

# Front Range Bible Institute

NTE 805 Exposition of Revelation

Professor Tim Dane

Winter 2019

## I. Course Description:

- A. This course consists of an expositional study of the Book of Revelation based on the English text. The professor's teaching will be driven by an exegesis of the Greek text, but a knowledge of Greek will not be necessary.
- B. In terms of God's prophetic plan for the future, the importance of properly interpreting the Book of Revelation cannot be overemphasized.
- C. It is interesting to see the variety of responses and interpretations to this book. For example:
  - i. Some treat it as too difficult to understand and refuse to devote serious attention to it.
  - ii. Some treat it like some sort of symbolic parable that does not refer to the future, but really refers to the history of the church.
  - iii. Others treat it as a literal prophecy of what God is going to accomplish in the future to bring a completion to all of His redemptive plans.
- D. The professor will utilize additional teaching aids including the following:
  - i. A hard copy of an expository outline for the taking of notes.
  - ii. A soft copy of the professor's materials, including Power Point teaching materials.
  - iii. Theological journal articles from other authors (which students are required to read).
  - iv. Visual presentations utilizing Power Point.
  - v. Other charts studies and articles to supplement the learning process.
- E. Students are directed to actively take notes on all the lecture information in their outlines. This information is critical to sound exposition and the student is to recognize the value of noting these details for his own future teaching needs.
- F. The primary format will be that of lecture, but the professor requests (and requires) that each student take an active part in classroom discussion by interacting with the professor and other students and by asking (tactfully and prudently) appropriate questions that will help the learning process of the whole group.
- G. Although students are encouraged to ask relevant questions concerning exegetical issues, they are discouraged from doing so in a way that might undermine the teaching purpose of a classroom setting.
- H. Students may feel the liberty to privately ask the professor about any questions that may detract from the objectives of the course.

## II. Course Objectives:

- A. The primary goal of this class is to study each of these two books in a systematic manner so that the student will gain a firm understanding of the expository meaning of each of the books.
- B. This includes having the student gain an understanding of the broader flow of each book, i.e., the structure, themes, outline, and main purpose of each book.
- C. This objective also includes an understanding how the argument of each book unfolds section by section and verse by verse.

- D. This objective also includes the analysis of major problem passages so that the student will understand Pro and Con perspectives for competing views, but also have the understanding of how to solve those problem passages according to sound hermeneutical and exegetical procedures.
- E. A main goal is to equip the student so that he would be prepared to preach or teach of these books to God's people with a reasonable amount of personal study on each of the individual passages.

### III. Required Course Materials:

- A. This syllabus.
- B. The professor's expository notes on Revelation.
- C. Robert L. Thomas, *Revelation 1-7* and *Revelation 8-22* (Chicago: Moody, 1992).
- D. Laptop computer.
- E. Logos Libronix (recommended).
- F. Optional, but a great tool: John F. Walvoord, *The Revelation of Jesus Christ* (Chicago: Moody, 1989).

### IV. Course Requirements:

- A. Attendance: attendance of each class is mandatory.
- B. Reading assignments:
  - i. Read the class syllabus to know expectations.
  - ii. Read Revelation three times.
  - iii. Read through at least two sources of Bible Introduction for Revelation prior to the beginning of the first class.
  - iv. Read the Thomas commentary.
- C. Write a 5-10 page (typed double spaced) Bible Introduction paper.
  - i. Author
  - ii. Original recipients
  - iii. Date of writing
  - iv. Important historical background and contextual information
  - v. A summary of noteworthy theological themes and motifs
  - vi. An articulated outline of each book that follows the major points as well significant subpoints. This outline may be a reproduction (in part or even in whole) of the outlines you find in the study resources you consult and read prior to class.
- D. Exam.
- E. Course Project: One Expository Message that is evaluated with the attached form (turned in at the end of class).
  - i. Students will read their chosen text over in English 10 times, making observations on a notebook with observations being verse by verse.
  - ii. If possible, the student will translate their text from the original language by parsing each verb and each verbal.
  - iii. Students will begin to compile a preliminary expository outline based on readings in the English text.
  - iv. Students will consult a minimum of five exegetical commentaries for their passage.
  - v. Students will take these cumulative exegetical observations and form their expository outline. An outline that:
    - a. flows from and reflects the syntactical flow of the original text (but comes in a form that lends itself to good application)
    - b. communicates truth in an orderly flow

- c. has good flow and symmetry according to the unfolding of the verses in relation to one another
- d. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text
- e. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
- f. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
- g. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
- h. an introduction that might skillfully introduce the hearers to the main flow and heart of your message
- i. a conclusion that takes the exposition and powerfully drives home the message.

F. **Turn in a written statement about completion of all work as stated above.**

G. Grading

- i. 25% Completed reading (in total as noted above)
- ii. 25% Exam
- iii. 25% Completed Introduction paper
- iv. 25% Completed and evaluated sermon

## V. Tentative Schedule (subject to change)

<u>Day</u>	<u>Discussion</u>
Jan. 10	Intro-1:20
Jan. 17	2:1-3:22
Jan. 24	4:1-6:17
Jan. 31	7:1-9:21
Feb. 7	10:1-12:17
Feb. 14	13:1-15:8
Feb. 21	16:1-18:24
Feb. 28	19:1-20:15
Mar. 7	21:1-22:21
Mar. 14	Finish up

## VI. Bibliography (based on Theology IV—Ecclesiology and Eschatology):

Anderson, Sir Robert. *The Coming Prince*. Grand Rapids: Kregel, 1984.

\*Archer, Gleason. "Daniel" in *The Expositor's Bible Commentary*.

Archer, Gleason, et al. *The Rapture, Pre, Mid, or Post Tribulational*. Grand Rapids: Zondervan, 1984.

Augustine. *City of God*. Gerald Walsh, tran. Garden City: Image Books, 1958.

Bahnsen, Greg L. et al. *The Law, the Gospel, and the Modern Christian, Five Views*. Grand Rapids: Zondervan, 1993.

Benware, Paul. *Understanding End Times Prophecy*. Chicago: Moody, 1995.

- Blanchard, John. *Whatever Happened to Hell?* Wheaton: Crossway, 1995.
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- Dyer, Charles. *The Rise of Babylon*. Wheaton: Tyndale, 1991.
- Enns, Paul. *The Moody Handbook of Theology*. Chicago: Moody, 1989.
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- Feinberg, John S., ed. *Continuity and Discontinuity*. Wheaton: Crossway, 1988.
- \_\_\_\_\_ and Paul D. Feinberg. *Tradition & Testament: Essays in Honor of Charles Lee Feinberg*. Chicago: Moody, 1981.
- Getz, Gene. *Sharpening the Focus of the Church*. Downers Grove: Victor, 1984.
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- MacArthur, John. *Ashamed Of The Gospel: When The Church Becomes Like The World*. Wheaton: Crossway, 1993.
- \_\_\_\_\_. *Charismatic Chaos*. Grand Rapids: Zondervan, 1992.
- \_\_\_\_\_. *The Master's Plan for the Church*. Chicago: Moody, 1991.
- \_\_\_\_\_. *Reckless Faith: When The Church Loses Its Will To Discern*. Wheaton: Crossway, 1994.
- Mack, Wayne A. and David Swavely. *Life in the Father's House*. Phillipsburg: P&R, 1996.
- Mayhue, Richard. *What Would Jesus Say About Your Church?* Great Britain: Christian Focus, 2002.
- McLain, Alva J. *The Greatness of the Kingdom*. Winona Lake: BMH, 1974.
- Murray, Iain. *Evangelicalism Divided: A Record Of Crucial Change In The Years 1950-2000*. Carlisle, PA: Banner of Truth Trust, 2000.
- Pentecost, J. Dwight. "Daniel," in *The Bible Knowledge Commentary* (Russian Translation by SGA).

- \_\_\_\_\_. *Things to Come*. Grand Rapids: Zondervan, 1964.
- Radmacher, Earl. *The Nature of the Church*. Hayesville, NC: Schoettle, 1996.
- Ridderbos, Herman. *Paul: An Outline of His Theology*. Grand Rapids: Eerdmans, 1975.
- Ryken, Philip Graham. *City on a Hill*. Chicago: Moody, 2003.
- Ryrie, Charles. *Basic Theology*. USA: Victor Books, 1986.
- Saucy, Robert. *The Church in God's Program*. Chicago: Moody, 1972.
- Showers, Renald. *Maranatha, Our Lord Come*. Bellmawr: Friends of Israel, 1995.
- \_\_\_\_\_. *The Most High God: A Commentary on the Book of Daniel*. Bellmawr: FOI, 1982.
- Strauch, Alexander. *Biblical Eldership*. Littleton: Lewis and Roth, 1995.
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- \_\_\_\_\_. *The New Testament Deacon*. Littleton: Lewis and Roth, 1992.
- \*Walvoord, John. *Daniel: The Key to Prophetic Revelation*. Chicago: Moody, 1971.
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- \*\_\_\_\_\_. *The Revelation of Jesus Christ*. Chicago: Moody, 1989.
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- \*Wood, Leon. *A Commentary on Daniel*. Grand Rapids: Zondervan, 1973.
- Zuck, Roy B., ed. *A Biblical Theology of the New Testament*. Chicago: Moody, 1994.
- \_\_\_\_\_, ed. *A Biblical Theology of the Old Testament*. Chicago: Moody, 1991.
- \* Top Picks for Daniel or Revelation Exposition.

# VII. Evaluation Form

I. Sermon Evaluation Sheet (Grade with 0 to 2 on each non-bold point)...Name: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

**A. Arrangement.....Arrangement sub grade (max 58)**

**i. Introduction.....**

- a. Gets attention.....
- b. Secures interest.....
- c. Indicates purpose of sermon.....
- d. Oriented to text/subject.....
- e. Connection made with previous message in series.....
- f. Good transition to proposition.....
- g. Proposition stated clearly.....
- h. Proposition repeated.....
- i. Right length.....

**ii. Body.....**

- a. Skeleton.....**
  - 1 Major points clear.....
  - 2 Major points incorporating the proposition.....
  - 3 Subordinate structure related to the main point.....
  - 4 Transition between points smooth.....
  - 5 Structure repeated effectively.....
  - 6 Organization oriented to text throughout.....
- b. Flesh and Muscles.....**
  - 1 Lexical description effective.....
  - 2 Syntactical/Grammatical description effective.....
  - 3 Theological description effective.....
  - 4 Theological corroboration persuasive.....
  - 5 Attention directed to words of text/cross references.....
- c. Vital Organs.....**
  - 1 Illustrations appropriate and effective.....
  - 2 Application pointed and forceful.....
  - 3 Dialogue/argumentation clear, cogent.....

**iii. Conclusion.....**

- a. Good transition to conclusion.....
- b. Subtle synopsis of major burden structure of text.....
- c. Closing appeal clear, forceful (encouraging, exhorting).....
- d. Purpose of the sermon fulfilled.....
- e. Appeal to unbelievers incorporated.....
- f. Right length.....

**B. Delivery.....Delivery sub grade (max 42)**

**i. Oral presentation.....**

- a. Varied intensity.....
- b. Varied pitch.....
- c. Varied rate.....
- d. Appropriate pauses (w.o. audible pauses).....

**ii. Physical presentation.....**

- a. Body animation.....
- b. Appropriate facial expressions.....
- c. Appropriate gestures.....
- d. Varied eye contact.....
- e. Distracting mannerisms.....

**iii. Rational presentation.....**

- a. Progression of message adequate.....
- b. Familiarity with content of message obvious.....
- c. Inconspicuous handling of notes.....

**iv. Pathos.....**

- a. Passion (a message through the head and heart).....
- b. Enthusiasm over the message.....
- c. Tone appropriate to content.....

**v. Language.....**

- a. Concrete specific language.....
- b. Interesting expression, sense appeal.....
- c. Direct address.....
- d. Appropriate vocabulary.....
- e. Correct grammar.....
- f. Correct pronunciation.....

**C. Final Evaluation.....Final Grade**