'A'** Livestream  Video on Demand



April 20-24, 2026

Module

Mon-Fri, 9:00am - 4:00pm SK

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“Stepping into the Revelation from the rest of the New Testament is to enter into a strange, bizarre new world...Instead of narratives, arguments, or plain statements of fact, the Revelation is full of angels, trumpets, and earthquakes; of strange beasts, dragons, and bottomless pits. Most believers, therefore, take one of two extremes: some simply avoid it in despair; others take an exaggerated interest in it, thinking to find here all the keys to the end of the world. Both of these positions, I would argue, are simply wrong.” – Gordon D. Fee, *Revelation*

*Please Note: This course includes pre-module reading and assignments.*

## **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**

By interpreting Revelation with cultural sensitivity and theological awareness, students will be equipped to recognize how this text should shape the worldview and identity of the church today. In short, Revelation shows us what it looks like to be a faithful follower of Jesus when faced with different challenges in diverse social contexts.

### **Core Competencies and Learning Outcomes**

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

1. Interpret Revelation’s genre in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Working Paper; Research Paper
2. Describe the key interpretive issues that are critical for understanding the book of Revelation.

- *Assessment:* Commonplace Book; Précis; Working Paper
3. Identify and explain key emphases and their significance within the book of Revelation.
    - *Assessment:* Dramatic Reading Reflection; Commonplace Book
  4. Explain how the theological witness of the book of Revelation speaks to the way we think, live, and minister today.
    - *Assessment:* Working Paper; Research Paper

## **Course Work**

### **Required Textbooks**

Baukhram, Richard. *The Theology of the Book of Revelation*. NTT. Cambridge: Cambridge University Press, 1993. ISBN: 978-0521356916. [DTL](#)

Davies, J. P. *Reading Revelation: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys Publishing, 2023. ISBN: 978-1641734530. [DTL](#)

Gorman, Michael J. *Reading Revelation Responsibly: Uncivil Worship and Witness—Following the Lamb into the New Creation*. Eugene, OR: Cascade, 2011. ISBN: 978-1606085608. [DTL](#)

Koester, Craig R. *The Oxford Handbook of the Book of Revelation*. New York, NY: Oxford University Press, 2020. ISBN: 978-0190655433<sup>1</sup>. [DTL](#)

\*\*While students have the benefit of accessing many of 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.

### **Course Assignments and Activities**

#### *Pre-Course*

#### *1. Dramatic Reading Reflection (10%)*

- The Apocalypse opens with the statement: “Flourishing is the one who *reads* the words of the prophecy, and flourishing are those who *hear* and who *observe* what is written in it, for the time is near” (1:3).
- Students will listen to the provided audio recording on Populi of a dramatic reading of Revelation in a single sitting (ideally without breaks).
- Students will use paper/notebooks (no computers permitted) to take notes throughout the reading. The aim here is to reduce the temptations and distractions of technology and enter fully into the experience of hearing the text ‘performed.’
- Students will then write a 1,200-1,500-word *reflection paper* on their experience of the dramatic reading. *No secondary sources permitted.*

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<sup>1</sup> Access this resource digitally through the Digital Theological Library.

- The paper should include reflections on the narrative’s overall structure and on key *concepts, ideas, themes, motifs, surprises*, and related elements in the book of Revelation.
- Students will be evaluated based solely on reflective depth, writing clarity, and structural coherence.
- The goal of this assignment is not “getting it right,” but instead to reflect upon the performance of the text.

The dramatic reading reflection enables students to *hear* the book of Revelation before the beginning of the course and then reflect on what they have *heard*, so that they might come to *observe* the words written in it (Revelation 1:3).

- Related learning outcome: #3.
- **Assignment length:** 1200-1500 words.
- **Due date:** April 20, 2026, at 9am SK.

## 2. *Commonplace Book (20%)*

- A commonplace book is a compilation of knowledge, ideas, quotations, and observations collected by an individual. It serves as a (digital) notebook to gather and organize information from various sources for future reference and reflection.
- Students will download the Word Document from Populi, which lists readings for each of the fifteen entries, read the specified sections (noting the percentage completed for each), and then record their entries in the Word Document.
- The entries comprise readings from the course textbooks, along with other articles and chapter sections, available for download on Populi in PDF form.
- The entries must be between one and three pages of reflections, ideas, quotations, and observations. The compilation should include details students are wrestling with, questions, helpful quotations, and related material.
- These reflections should be in point form, not in the standard paper structure.
- At the core, the commonplace book should demonstrate (1) critical engagement with key interpretive issues and (2) explain key emphases. Evaluation will be based on comprehensiveness, depth of reflection (beyond mere summary), organization, and critical thinking (questions, connections, tensions, or analytical observations) regarding the key interpretive issues and key emphases.

The commonplace book will demonstrate the student’s comprehensive critical engagement with interpretive issues and key emphases in the book of Revelation.

- Related learning outcomes: #2, 3.
- **Assignment length:** 1-3 pages (per entry)<sup>2</sup>.
- **Due date:** April 20, 2026, at 9am SK.

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<sup>2</sup> The total length of the assignment should be around 15-45 pages. Some students write and annotate more, while others are more concise in their notes. Overall, aim for approximately 25-35 pages.

*Mid-Course*3. *Working Paper (20%)*<sup>3</sup>

- Each student will prepare an exegetical working paper, not to exceed three pages in length, single-spaced. These papers will focus on one of the textual units we are scheduled to discuss (e.g., Revelation 1:1-8; see Course Outline) and will serve as a basis for initiating class discussion on the texts they address.
- Students should make a formal written request to the instructor regarding the text they prefer to work on.<sup>4</sup>
- Your paper should follow this format:
  - *Literary Context*. What role does this text play in the structure of the wider book? Does our author anticipate, or return to, crucial themes?
  - *Outline of the passage*. Not just a listing of the contents (“and then...and then...”). Try to sketch a short outline that illuminates the structure and function of the text. How are its parts related to one another, and how do they work?
  - *Key exegetical issues*. Identify the major exegetical problems in the passage. Do not labour over every jot and tittle; labour over only those jots and tittles that materially affect the interpretation of the text. Seek to identify the crucial particulars of the text which either demand interpretation or facilitate it. Having identified them, briefly enumerate possible resolutions to the problems and indicate how one might choose among the possibilities.
  - *Significance of the passage*. Here, you have scope for theological reflection and originality. What are the critical questions (theological, pastoral, personal) raised for you by the passage? How might the text be used (or misused) in preaching? Students with an interest in the history of theological interpretation or in the history of the text’s effects (*Wirkungsgeschichte*) may include reflections here on how the text has been read and applied by interpreters who preceded us in the faith (e.g., the patristic period, the Reformation).
  - *Discussion questions*. Formulate three incisive questions about the text that might be used to initiate and guide class discussion.
  - *Sources Consulted*. Include a working bibliography. Students are expected to consult and cite 3-5 sources, one of which must be the Davies textbook. If you find secondary material that is especially helpful to you in reading the text, please draw that to our attention.

These papers are due (and will be posted to Populi) 24 hours before we are scheduled to discuss the text in class. In-person students<sup>5</sup> will be given 5 minutes at the beginning of the relevant section to introduce the passage.<sup>6</sup>

- Related learning outcomes: #1, 2, 4.

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<sup>3</sup> This assignment is adapted from C. Kavin Rowe, NEWTEST 870, Duke Divinity School.

<sup>4</sup> I will either confirm your request or suggest another option. I will also deny requests if too many students choose the same text (no more than 2 or 3), so make your request early to ensure you get the text you want.

<sup>5</sup> VOD students are exempt from this part of the process.

<sup>6</sup> This means, of course, that they will have to choose to discuss only part[s] of their working paper.

- **Assignment length:** 3 pages.
- **Due date:** Twenty-four hours before we review the selected text in class.

*Post-Course*

4. *Précis (20%)*

- Students will select two chapters of particular interest to them from Bauckham and, for each chapter, write a 300-word précis that summarizes its argument.
  - Students will select two chapters of particular interest to them from the *Oxford Handbook of Revelation* and, for each chapter, write a 300-word précis that summarizes its argument.
  - The assignment here is not to evaluate but to summarize as clearly and concisely as possible.
  - In total, you will write four précis, which you will submit together in one Word Document, but each précis should be on its own page.
  - *A note of advice:* select chapters that are helpful for your final research paper. This will allow you to use the research base from your commonplace book, working paper, and précis to write your final research paper.
- Related learning outcomes: #2, 3
  - **Assignment length:** 300 words per entry.
  - **Due date:** May 15, 2026.

5. *Research Paper (30%)*

- Students will select an approved theme, topic, or text from the book of Revelation.
  - The selected theme, topic, or text must be the same or related to the chosen text for your working paper. Take this into consideration when selecting the text for your working paper.
  - A document titled “Rubric and Writing” will be provided for students through Populi.
  - Research for any of these project options must include the use and documentation of 12 credible scholarly sources (commentaries, monographs, journal articles).
  - The exegetical research paper will assist students in engaging with *primary* and *secondary* source materials and in synthesizing them into a thesis-driven research project. Furthermore, the process enables students to apply the tools acquired through reading and lectures to delve deeply into a specific theme, topic, or text from the book of Revelation.
- Related learning outcomes: #1, 4.
  - **Assignment length:** 2,000-2,500 words.
  - **Due date:** June 10, 2026.

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

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

- For this course, VOD students have *the same and different* assignment due dates as in-class students.
  - Dramatic Reading Reflection: due April 20 (unchanged)
  - Commonplace Book: due April 20 (unchanged)
  - Working Paper: due April 20-24 (unchanged)
  - Précis: due May 27
  - Research Paper: due June 10 (unchanged)
- Students will watch the lectures according to the following schedule:
  - Day 1 Lectures and Report due April 24 at 11:59PM
  - Day 2 Lectures and Report due April 30 at 11:59PM
  - Day 3 Lectures and Report due May 5 at 11:59PM
  - Day 4 Lectures and Report due May 11 at 11:59PM
  - Day 5 Lectures and Report due May 17 at 11:59PM
- By Saturday at 11:59pm each week, VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned 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.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

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

Classroom Time	30 hrs	N/A	N/A
1. Dramatic Reading Reflection	7 hrs	April 20, 2026	10%
2. Commonplace Book	30 hrs	April 20, 2026	20%
3. Working Paper	18 hrs	April 20-24, 2026	20%
4. Précis	15 hrs	May 15, 2026	20%
5. Research Paper	30 hrs	June 10, 2026	30%
Total =	130 hrs		

All assignments are due at 11:59 pm ***SK time***, unless otherwise indicated.

### Course Outline

<i>Date</i>	<i>Content</i>
April 20, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Apocalypse Now: Entering the Apocalyptic-Prophetic Letter</li> </ul>

	<p><i>Afternoon</i></p> <ul style="list-style-type: none"> <li>- The Prologue: Reading, Hearing (1:1-8)</li> <li>- The Voice Like Many Waters: Jesus Christ In the Middle (1:9-20)</li> </ul>
April 21, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> <li>- The Church According to Jesus: Confrontation, Correction, Call (2-3)</li> <li>- Creation: The One on the Throne (4:1-11)</li> </ul> <p><i>Afternoon</i></p> <ul style="list-style-type: none"> <li>- Redemption: Slaughtered-Standing-Lamb (5:1-14)</li> <li>- The First Cycle: The Seven Seals (6:1-17)</li> </ul>
April 22, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> <li>- The First Interlude: The Great Multitude (7:1-8:5)</li> <li>- The Second Cycle: The Seven Trumpets (8:6-9:21)</li> </ul> <p><i>Afternoon</i></p> <ul style="list-style-type: none"> <li>- The Second Interlude: The Small Scroll, The Two Witnesses (10-11)</li> <li>- The Cosmic Conflict (12)</li> </ul>
April 23, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> <li>- The Unholy Trinity (13)</li> <li>- The Lamb’s Army, The Three Angels, and the Harvest (14)</li> </ul> <p><i>Afternoon</i></p> <ul style="list-style-type: none"> <li>- The Third Cycle: The Seven Shallow Bowls (15:1-16:21)</li> <li>- Fallen, Fallen, Babylon The Great! (17.1-19:5)</li> </ul>
April 24, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> <li>- Return, Recompense, and Reward (19-20)</li> <li>- The New Heavens and the New Earth (21-22)</li> </ul> <p><i>Afternoon</i></p> <ul style="list-style-type: none"> <li>- The Eschatological Exodus: “The Story of Revelation”</li> <li>- Reflections: The Lamb Wins, The Dragon Loses!</li> </ul>

- Assignments will not be accepted after *June 15, 2026*.

## Academic Policies

### General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

### **Accessible Learning Services Information**

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

### **Class Attendance (On Campus or Livestreaming)**

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 livestreaming with their camera on. 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full 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.

## *Bibliography*

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