The Island of Patmos

**Essential Information**

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- A Handbook for Inclusive Language
Instructor Information
Professor: Andy Johnson, Ph.D. Email: ajohnson@nts.edu
Office: (816) 268-5485
Office Hours: By appointment

Catalog Description
This course is an exploration of the major passages and theology of the book of Revelation and the history of its use in the Church. More specifically, it will focus on ways of approaching this text, the historical, social and literary background against which it is to be understood, the theology it expresses, and the consequences for the Church’s worship and ministry in light of this theology. Specific attention will also be given to the contemporary problems and possibilities it generates for the pastor in the North American Church.

Course Narrative & Rationale
The interpretation and effects of Revelation have been contentious throughout the Church’s history. Although reluctantly received into the canon in some quarters of the early Church, parts of it have been a rich resource for the Church’s liturgy and hymnody throughout the centuries. But outside of these sections and the messages to the seven churches in chapters 2-3, it is rarely preached on in most churches. Of course there are exceptions. Some preachers on “Christian” television focus on the book, wielding their charts and graphs and making it “simple” for their audience to see how the latest events in the Middle East and around the world correlate with the symbols in Revelation. One of the best selling series of the last fifteen years has been Left Behind, a fictional account of the “rapture” and the ensuing last days of the earth in which the symbols of Revelation figure prominently. Such interpretations of Revelation tend to result in one of two responses in local churches, either total confusion about how to make sense of it or a tenaciously held sub-Christian eschatology characterized by Gnostic tendencies and problematic practices/assertions that are deemed “Christian.”

John’s Apocalypse is simply too rich and too relevant for the Church’s life in North America to allow this situation to continue. My hope and prayer is that this course will equip you to confidently teach and proclaim the challenges, warnings, and hopes in Revelation in a way that will shape the lives of those in your charge after the pattern of the one who is the subject of this book. It is, after all, “the Revelation of Jesus Christ” (1:1).

This course will consist of a combination of lectures and group discussions.

Degree Objectives Directly Addressed by This Course

MDiv
2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)
5. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership. (See course outcome 5)
6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures. (See course outcome 2 and special guest lecture on 8/29 on course calendar.)

MA(TS)
General Academic Track
1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course only addresses the student’s knowledge of biblical studies directly but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to the material in the book of Revelation. See course outcomes 1-4.)

**Research Track**
1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See course outcomes 1-4)
2. Students will develop skill in academic research and writing as a basis for further graduate studies. (This is only addressed if the student chooses to write a research paper. See outcome 5b.)

**MACE**
1. Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See course outcomes 1-4)

**MAICS**
2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See course outcome 2. Since all biblical interpretation is in some sense “cross cultural,” it requires familiarity with another culture to interpret the Bible well. This is especially true of interpreting Revelation where not only does the text itself demonstrate a constant integration of theological convictions and cultural sensitivity, its contemporary interpreter must display a similar integrative ability in their own cultural context if Revelation is to be heard rightly.)

**Course Outcomes**
Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a basic grasp of the content and theology of the book of Revelation (R1, R3, R5, R7).
2. Demonstrated a rudimentary understanding of the social, political, rhetorical, and inter-textual/canonical backgrounds against which it might be best understood (R2, R3, R5, R7).
3. Demonstrated familiarity with the overall contour of Revelation’s interpretation in the history of the Church, including some of its popular interpretations today (R 3, R4).
4. Demonstrated an ability to articulate various consequences that taking Revelation seriously has for the identity, worship, and ministry of the Church (R5, R6, R7).
5. Demonstrated an ability to utilize responsibly a passage or passages from Revelation in an ecclesial setting, i.e., most probably teaching or preaching in a local church or para-church setting (R6, R7) and/or demonstrated an ability to write a graduate level research paper on a topic related to the interpretation of the book of Revelation (R7).

**Church of the Nazarene COSAC Competencies**

- CN9 Ability to identify the genre & basic thrust of each New Testament book, in this case, Revelation as an Apocalypse (R2, R3, R5).
- CN14 Ability to identify and describe the major theological concepts of the NT (R1, R3, R5, R7)
- CN19 Ability to identify and explain the main characteristics of the nature of God, Christ, the Holy Spirit, the Human Person, Sin, Salvation, the Christian Life, the Church and Sacraments, and Eschatology (R1, R3, R5, R7)

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1 COSAC is the Course of Study Advisory Committee. These are the required competencies for ordination in the Church of the Nazarene which this course addresses, albeit only partially in some instances.
- CN20 Ability to reflect theologically on life and ministry (R4, R5, R6, R7)
- CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (R2-R7)
- CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (R2, R3, R5, R7)
- CP3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (R4, R6)
- CP10 Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (R3, R4-R7)
- CP11 Ability to analyze the validity of arguments and to identify their presuppositions and consequences (R4, R5)
- CX 1 Ability to discover sociological dynamics & trends & to apply that information to specific ministry settings (R4)

**Required Texts & Course Materials**


Bryan, Christopher. *Render to Caesar: Jesus, the Early Church, and the Roman Superpower*. Oxford/New York: Oxford University Press, 2005. *(If you’ve never read the Longenecker book below and written a paper for me on it, buy the Longenecker book below instead of this book.)*


LaHaye, Tim and Jerry B. Jenkins. *Left Behind: A Novel of the Earth’s Last Days*. Tyndale House, 1995. *(You should obtain the cheapest [or even a free] copy online or elsewhere.)*

Lindsey, Hal. *The Late Great Planet Earth*. Grand Rapids: Zondervan, 1970. *(You should obtain the cheapest [or even a free] copy online or elsewhere.)*

Longenecker, Bruce. *The Lost Letters of Pergamum*. Grand Rapids: Baker, 2003. *(If you have already read this book and written a paper based on it for one of my classes, buy the Bryan book above instead of this book.)*


**Recommended Websites**


This is the Revelation section of the NT Gateway site. It is one of the best sites on the Web for generally reliable information on Revelation and the rest of NT studies.

[http://www.lutherseminary.edu/ckoester/Revelation/Main.htm](http://www.lutherseminary.edu/ckoester/Revelation/Main.htm)

A website by Craig Koester. Clearly presented information and nicely illustrated pictures and images relevant to interpreting Revelation. A nice tour of the seven cities of Revelation 2-3.

[http://www.religioustolerance.org/end_wrld.htm](http://www.religioustolerance.org/end_wrld.htm)

A website that keeps track of recent wrong predictions related to popular predictions of the end of the world which are, at times, based on particular interpretations of the book of Revelation.

**Course Outline**

See Course Calendar below.
Course Assignments & Requirements

Assigned Reading Due Throughout the Course

1. Reading Revelation (Course Outcome 1. Note: This assignment has various due dates, some pre, some during, and some after the module.)

You must read Revelation through (preferably in one sitting but in no more than two sittings) at least eight times immediately prior to, during, and after the module meets. The first reading is due by 11:55 PM on Sunday, July 21. The second is due by 11:55 PM on Sunday, July 28. (In conjunction with your second reading, you should complete the Longenecker/Bryan assignment below.) Use one translation for each reading but do not use the same translation each time. Make sure you use at least four different translations for the eight readings. You may also count a hearing of Revelation (an audio recording) as a reading. See the other scheduled readings on the Course Calendar below. (As an aid to help focus your reading, I’ve included a diagram of the structure of Revelation that I’ll use in class in the Course Resources topic area in Moodle. Use it if it is helpful to you but don’t bother with it if it isn’t helpful. It will make more sense to you after the module meets than before.) Each time a reading is due, you must post a statement in the Reading Revelation Forum in Moodle by the due date/time saying that you have completed that reading. The first time you post, start your own thread and post all your readings to that thread. Do not post your readings to any thread started by another student. Each reading counts 10 points toward your final grade, making all eight readings count 80 points toward your final grade. You cannot “make up” any of this reading. You can only get credit for what you actually read and post by the due date listed on Course Calendar below. Since these are basically “give-away” points, this is an all or nothing assignment. You do not get credit for partial reading.

**Note Carefully** To save time, as you read Revelation, you should keep a running master list of critical questions and insights of comprehensive or theological significance that arise from a careful reading of the text. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions will later become a part of requirement 5 described below.

Pre-Module Assignments

2. Longenecker/Bryan Assignment: If you have read Longenecker’s novel in another of my classes and written a paper based on it, read Bryan instead and do the assignment related to it (Course Outcome 2).

Longenecker Reflection Paper: Read Bruce Longenecker’s novel, The Lost Letters of Pergamum. Then read Revelation carefully (this will count as your one of your readings of Revelation). Assume for now that Longenecker’s historical novel captures the socio-historical, cultural, and especially the political feel of the first century setting in which Revelation would have been first heard. Write a 750-1,000 word paper answering the following question: How does understanding Revelation in light of this background affect the way one should read it? Give specific examples from the text of Revelation which sound different to you after reading Longenecker and explain why they now sound different. Focus specifically on how you see the socio-historical, cultural, and political aspects described in Longenecker now reflected in particular passages in Revelation. Do not quote the verse or verses from Revelation to which you are referring. Just give the reference to the verses you have in mind (e.g., Rev 3:2-5). Please Note: More than a few English errors like incorrect punctuation, spelling, and grammar will have a significant negative impact on your grade.
Bryan Insights Assignment: If you have already read Longenecker for one of my classes, read Bryan instead. After carefully reading this book, briefly describe 25 insights you gained from the book that you consider to be significant. The book has 8 chapters. Make sure you draw at least 2 insights from each chapter numbering each insight and noting the chapter and page number from which you are drawing the insight. The remaining 9 insights may come from anywhere in the book. If you choose to disagree or question an aspect of the author’s treatment as one of your “insights,” you must state the basis for your disagreement/question. This assignment should be 750-1,250 words and will be evaluated on the basis of: (1) how well you appear to have understood the significance of the issues raised by Bryan for studying Revelation and the NT as a whole; (2) your use of correct English; (3) your adherence to length requirements. An example of an “A” quality “Insights” assignment from another course will be available for you in Moodle in the Course Resources Topic Area. It will be called “Model Insights Assignment.” If you do this assignment, make sure you also post your second reading of Revelation which is due the same day.

Your assignment must be uploaded as an MS Word file by 11:55 PM CT, Sunday, July 28. You may earn up to 80 points for this assignment. See instructions below on how to upload your file into Moodle under “Method for Submitting Assignments.” My assistant may be grading this assignment.

3. Insights from Bauckham, Reddish, and Gorman (Course Outcomes 1-3). Read the following pages in these three books carefully: Bauckham, 1-22; Reddish, xix-xxiv, 1-30; Gorman, 1-80. Briefly describe 25 insights you gained from these books that you consider to be significant. Make sure you draw at least 5 insights from Bauckham, 5 from Reddish, and 10 from Gorman (= 20) numbering each insight and noting the author and page number from which you are drawing the insight. The remaining 5 insights may come from any of these books. In your “insights,” you may choose to challenge/disagree with the authors’ views. If you do so, make sure that you give a warrant/explanation for why you are disagreeing with them. Statements like, “This doesn’t seem right to me” or “This is not what I’ve always been taught” do not count as warrants/explanations. This assignment should be 1,000-1,250 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by these authors; (2) your use of correct English; (3) your adherence to length requirements. You may earn up to 80 points for this assignment. Your assignment must be uploaded as an MS Word file by 11:55 PM CT, Sunday 8/18. See instructions below on how to upload your file into Moodle under “Method for Submitting Assignments.” An example of an “A” quality Insights Assignment will be available in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” Please keep in mind that this example will be over the entirety of one book, not portions of three books. My assistant may be grading this assignment.

Module Assignment

4. Fishbowl Discussions (Course Outcomes 3-4). You will actively participate in a “fishbowl” discussion. The “fishbowl” will consist of a class discussion/critical analysis of the books assigned below. I will not simply give these points away because you show up in class that day. You must make regular contributions during this discussion period in a way that demonstrates an understanding of, and a critical engagement with, the assigned books. Note Carefully: You should read these books in weeks 4 and 6 taking notes on aspects of them that you think will be important for our discussion of them in class. It will be difficult to do a lot of reading during the module.

You may earn up to 50 points by actively participating in a “fishbowl” discussion of Late Great Planet Earth (LGPE) and/or Left Behind (LB) focusing on their driving theological agenda and
assumptions. It will be held on Tuesday, August 27. Depending on how many students are in
the class, I may split the class in parts with some of the class discussing one of the books or
sections within the two books. If this happens, you will not know which part of the reading you
will be assigned to discuss. In any case, you are responsible for all of the assigned reading.
Hence, you should carefully read both books in weeks 4 and 6 and take notes on them (in some
form or fashion). We will attempt to limit the total class time we spend on these books to no
more than 90 minutes.

Post-Module Assignments

5. Critical Reading Responses to Revelation, Reddish, Bauckham, and Gorman (Course
Outcomes 1-3). You will prepare a first critical reading response (CRR1) of 1,500-2,500
words in which you critically engage Revelation 1-11 and the textbook reading associated
with it: Reddish, 31-228; Bauckham, 23-108; Gorman, 81-137. This is CRR1. It is due at 11:55
PM on Sunday, September 15. In your second critical reading response (CRR2) of 1,500-
2,500 words you will critically engage Revelation 12-22 and the textbook reading associated
with it: Reddish, 229-438; Bauckham, 109-64; Gorman, 138-90. It is due at 11:55 PM on
Sunday, September 29. You may earn up to 125 points for each CRR. See instructions below
on how to upload your file into Moodle under “Method for Submitting Assignments.”

The CRR’s should each have three sections: (1) Critical questions and insights of
comprehensive or theological significance that arise from a careful reading of Revelation itself prior to reading the selections from the textbooks. These questions and comments
should not only note the scriptural context of the concern, but what matter of importance is
at stake. These questions should be an edited version of your running master list of critical
questions and insights that you generated during your prior readings of Revelation. Note
carefully: you must have at least one critical question on each chapter from Revelation
(1-11 in CRR1 and 12-22 in CRR2). (2) Critical questions and observations that your reading
of Reddish, Gorman, and Bauckham raises in your mind about the biblical text and/or vice-
versa, critical questions and observations that reading the biblical text raises in your mind
about your reading of Reddish, Gorman, and Bauckham. Do not just mention “insights” you
picked up from your commentators. Rather, in this second section, specifically mention
places where you disagreed or questioned the views of the commentators and give reasons
for why you did so. (3) A comparative section noting any significant disagreements or
inconsistencies between Reddish, Gorman, and Bauckham as to how they address specific
critical issues. An example of an “A” quality CRR will be available in Moodle in the Course
Resources topic area. It will be called “Model CRR.” In addition, a grading scale for
Revelation CRR’s will be available in the Course Resources topic area.

6. “In Ministry” Assignment (Course Outcome 5). After the module class meetings (i.e., after
June 1), you will teach or preach from a passage in Revelation 6-22. You could do this in a
local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a
para-church setting (e.g., preaching at the Kansas City Rescue Mission, leading a Bible study at
the KC Urban Youth Center, etc.). Whatever setting you choose, you must ask someone to fill
out an evaluation form and sign it. Preferably the person should be a pastor, a person in
charge, someone with theological training, or a professional type person. The person cannot be
a current NTS student and cannot be related to you. I must approve the person you plan
to ask ahead of time. I will use that person’s evaluation of your presentation as well as your
written sermon, notes, lesson plan, etc. to evaluate this assignment. The person will complete
the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will
give that back to you and you will either place the unopened envelope together with your
written sermon and/or sermon notes, lesson plan, etc. in my box at NTS or mail them to my
home. It must be in my box at NTS no later than 4:30 PM on October 14 or if you choose to mail it to me, it must be postmarked by October 14 and sent to: Andy Johnson, 11179 Grandview St., Overland Park, KS 66210. Your evaluator might also choose to fill out the form, scan it into their computer, and email me a PDF file of the evaluation directly. You may also choose to send in your materials to me electronically. In any case, I must have received both your materials and your evaluator’s materials by no later than October 14. Please note: I will not accept this assignment late. You may earn up to 60 points for it.

7. Take-home Essay/Research Paper (Course Outcomes 1-4). You may choose to either write a take-home essay on a question that will be distributed the last day of class (3,000-4,500 words) or a research paper on some aspect of the interpretation of Revelation (4,500-5,000 words). You may earn up to 400 points for this essay/research paper. Your essay/paper must be uploaded as an MS Word file by 11:55 PM CT on Friday, October 18. See instructions below on how to upload your file into Moodle under “Method for Submitting Assignments.”

The take-home essay will be a question (or questions) related to the interpretation of Revelation and the ministry implications of the material we've covered in class and in the reading. Hence, to answer it, you will creatively draw on your class notes, all your course reading, and on your own theological reflections in the context of a ministry situation.

Unless you will have access to the NTS library or another equivalent theological library, you should not choose to write the research paper. As a research paper, it clearly requires additional research over and above your class resources. If you do choose to write the research paper, I must approve whatever topic you choose by Friday, August 30 by the time class is over. If I haven’t approved a research topic for you by that time, I will assume you are writing the take home essay.

As general guidelines for the research paper, follow the instructions given by Joel Green in the document, “Some Comments on Research Papers.” It is located in Moodle in the Course Resources topic area. I will assume you have read and followed Green’s directions when I grade your paper. Note carefully: You should begin your research paper with a thesis statement that explicitly states the thesis you intend to argue and return to that thesis statement in your conclusion. While the paper should generally follow Turabian style, you may consult the SBL Handbook of Style for proper form for footnotes, abbreviations, etc. You may also use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style. Although you are not limited to them, I have included some possible topics below.

Possible Topics:

1) Is it possible for Revelation to be read with a missional hermeneutic? If so, demonstrate how it might look.
2) Explore in detail a theological theme on the basis of your reading of Revelation (e.g., creation, redemption, Christology, ecclesiology, holiness).
3) How do we square the violence of Revelation with the God of the Gospels?
4) Give a critical history of interpretation of one of the major symbols in Revelation (e.g., 666, the Beast, the False Prophet, Babylon, the New Jerusalem).
5) How does John make use of and reshape an OT theme/image (or themes/images) in Revelation (e.g., Exodus, creation, temple, redemption, messianic war, the eschatological earthquake)?
6) Give a summary and critique of the interpretation of key passages in Revelation put forward by one of its major or popular interpreters (e.g., Irenaeus, Augustine, Joseph Mede, John Nelson Darby, Tim LaHaye).
7) Does Revelation contain an implicit universalism (i.e., the view that all will ultimately be saved)?
8) Is there an implicit “secret rapture” in Revelation?

Distribution of Student Learning Hours

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**Method for Submitting Assignments**
Written assignments are to be submitted in Moodle. Your assignments must be uploaded as an MS Word file by the dates given above.

The one exception is the “In-Ministry” Assignment which can be placed in my box at NTS or mailed to my home using the following address: Andy Johnson, 11179 Grandview St., Overland Park, KS, 66210.

**Form and Style Expectations**
Should you choose to write a research paper, it should generally follow Turabian style. However, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. and/or use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style. There are no style requirements for the other written assignments.

**Inclusive Language**
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work**
Unless I have noted above that I will not accept a written assignment late, I will assign a letter grade penalty to all written assignments turned in after the time they are due. When an assignment is more than one week late, I will assign a two letter grade penalty to it. I will not accept an assignment that is more than two weeks late.

**Course Grading**
**A Word about Grading:** Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into
account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material in a critical way; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a consistent ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them incisively and with excellence, you can expect to receive an A. If you demonstrate an ability to do these things often, but not consistently, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does not mean “bad” or “unsatisfactory.”) If you seldom demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following point scale. There are 1,000 possible points.

- 80 points Reading Revelation
- 80 points Longenecker/Bryan Reflection Paper
- 80 points Insights
- 50 points Fishbowl
- 250 points Critical Reading Reviews (CRR1 and CRR2)
- 60 points “In-Ministry” Assignment
- 400 points Take-home Essay/Research Paper

The following point scale will determine letter grades:

- A 1,000-900
- B 899-800
- C 799-700
- D 699-600
- F 599-0

**Documented Learning Disabilities**

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact me as soon as possible to discuss the situation. If you are absent for 9 hours of the module, you may automatically fail the course. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.
Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.
## Course Calendar

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<th>Date</th>
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<th>Class Topic</th>
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<td>Pre-Module Begins</td>
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<td>Read and take notes on <em>Late Great Planet Earth</em></td>
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<td>6</td>
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<td>Read and take notes on <em>Left Behind</em></td>
</tr>
<tr>
<td>08/26</td>
<td>7</td>
<td>Getting acquainted/Intro to the course/Revelation in History</td>
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<tr>
<td>08/27</td>
<td>7</td>
<td>Intro to Apocalyptic Literature/Intro to Revelation/Nature of Symbols/Political and Social Background/ Revelation 1 and the Messages to the Seven Churches (Rev. 1-3)</td>
<td>Fishbowl Discussion of <em>LGPE</em> and <em>LB</em></td>
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<tr>
<td>08/28</td>
<td>7</td>
<td>Key Passages in Revelation (Rev. 4-7)/Key Passages in Revelation (Rev. 8-11)</td>
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<tr>
<td>08/29</td>
<td>7</td>
<td>Key Passages in Revelation (Rev. 12-14) Key Passages in Revelation (Rev. 15-19:10)</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Revelation Reading Due</td>
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<tr>
<td>08/30</td>
<td>7</td>
<td>Key Passages in Revelation (Rev. 19:11-22:21)</td>
<td>Research paper topic must be approved by end of class time</td>
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<tr>
<td>09/02-08</td>
<td>8</td>
<td>Post Module Begins</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Revelation Reading Due</td>
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<td>09/09-15</td>
<td>9</td>
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<td>CRR1 Due 9/15</td>
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<td>09/16-22</td>
<td>10</td>
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<td>7&lt;sup&gt;th&lt;/sup&gt; Revelation Reading Due 9/22</td>
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<td>09/23-29</td>
<td>11</td>
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<td>CRR2 Due on 9/29</td>
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<td>09/30-10/6</td>
<td>12</td>
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<td>Work on Final Essay/Research Paper</td>
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<td>10/7-13</td>
<td>13</td>
<td></td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Revelation Reading Due 10/13 Work on Final Essay/Research Paper</td>
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<tr>
<td>10/14-18</td>
<td>14</td>
<td></td>
<td>“In Ministry” Assignment must be postmarked or sent electronically by 10/14 Take-home Essay/Research Paper Due on 10/18 at 11:55 PM CT</td>
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