

# BEACON UNIVERSITY

6003 Veterans Parkway, Columbus, GA 31909

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## *SYLLABUS*

**I. COURSE TITLE:** BIB 420 Daniel/Revelation

**II. COURSE PREREQUISITES:** BIB 101, BIB 102

**III. COURSE DESCRIPTION:** An expository and theological study of the apocalyptic-prophetic books, Daniel and Revelation. Each book is examined with respect to preliminary matters such as literary and textual-critical questions and theological emphases.

**IV. COURSE RATIONALE:**

*PHILOSOPHICAL:*

1. Bible: Students must discern truth from error (I John 4:6) and to "war a good warfare: holding faith" (I Timothy 1:18-19).
2. Church: Students must be able to give an "answer to every man" as to why they believe certain specific doctrines (I Peter 3:15) and to present a firm foundation for others to follow (II Timothy 2:19).
3. God: Students must "not be ashamed before Him at His coming (I John 2:28) and must learn to "trust in the Lord" rather than "lean upon" their own understanding (Proverbs 3:5).

*PRACTICAL:*

The theology student will be faced with many issues within the religious community. This course will equip the student to search out the answers, to discern the issues, and to express his/her findings in a clear and concise manner to defend the truth of Scripture.

**V. COURSE GOALS**

- A. To familiarize the student with the nature and development of apocalyptic literature;
- B. To provide the student the historical-critical tools necessary for the proper understanding and evaluation of the books of Daniel and Revelation;
- C. To develop the exegetical skills of the student by studying select passages throughout the term of the course;
- D. To encourage practical application of the passages to the daily life of the church(es) in which the student ministers.

**VI. MEASURABLE OUTCOMES:**

- A. The student will be able to discuss issues of authorship, historical background, and the context of each book (exams).
- B. The student will be able to interact with relevant literature pertaining to the books of Daniel and/or Revelation (book report and expository paper).
- C. The student will be able to reflect critically on the various views of the book of

- Revelation (reflection paper).
- D. The student will be able to expound on a passage from Daniel or Revelation, including finding relevant applications (expository paper).
  - E. The student will be able to discuss issues of Bible background, interpretation, and application (discussion forums).

## VII. COURSE OUTLINE:

Module	Dates	Assignments
Module 1	Jan 12 – 25	Read Wood (17-27), Discussion Forum #1
Module 2	Jan 26 – Feb 8	Read Daniel (1-6) & Wood (28-176), Discussion Forum #2
Module 3	Feb 9 – 22	Read Daniel (7-12) & Wood (177-336), Discussion Forum #3, Book Review
Module 4	Feb 23 – March 8	Read Gregg (1-49), Discussion Forum #4, Mid-term exam
Module 5	March 9 – 22	Read Revelation (1-3) & Gregg (50-82), Discussion Forum #5
Module 6	March 30 – April 12	Read Revelation (4-11) & Gregg (83-252), Discussion Forum #6, Reflection Paper
Module 7	April 13 – 26	Read Revelation (12-18) & Gregg (252-440), Discussion Forum #7, Expository Paper
Module 8	April 27 – May 8	Read Revelation (19-22) & Gregg (441-506), Discussion Forum #8, Bible reading report, Final exam

## VIII. COURSE METHOD:

- A. General Method: The class will focus on interaction with the text of Scripture and the assigned textbook readings. PowerPoint presentations will be posted for students to view. There will also be an opportunity to discuss issues of introduction and key portions of Scripture on the online discussion forums.
- B. Online Method: The uniqueness of distance learning necessitates unique learning experiences and methods. The power of an online course management system like Moodle makes unique assessment methods possible. As a result, this online course will follow the module schedule above. Grades will be given for participation in discussion forums, the completion of written assignments, and exams. In each case, the deadline will be midnight on the last day of the module.

## IX. COURSE TEXT:

Gregg, Steve. *Revelation: Four Views*. Nashville: Thomas Nelson :Publishers, 1997.

Wood, Leon. *A Commentary on Daniel*. Grand Rapids: Zondervan Publishing Co., 1972; Reprint ed. Eugene, OR: Wipf and Stock Publishers, 1998.

## X. COURSE REQUIREMENTS:

### 1. Reading

- a. Bible: Reading of the biblical books Daniel and Revelation in their entirety. A simple Bible reading report will be due at the end of the semester.
- b. Gregg: *Revelation: Four Views*.
- c. Wood: *A Commentary on Daniel*.

## 2. Testing

- a. There will be a mid-term and a final exam.
- b. The exams will cover the material from class PowerPoint presentations.

## 3. Research & Writing

- a. Book Report on *A Commentary on Daniel* by Wood. A minimum of 1,000 words in length (typed and double-spaced), prepared according to Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Due at the end of the third Module.
- b. Reflection paper based on *Revelation: Four Views*, by Gregg. Chose one of the views and respond to it critically. This paper must be 1,500 words in length, following the same formatting criteria. Due at the end of the sixth Module.
- c. Expository paper, choosing a short passage from Daniel or Revelation. Write a paper reflecting the steps of Observation (what does the text say?), Interpretation (what does the text mean?), and Application (what does the text mean to me/us?). At least three outside sources must be cited in the body of the paper. This paper must be 2,000 words and follow the same formatting criteria. Due at the end of the seventh Module

## 4. Discussion

- a. Every two weeks (Module) a new Discussion Forum assignment will be posted. Participation in the Forum will be required.
- b. Please post your response to the Forum assignment and then post a reply to at least one of the other student's posts. Both your post and your reply will be graded for content and language usage.

# XI. COURSE EVALUATION:

## A. Grade

Bible reading	10%
Exams	25%
Book Reports	20%
Reflection Paper	15%
Expository Paper	20%
Discussion Forums	<u>10%</u>
	100%

- B. Attendance & Late Grades:** Regular, successful and punctual attendance is expected of all students enrolled. The student who presents the instructor with an adequate and documented reason for an absence will be given an opportunity to make up the work. Adequate reasons involve circumstances beyond the student's control. It is the responsibility of the student to make the necessary arrangements to make up missed assignments, including exams. If an adequate reason is not given and/or arrangements are not made, the grade for the assignment/exam may be reduced as a result. The grade for "Class Participation" will be based largely on consistent attendance.

- C. **Beacon University Plagiarism Policy:** According to the American Heritage Dictionary, 2nd College Edition, plagiarism is defined as taking and using "as one's own the writings or ideas of another." Plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from another source. Plagiarism shall also include paraphrasing a specific passage from a source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a student's written assignment. Students found guilty of academic dishonesty will be subject to a range of penalties up to, and including, dismissal from the University. All incidents of academic dishonesty are to be reported by the faculty member to the Academic Vice President.

## XII. COURSE PROFESSOR:

**Name:** Larry Asplund

**Degrees:**

B.A., Philosophy and Biblical Studies

M.A., Biblical Literature

D.Min., Leadership and Spiritual Formation

**Faculty Rank:** Assistant Professor

**Office Phone:** 706.323.5364. ex. 256

**E-Mail:** larry.asplund@beacon.edu

**Office Hours on Campus:** 8-5, Monday through Friday

## XIII. COURSE BIBLIOGRAPHY:

Alleman, H.C., ed. "The Revelation of John." *New Testament Commentary*. Philadelphia: Nuhlenberg. 1936.

Barclay, William. *Letters to the Seven Churches*. Naperville:SCM, 1957

Blaklock, E.M. *The Seven Churches*. London: Marshall, Morgan & Scott, n.d.

Bowman, John Wick. *The Drama of the Book of Revelation*. Philadelphia: Westminster, 1955.

Charles, R. H. *Lectures of the Apocalypse*. London: Humphrey Milford, 1922.

\_\_\_\_\_. *The Revelation of St. John* (2 volumes in the International Critical Commentary). Edinburgh: T. & T. Clark, 1920.

\_\_\_\_\_. *Studies in the Apocalypse*. Edinburgh: T. & T. Clark, 1913.

Cottle, R.E. *The Risen Lord Speaks to His Church*. Columbus: CLM, 1989.

Farrer, Austin. *A Rebirth of Images*. Westminster: Dacre, 1949.

Frost, Stanley B. *Old Testament Apocalyptic*. London: Epworth, 1952.

Gregg, Steve. *Revelation: Four Views*. Nashville: Thomas Nelson :Publishers, 1997.

Hendriksen, W. *More Than Conquerors*. Grand Rapids: Baker, 1939.

Hough, Lynn Harold. "The Revelation of St. John The Divine." *Exposition in The Interpreter's Bible, Vol. XXI*. New York: Abingdon, 1957.

Kepler, Thomas S. *The Book of Revelation*. New York: Oxford UP, 1957.

Kiddle, Martin. *The Revelation of St. John*. New York: Harper, 1940.

Lilje, Hanns. *The Last Book of the Bible*. Philadelphia: Muhlenberg, 1957.

- Little, C.H. *Explanation of the Book of Revelation*. St. Louis: Concordia, 1950.
- Love, Julian Price. *First John-Revelation*. Richmond: John Knox, 1960, Vol. 25 of Layman's Bible Commentary. 25 vols.
- Lund, Nils Wilhelm. *Studies in the Book of Revelation*. N.P.: Covenant, 1955.
- Makrakis, Apostolos. *Interpretation of the Revelation of St. John the Divine*. Chicago: Hellenic Christian Education Soc., 1948.
- Moffatt, James. "The Revelation of St. John the Divine." *Expositor's Greek Testament*. Grand Rapids: Eerdmans, n.d.
- Nelson, Richard H. *The Vision of Victory*. Milwaukee: Morehouse, 1931.
- Peake, Arthur S. *The Revelation of John*. London: Holborn, n.d.
- Polhamus, William R. *The Unveiling of Jesus Christ*. New York: Revell, 1936.
- Preston, Ronald H., and Anthony T. Hanson. *The Revelation of Saint John the Divine*. London: SCM, 1949.
- Ramsay, W.M. *The Letters to the Seven Churches of Asia*. London: Hodder and Stoughton, 1904.
- Richardson, Donald W. *The Revelation of Jesus: An Interpretation*. Richmond: John Knox, 1939.
- Rist, Marvin. "The Revelation of St. John the Divine." *The Interpreter's Bible*. New York: Abingdon, 1957. Vol. 12.
- Robertson, A.T. "General Epistles and the Revelation of John." *Word Pictures in The New Testament*. New York: Harper, 1933.
- Rowley, H.H. *The Relevance of Apocalyptic*. London: Lutterworth, 1944.
- Scott, E.F. *The Book of Revelation*. New York: Scribner, 1940.
- Scott, Walter. *Exposition of the Revelation of Jesus Christ*. London: Perkering, n.d.
- Swenborg, Emanuel. *The Apocalypse Revealed*. Philadelphia: Lippincott, 1886.
- Swete, H.B. *The Apocalypse of St. John*. London: Macmillan, 1906.
- Venable, Charles Leslie. *A Reading of Revelation*. Philadelphia: Muhlenberg, 1947.
- Welch, Adam C. *Visions of the End*. London: Clarke, 1922.
- Wernecke, Herbert H. *The Book of Revelation Speaks to Us*. Philadelphia: Westminster, 1954.
- Wood, Leon. *A Commentary on Daniel*. Grand Rapids: Zondervan Publishing Co., 1972; Reprint ed. Eugene, OR: Wipf and Stock Publishers, 1998.

# Student Development Centre

## *The University of Western Ontario*

Handouts from the University of Western Ontario's Effective Writing Program:

These handouts were created as short, introductory teaching modules for Writing Centre tutors within the Effective Writing Program. They provide quick answers to our students' most commonly asked questions about academic writing: what's the difference between a book report and a book review?; how do I use the comma in an academic paper? The topics covered are determined by our needs, and all handouts are introductory rather than comprehensive.

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## Book Reports and Book Reviews

A book report is different from a book review in that it concentrates on a summary of what the author has to say, and only marginally comments on the reader's opinion of what the author says and how he/she says it. It is a factual account of the book's subject matter, meant to be descriptive rather than analytic or persuasive. A good book report is well organized, gives a sense of the book as a whole, and includes publication details.

## STRUCTURE OF A BOOK REPORT:

1. **Introduction:**
  - Give the name of the book you have read, the author, and the publishing details.
  - Tell the reader how the book is organized.
  - Tell the reader the main thesis or argument of the book.
2. **Summary of Content:**
  - Take each section of the book and summarize the important points in that section, and how it relates to the overall structure and content.
  - Give each section proportional weight in your summary. For example, if the book is divided into four sections of approximately equal length, you should devote the same amount of space in your summary for each section. If, however, section one is twice as long as the other three sections, you should devote more space to a discussion of this section than the other three.
3. **The Conclusion:**
  - Tell the reader why you liked/ didn't like the book, referring to elements discussed in your introduction and summary sections.

## QUESTIONS TO ASK YOURSELF:

- Have I included all the important publication details of the book in my report?
- Have I organized my summary in a way that is easy to follow and reflects the organization of the book?
- Have I used headings to indicate major divisions within the book/ and within my summary?
- Have I accurately represented the point of view of the author of the book?
- Have I accurately represented the structure of the argument presented in the book?
- Have I avoided inserting my opinion of the subject matter dealt with in the book?
- Have I indicated at the end of the report whether or not I liked the book and why?

## THE BOOK REVIEW:

Although a book review, like a book report, spends some time discussing the content of the book, its main purpose is not informational, but analytic and persuasive. The writer, in analyzing the content, format, argument and context within which the book was written, argues that the book is worth reading or not.

# PREPARING TO WRITE THE BOOK REVIEW:

Before you write the book review, but after you have read the book, you should make notes on the following areas:

1. **The Author:**
  - Background & Qualifications
  - Writing Style
  - Use of sources (See Bibliography & Table of Charts & Figures)
  - His/her purpose in writing the book
2. **The Book Format:**
  - Table of Contents
  - Section & Chapter Titles
  - Index
  - Introduction (often tells the format, purpose & intended audience)
3. **The Content:**
  - Introduction/ Conclusion
  - Preface
  - Chapter summaries
  - Tables, Graphs, Figures etc.

# STRUCTURE OF THE BOOK REVIEW:

1. **Introduction:**
  - A general description of the book: title, author, subject and format. Here you can include details about who the author is and where he/she stands in this field of inquiry. You can also link the title to the subject to show how the title explains the subject matter.
  - A brief summary of the purpose of the book and its general argument or theme. Include a statement about who the book is intended for.
  - Your thesis about the book: is it a suitable/ appropriate piece of writing about the problem for the audience it has identified?
2. **Summary of Content:**
  - This can be done in the same way that it is done for the simple book report. (Do not spend too much time or paper on this section, as the analysis of content is more important than a simple summary.)
3. **Analysis of Text:**
  - What is the writer's style: simple/ technical; persuasive/ logical?
  - How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (Give examples to support your analysis.)
  - What evidence does the book present to support the argument? (Give examples: maps, charts, essays by experts, quotes, newspaper clippings.)
  - How convincing is this evidence? (Select pieces of evidence that are weak, or strong, and explain why they are such.)
  - How complete is the argument?
  - Are there facts & evidence that the author has neglected to consider? (Here you may use a comparable book on the same topic to illustrate what has been omitted.)
4. **Evaluation of the Text:**
  - Give a brief summary of all the weakness and strengths you have found in the book. Does it do what it set out to do?
  - Evaluate the book's overall usefulness to the audience it is intended for. (Is it suitable for other audiences as well?)
  - Note why you liked/ disliked the book.

## QUESTIONS TO ASK YOURSELF:

- Does my introduction clearly set out who the author is, what the book is about and what I think about the value of the book?
- Have I clearly presented all the facts about the book: title, author, publication details, and content summary?
- Is my review well organized with an easily identifiable structure?
- Have I represented the book's organizational structure and argument fairly and accurately?
- Have I presented evidence from the book to back up statements I have made about the author, his/her purpose and about the structure, research and argument of the book?
- Have I presented a balanced argument about the value of the book for its audience. (Harsh judgements are difficult to prove and show academic intolerance.)

## SOURCES FOR THESE NOTES:

1. Buckley, Joanne. "Keeping Your Head: Kinds of Essay Writing" *Fit to Print*. Toronto: Harcourt Brace. 1995: 93-96.
2. Northey, Margaret. *Making Sense*. 3<sup>rd</sup> ed. Toronto: Oxford. 1993: 33-36.
3. Read, Jennifer. *Critical Book Reviews: Workshop Notes*. Jan. 1997.
4. Thomson, Ashley. *How to Review a Book*. Laurentian University Library. 1975.

## FOR FURTHER STUDY:

Check reviews in the journals for your field. You may also find reviews in :

1. *Book Review Digest*.
2. *Book Review Index*.
3. *Canadian Periodical Index*.

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