# T313 Eschatology

3 credits. Prerequisites: T101 Introduction to Theology

Mississauga Campus  Livestream  Video on Demand

Saskatoon Campus with Remote Prof

January 4 – 8, 2027
Module C; Winter 2027
Monday – Friday; 10am – 5pm ET
(9am – 4pm SK)

Rev. David D. Kentie, PhD
david.kentie@mcs.edu
YouTube / Instagram: @davidkentie

*Please note: This course includes reading & an assignment before and during the module. See Assignment #1. Additionally, make sure to watch the Course Intro video before the module begins.*

## Course Goals

### Course Description

This course studies eschatology from biblical and historical perspectives with special consideration for evangelical theological frameworks. Key topics include the afterlife, the Kingdom of God, the Second Coming of Christ, the resurrection of the dead, and the renewal of creation. Students will better understand the importance of eschatology for the Church's identity and mission and be equipped to effectively communicate eschatology within a Christian communal context.

### Relationship to Horizon and MCS's Missions

This course will help students grow in the theological literacy and spiritual maturity as they study eschatology and its impact on the Christian life and the mission of God.

### Core Competencies and Learning Outcomes

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

1. Identify and articulate key themes in Christian eschatology.
    - *Assessment:* Critical Questions and Observations; Eschatology Test
2. Critically evaluate and respond to diverse eschatological perspectives and hermeneutical approaches to key biblical passages in different contexts.
    - *Assessment:* Pastoral Interview

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

3. Design teaching material on a biblical passage addressing eschatology for practical application and edification in a church context.
    - *Assessment*: Eschatology Sermon / Teaching Video

## Course Work

### Required Readings

Thompson, Matthew K. *Kingdom Come: Revisioning Pentecostal Eschatology*. Journal of Pentecostal Theology Supplement Series. Blandford Forum, UK: Deo Publishing, 2010. ISBN: 978-1905679140.[1] DTL

Williamson, Paul R. *Death and the Afterlife: Biblical Perspectives on Ultimate Questions*. New Studies in Biblical Theology. Downers Grove, IL: IVP Academic, 2018. ISBN: 978-0830826452. DTL

Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church.* New York, NY: HarperOne, 2008. ISBN: 978-0061551826. 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

Before & During the Module

1. *Critical Questions and Observations* – 15%.

The purpose of this assignment is to begin to identify and articulate key themes within Christian eschatology.

The readings required for each day of the module are listed in the *Class & Reading Schedule* below. For each set of readings, compile two questions and two critical observations, related to key themes in Christian eschatology, that arise from the reading. These questions and observations should reflect meaningful engagement with the readings. These questions and observations will be a helpful foundation for class discussion. Students are welcome to provide some context/explanation to their questions, but this should not be long. The observations and questions (two observations and two questions for each day of the module) should all be

[1] While this work primarily focuses on eschatology within the Pentecostal context, the selected readings from this work are concerned with the historical development and theology of Classical Dispensationalism, which influenced the North American Church at large.

submitted as a single assignment (i.e., have the reading & corresponding assignment done daily by 10am ET, but do not hand the entire document in until Friday, January 8 at 10am ET).

- Related learning outcome(s): #1
- **Assignment length:** 2 questions and 2 observations per day
- **Due date:** Friday, January 8, 2027, at 10am ET

After the Module

2. *Eschatology Test* – 25%

The purpose of this assignment is to identify and articulate key themes in Christian eschatology. You will write one short test (up to two hours) during the course on major ideas in Christian eschatology. The tests will take place on Populi. You must finish the test before 8 pm ET on January 25, 2027. To prepare for the tests, you will watch class videos and ensure you have completed required readings. The test will be split into two parts:

- **Part 1:** This portion of the test will require short answers, explaining major eschatological themes discussed in the class and reading.
- **Part 2:** This portion of the test will be multiple choice.

- Related learning outcome(s): #1
- **Assignment length:** <2 Hours.
- **Due date:** Monday, January 25, 2027 before 8 pm ET

3. *Pastoral Interview*– 25%

The purpose of this assignment is to critically evaluate and respond to diverse eschatological perspectives and hermeneutical approaches to key biblical passages in different contexts. It will also help students to see how theological beliefs are informed by context, education, and ministry pressures.

Interview a pastor regarding their eschatological perspectives and prepare a 6-page (1800 words) report on your findings. The assignment will be divided into two parts.

**Part 1** - the interview - will consist of the following:

- Conduct an interview with a pastor (preferably lead) in your denomination / church regarding their eschatological beliefs. The Interview questions will be provided in a file entitled "Pastoral Eschatology Interview", but the basic movement of the interview will be:
  - Part 1 - Personal Eschatological Development
  - Part 2 - Current Perspectives on Eschatology
  - Part 3 - Teaching Others
- The goal here is to record enough responses to develop a nuanced portrait of a pastor's eschatology.

**Part 2** – the paper – will consist of the following:

- Write an 1800-word paper both reporting on your findings and engaging with them theologically. The paper will be divided into the following sections:

    - Part 1: The Pastor's Personal Eschatological Development
    - Part 2: The Pastor's Present Eschatological Perspectives
    - Part 3: The Pastor's Views on Teaching Eschatology
    - Part 4: Personal Theological and Practical Assessment (Your Response)
- Part four should draw on class readings, textbooks, and lectures.
- There should be an introduction highlighting the name of the pastor, their age, their title, their denominational affiliation, and where they currently serve. Be sure to highlight their academic credentials (do they have an undergraduate, graduate or postgraduate degree?). Also, indicate the date and location of the interview.
- There should also be a conclusion. The conclusion should not just summarize your findings but should rather:
    - Discuss three (3) major observations from your interview about the state of eschatology being taught in the Church today.
    - Highlight 2-3 questions that were raised for future research, given your findings.

- Related learning outcome(s): #2.
- **Assignment length:** 1800 words.
- **Due date:** Thursday**,** February 4, 2027 by 8 pm ET

4. *Eschatology Sermon / Teaching Video* – 35%

The purpose of this assignment is to help students develop the ability to research and navigate difficult theological concepts for the purpose of practical application and edification of the Church.

Develop a 20–25-minute sermon or teaching video on a selected eschatological passage. The assignment will be divided into two parts:

**Part 1** – *research* – will consist of the following:

- Choose one of the following eschatological Scripture passages:
    - Isaiah 11 – Isaiah Vision of a Future Paradise
    - Matthew 25:1-13 – Jesus' Parable of the Ten Virgins
    - Matthew 25: 31-46 – Jesus' Vision of the Sheep and the Goats
    - Luke 21:5-36 – Jesus' Discourse on the Temple's Destruction / Signs of the Times
    - Romans 8:18-30 – Paul's Discourse Regarding Resurrection
    - 1 Thess. 4:13-18 – Paul's Discourse on the Coming of Christ
    - 2 Peter 3:8-13 – Peter's Discourse on the Day of the Lord
    - Revelation 13:11-18 – The Beast out of the Earth / Mark of the Beast
    - Revelation 21-22:5 – The New Jerusalem
- Create a document for your research, which you will eventually submit. This is a way for you to "show your work" in the research process.
- You are to utilize at least 3-4 scholarly commentaries plus 2-3 additional sources of relevance. Also, students are encouraged to utilize readings and lectures from the class in their research.

- The document will contain the following sections, filled with appropriate research and properly cited (though it does not need to be formatted like a paper):
    - **Historical Context:** Research related to the passage's author, the genre of the book, the date, the audience, and whether there are scholarly disputes in each of these areas. While you may not use all of this in the final sermon / teaching, the work needs to be demonstrated.
    - **Broad Context:** What is occurring in this passage's section of the book? What is happening in the chapter before and the chapter after? Are there unifying themes?
    - **Local Context:** What is occurring in the chapter itself? What issue is the author or speaker addressing?
    - **The Primary Issue:** Boiled down, what is the primary reason or theme for this passage?
    - **Typology:** Are there related texts in other areas of Scripture? How does this passage connect to the larger eschatological themes in Scripture?
    - **Modern Interpretations:** How has this passage been read by modern-day audiences and are such interpretations in conflict with your research? In what ways?
    - **Contemporary Practice:** How does this passage connect with contemporary faith and practice? What are the lessons that can be drawn from this passage?
- There is no rigid word count with the research document, but it should be thorough, fully cited, and contain enough content to help you flush out a 20–25-minute sermon / teaching on the passage.
- Students must follow Horizon and MCS's "Artificial Intelligence (AI): Policy for Acceptable Use."

**Part 2** – *the sermon / teaching* – will consist of the following:

- Develop a sermon or teaching video, based on your research of the selected eschatological passage.
- This sermon or teaching will be recorded by the students. Then, upload your video to OneDrive (instructions here) and then submit the link to your professor on Populi. Do not upload a video file directly on Populi. Make sure to also upload your research document.
- The video should include a visual aid of some kind, such as PowerPoint slides or graphics. A video will be provided to the class on how to record oneself and set up a slide presentation.
- Some pastors / teachers work better with strict notes or simply off slides. This is up to each student, but the sermons / teachings should be well-prepared and engaging. Be sure to pick a passage that you're fascinated with, as this will come out in your presentation.
- As for the structure of the sermon / teaching, you can utilize the outline from your research document, which is more exegetical, or you can determine your own.
- The presentation should be 20-25 minutes in length.

- Related learning outcome(s): #3.
- **Assignment length:** 20-25 minutes + thorough research document.
- **Due date:** Friday, February 12, 2027 by 8 pm ET

**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 due dates as in-class students.
    - Critical Questions and Observations: due January 22 at 8pm ET (keep up as you watch the lecture videos according to the schedule below).
    - Eschatology Test: due January 27 at 8pm ET
    - Pastoral Interview: due Feb 4 at 8pm ET (unchanged)
    - Video Sermon / Teaching: due Feb 12 at 8pm ET (unchanged)
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities. 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.
    - Day 1 Lectures and Report due by January 9, 2027 at 11:59PM ET
    - Day 2 Lectures and Report due by January 12, 2027 at 11:59PM ET
    - Day 3 Lectures and Report due by January 15, 2027 at 11:59PM ET
    - Day 4 Lectures and Report due by January 18, 2027 at 11:59PM ET
    - Day 5 Lectures and Report due by January 21, 2027 at 11:59PM ET
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

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

| | | | |
|---|---|---|---|
| Classroom time | 30 hrs | N/A | **Assignment Weighting** |
| 1. Critical Questions and Observations | 15 hrs | Jan 8 at 10am ET | 15% |
| 2. Eschatology Test | 6 hrs | Jan 25 | 25% |
| 3. Pastoral Interview | 14 hrs | Feb 4 | 25% |
| 4. Video Sermon / Teaching | 28 hrs | Feb 12 | 35% |
| Total = | 93 hrs | | |

All assignments are due at 8pm ET unless otherwise indicated.

**Assessment Rubrics**
Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Class & Reading Schedule**

| Date | Lecture Topics | Readings due at 10am ET |
|---|---|---|
| *Before first class* | • *Intro to Course Video* (available by Jan. 2) | |
| Mon., Jan. 4 | • Heaven, Hell, and the Intermediate State | Williamson, Chs. 1-2, 5 (3 hrs)<br>Wright, Ch. 11 (1 hr) |

| | | |
|---|---|---|
| Tues., Jan. 5 | • Contemporary Issues in Eschatology | Thompson, Chs. 2-3 (1 hr)<br>Wright, Chs. 6-7 (1 hr) |
| Weds., Jan. 6 | • Historical Eschatological Systems (i.e. Forms of Millennialism, Classical Dispensationalism, and Bible Prophecy Movement)<br>• Chapel – 2pm – 3:15pm ET | Wright, Chs. 9-10 (1 hr) |
| Thurs., Jan. 7 | • Parousia, The Second Coming of Christ, the Resurrection, and the End of Suffering | Williamson, Ch. 6. (1 hr)<br>Wright, Chs. 12-13 (1 hr) |
| Fri., Jan. 8 | • The Resurrection of Creation, the New Eden, the Kingdom of God, and the Mission of the Church | Wright., Chs. 14-15 (1hr) |

- Revision week is February 15-19, 2027. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: February 19, 2027.

## 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.

**Extensions**
To submit extension requests, students must submit the *Request Extension Form* on the MCS or Horizon website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

**Late Assignments**
Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no

opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

**Assignment Completion**
Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

**Competency Assignment Revisions**
After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

**Horizon and MCS's College Assessment of Student Work**
The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

| **Horizon and MCS Competency Scale** | | **Descriptor** | **Letter Grade** | **Grade Point** | **U of S Equivalency** |
|---|---|---|---|---|---|
| E | Exceeding expectations | Student demonstrated **exceptional** achievement of the learning outcomes. | A+ | 4.0 | 90-100 |
| | | Student demonstrated **excellent** achievement of the learning outcomes. | A | 4.0 | 85-89 |
| | | | A- | 3.7 | 80-84 |
| M | Meeting expectations | Student demonstrated **good** achievement of the learning outcomes. | B+ | 3.3 | 77-79 |
| | | | B | 3.0 | 73-76 |
| | | | B- | 2.7 | 70-72 |
| BTM | Beginning to meet expectations | Student demonstrated **satisfactory** progress in achieving the learning outcomes. | C+ | 2.3 | 67-69 |
| | | | C | 2.0 | 63-66 |
| | | | C- | 1.7 | 60-62 |
| | | Student demonstrated **minimal progress** in achieving the learning outcomes. | D+ | 1.3 | 57-59 |
| | | | D | 1.0 | 53-56 |
| | | | D- | 0.7 | 50-52 |
| NYM | Not yet meeting expectations | Student made **insufficient progress** toward meeting learning outcomes. | F | 0.0 | 0-49 |

**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 and MCS have 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 Horizon and MCS Student Handbooks.

**Accessible Learning Services Information**
Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, 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 Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

**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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 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 and MCS encourage 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 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 (potentially including future online video courses) 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.

**Library Support and Research Assistance**
Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

**Bibliography**

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