

**Front Range Bible Institute**  
**OTE 815 Exposition of Daniel – Fall 2016 Syllabus**  
**Professor Tim Dane**

**I. Course Description:**

- A. The importance of properly interpreting the book of Daniel cannot be overemphasized. Together, these two books provide a wealth of knowledge concerning not only the history of God's activity in ages past, but also concerning the direction of God's redemptive plan for the days to come.
- B. This course will consist of an expositional study of the book of Daniel in the English text.
- C. Although the lectures will be in English, all teaching will be driven by an exegesis from the text in the original languages.
- D. The professor will utilize additional teaching aids in the form of translated journal articles (which students are required to read) and visual presentations utilizing Power Point.
- E. The lectures will include an outline supplied from the professor which will follow the expositional flow of each book.
- F. 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.
- G. 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.
- H. 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.
- I. 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 Materials

- A. *Daniel*, a commentary by John Walvoord (All students)
- B. “Premillennialism in the Book of Daniel” article by Ken Barker
- C. *Daniel*, a commentary by Gleason Archer in Expositor’s Bible Commentary
- D. Professor’s notes
- E. Computer for note taking (or pad)

### IV. Course Requirements:

- A. Attendance: attendance to each class is mandatory.
- B. Reading assignments:
  - i. Read the entire class syllabus before class begins so that the student might know what is expected.
  - ii. Read each book five times prior to the beginning of the first class.
  - iii. Read two sources of Bible Introduction for each of these two books prior to the beginning of the first class.
  - iv. Write a two-five page (typed double spaced) Bible Introduction summary for each of these two books including basic the following information (**DUE FIRST DAY OF CLASS**):
    - a. Author
    - b. Original recipients
    - c. Date of writing
    - d. Important historical background and contextual information
    - e. A summary of noteworthy theological themes and motifs
    - f. 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.
  - v. Read each required commentary.
  - vi. Read the journal article on Daniel.
- C. Exams:
  - i. One exam will be given at the completion of the book.
  - ii. The exam will be a combination of true/false and multiple choice.
- D. Course Project: One Expository Message
  - i. The student will choose a passage by day two of class.
  - ii. No students will have the same text.
  - iii. Students will read their chosen text over in English 30 times, making observations on a notebook with observations being verse by verse.
  - iv. Students will translate their text from the original language by parsing each verb and each verbal.

- v. Students will begin to compile a preliminary expository outline based on readings in the Russian text and translation from the original text.
- vi. Students will do a line diagram of their text (which will help the student to refine the expository outline according to the syntactical structure of the original text).
- vii. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes.
- viii. 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
- ix. The student must teach this message and have someone give a written evaluation of the message (form supplied).
- x. The message must be taught and the evaluation turned back in to the administration of Irpin Biblical Seminary by February 4, 2008.

E. Along with the evaluation form, the student must turn in a written statement about completion of all work.

#### F. Grading

- i. 20% Completed reading (in total as noted above)
- ii. 20% Exam
- iii. 20% Completed Introduction paper
- iv. 40% Completed and evaluated sermon

## V. Tentative Schedule (subject to daily change)

## VI. Bibliography (English Resources for 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.
- Chafer, Lewis Sperry. *Systematic Theology*, 2 vols. Grand Rapids: Kregel, 1976.
- Dane, Timothy. *A Study Of The Apostasy And The Man Of Lawlessness, Unpublished Th. M. Thesis*. Sun Valley, CA: The Master's Seminary, 1996.
- Dyer, Charles. *The Rise of Babylon*. Wheaton: Tyndale, 1991.
- Enns, Paul. *The Moody Handbook of Theology*. Chicago: Moody, 1989.
- Erickson, Millard. *Christian Theology* by Millard Erickson. Grand Rapids: Baker Books, 2006.
- Feinberg, Charles. *A Commentary on Daniel: The Kingdom of the Lord*. Winona Lake: BMH, 1981.
- 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.
- Gileadi, Avraham. *Israel's Apostasy and Restoration*. Grand Rapids: Baker, 1988.
- Grudem, Wayne. *Systematic Theology*. Grand Rapids: IVP/Zondervan, 2004.
- House, Wayne, gen. ed. *Israel, The Land And The People: An Evangelical Affirmation Of God's Promises*. Grand Rapids: Kregel, 1998.
- Ice, Thomas and Timothy Demy, eds. *When the Trumpet Sounds*. Eugene: Harvest House, 1995.
- Kaiser, Walter C. Jr. *Classical Evangelical Essays*. Grand Rapids: Baker, 1972.
- \_\_\_\_\_. *Toward An Old Testament Theology*. Grand Rapids: Zondervan, 1978.

- 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.
- \*Thomas, Robert L. *Revelation 1-7: An Exegetical Commentary*. Chicago: Moody, 1992.
- \*\_\_\_\_\_. *Revelation 8-22: An Exegetical Commentary*. Chicago: Moody, 1995.
- \_\_\_\_\_. *The New Testament Deacon*. Littleton: Lewis and Roth, 1992.
- \*Walvoord, John. *Daniel: The Key to Prophetic Revelation*. Chicago: Moody, 1971.
- \_\_\_\_\_. *The Prophecy Knowledge Handbook: All The Prophecies Of Scripture Explained In One Volume*. Wheaton: Victory, 1990.
- \*\_\_\_\_\_. *The Revelation of Jesus Christ*. Chicago: Moody, 1989.
- \_\_\_\_\_. "The Revelation" in *The Bible Knowledge Commentary* (Russian Translation by SGA).
- \*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. Student Texts

Student	Text
A. _____	_____
B. _____	_____
C. _____	_____

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

H. \_\_\_\_\_

I. \_\_\_\_\_

J. \_\_\_\_\_

K. \_\_\_\_\_

L. \_\_\_\_\_

M. \_\_\_\_\_

N. \_\_\_\_\_

O. \_\_\_\_\_

P. \_\_\_\_\_

Q. \_\_\_\_\_

R. \_\_\_\_\_

S. \_\_\_\_\_

T. \_\_\_\_\_

## VIII. 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>b.</b>		<b>Flesh and Muscles.....</b>	_____
	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.....	_____
<b>c.</b>		<b>Vital Organs.....</b>	_____
	1	Illustrations appropriate and effective.....	_____
	2	Application pointed and forceful.....	_____
	3	Dialogue/argumentation clear, cogent.....	_____
<b>iii.</b>		<b>Conclusion.....</b>	_____
	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>B.</b>		<b>Delivery.....</b>	<b>Delivery sub grade (max 42)</b>
	<b>i.</b>	<b>Oral presentation.....</b>	_____
		a. Varied intensity.....	_____
		b. Varied pitch.....	_____
		c. Varied rate.....	_____
		d. Appropriate pauses (w.o. audible pauses) .....	_____
	<b>ii.</b>	<b>Physical presentation.....</b>	_____
		a. Body animation.....	_____
		b. Appropriate facial expressions.....	_____
		c. Appropriate gestures.....	_____
		d. Varied eye contact.....	_____
		e. Distracting mannerisms.....	_____
	<b>iii.</b>	<b>Rational presentation.....</b>	_____
		a. Progression of message adequate.....	_____
		b. Familiarity with content of message obvious.....	_____
		c. Inconspicuous handling of notes.....	_____
	<b>iv.</b>	<b>Pathos.....</b>	_____
		a. Passion (a message through the head and heart) .....	_____
		b. Enthusiasm over the message.....	_____
		c. Tone appropriate to content.....	_____
	<b>v.</b>	<b>Language.....</b>	_____
		a. Concrete specific language.....	_____
		b. Interesting expression, sense appeal.....	_____
		c. Direct address.....	_____
		d. Appropriate vocabulary.....	_____
		e. Correct grammar.....	_____
		f. Correct pronunciation.....	_____
<b>C.</b>		<b>Final Evaluation.....</b>	<b>Final Grade</b> _____