

ESCHATOLOGY SYLLABUS

[NOTE: THIS IS A HYBRID COURSE WITH ONLINE LECTURES DUE PRIOR TO AND FOLLOWING BLOCK LIVE SESSIONS HELD ON 920–22 IN GEORGIA]

I. COURSE DESCRIPTION

A study of eschatology, the doctrine of the consummation of God’s plan of redemption, including major themes in eschatology and the order of predicted events. The course will include a review of the biblical creation and redemption narrative, with an opportunity for a synthetic capstone summary of Christian doctrine. *Pre- or Corequisites: ST101–105. 2-33 hours*¹

II. COURSE OBJECTIVES

Hours	Description	Assessments
All Students (2 and 3 credits) Core Objectives	The student will understand essential theological terms, concepts, and key biblical passages related to Eschatology.	Final objective exam
	The student will articulate the essential content of the orthodox, protestant, evangelical faith, including eschatology, accurately and succinctly.	Part 1 (Basic Doctrinal Statement) of the Capstone Doctrinal Synthesis Project
	The student will explain the trinitarian creation-redemption narrative centered on Christ’s person and work in his first and second coming with biblical, theological, and historical support.	Parts 2–3 (Theological Narrative and Explanatory Articulation and Defense) of the Capstone Doctrinal Synthesis Project
3 Hour Student Additional Objectives	The student will evaluate positions on a variety of issues in eschatology based on biblical, theological, and historical criteria.	Position Papers
	The student will defend his or her doctrinal convictions on details of eschatology with exegetical, theological, historical evidence and arguments.	Position Papers Part 3 of Capstone Doctrinal Synthesis Project

III. READING

A. All Students (course taken for 2 or 3 credits)

Erickson, Millard J. *A Basic Guide to Eschatology: Making Sense of the Millennium*. Grand Rapids: Baker Books, 1998. (204 pp.)

Svigel, Michael J. “When He Returns: Resurrection, Judgment, and the Restoration.” Part Two of Nathan D. Holsteen and Michael J. Svigel, eds., *Exploring Christian Theology: The Church*,

¹ NOTE: The 2-credit plan is only available to students enrolled in the Master of Arts in Biblical Counseling (MABC) degree as of Fall, 2017 or to those MABC students under an earlier catalogue curriculum who officially opted into the new 2017–2018 catalogue curriculum. All other students (including MABC students taking ST and BE courses for 3 credits) are to complete all work in this course.

Spiritual Growth, and the End Times. Minneapolis: Bethany House, 2014. NOTE: For ST 106, only the second half of this volume must be read. (c. 125 pp.)

The Holy Bible: Daniel, 1 Thessalonians, 2 Thessalonians, Revelation. (c. 50 pp)

Svigel, Michael J. Unpublished course notes for Eschatology. [Posted on the course documents page.] (160 pp.)

Irenaeus of Lyons, *Against Heresies*, Book 5, chapters 20–36. [Available Online at <http://www.ccel.org/ccel/schaff/anf01.ix.vii.xxi.html> and following.] (c. 25 pp.)

Augustine of Hippo, *City of God*, Book 20, chapters 1–30. [Available Online at <http://www.ccel.org/ccel/schaff/npnf102.iv.XX.html> and following.] (c. 30 pp.)

B. Suggested for All 3-credit-hour students

(NOTE: See below for tracks to select which books to acquire for this course)

Archer, Gleason, et al. *Three Views on the Rapture*. Grand Rapids: Zondervan, 1984. (272 pp.)

Bingham, D. Jeffrey, and Glenn R. Kreider. *Dispensationalism and the History of Redemption: A Developing and Diverse Tradition*. Chicago: Moody, 2015. (272 pp.)

Blaising, Craig A. and Darrell L. Bock. *Progressive Dispensationalism*. Grand Rapids: Baker, 1993. (336 pp.)

Bock, Darrell, ed. *Three Views on the Millennium and Beyond*. Grand Rapids: Zondervan, 1999. (336 pp.)

Hart, John F., ed. *Evidence for the Rapture : A Biblical Case for Pretribulationism*. Chicago : Moody, 2015. (288 pp.)

Middleton, J. Richard. *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids: Baker, 2014. (336 pp.)

Moltmann, Jurgen. *Theology of Hope*. Minneapolis: Augsburg Fortress, 1993. (344 pp.)

Phelen, John E., Jr. *Essential Eschatology: Our Present and Future Hope*. Downers Grove: IVP Academic, 2013. (203 pp.)

Polkinghorne, John. *The God of Hope and the End of the World*. New Haven: Yale University Press, 2003. (192 pp.)

Ratzinger, Joseph. *Eschatology : Death and Eternal Life*. 2d ed. Washington, DC : The Catholic University of America Press, 2007.

Ryrie, Charles. R. *Dispensationalism*. Rev. and expanded ed. Chicago: Moody, 1995. Reprint, 2007. (272 pp.)

Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: Harper-Collins, 2008.

C. Supplementary Bibliography

Berry, R. J. *The Care of Creation: Focusing Concern and Action*. Downers Grove: InterVarsity Press, 2000.

Bloesch, Donald G. *The Last Things: Resurrection, Judgment, Glory*. Christian Foundations. Downers Grove: InterVarsity, 2004.

Crockett, William, ed. *Four Views on Hell*. Grand Rapids: Zondervan, 1992.

Daley, Brian. *The Hope of the Early Church: A Handbook of Patristic Eschatology*. Peabody, MA: Hendrickson Publishers, 2003.

Fudge, Edward William and Robert A. Peterson. *Two Views on Hell*. Downers Grove: InterVarsity Press, 2000.

- Gumerlock, Francis X. *The Day and the Hour: A Chronicle of Christianity's Perennial Fascination with Predicting the End of the World*. Atlanta: American Vision, 2000.
- Hill, Charles E. *Regnum Caelorum: Patterns of Millennial Thought in Early Christianity*. 2d ed. Grand Rapids: Eerdmans, 2001.
- Kreider, Glenn R. *Jonathan Edwards's Interpretation of Revelation 4:1—8:1*. Lanham, MD: University Press of America, 2004.
- Pate, Marvin, ed. *Four Views on Revelation*. Grand Rapids: Zondervan, 1998.
- Pentecost, J. Dwight. *Things to Come*. Grand Rapids: Zondervan, 1956.
- Rhoads, David, ed. *From Every People and Nation; The Book of Revelation in Intercultural Perspective*. Minneapolis: Fortress Press, 2005.
- Riddlebarger, Kim. *The Man of Sin: Uncovering the Truth about the Antichrist*. Grand Rapids: Baker Books, 2006.
- Sandy, D. Brent. *Plowshares and Pruning Hooks*. Downers Grove: InterVarsity Press, 2002.
- Spilsbury, Paul. *The Throne, the Lamb and the Lion*. Downers Grove: InterVarsity Press, 2002.
- Walvoord, John. *End Times*. Nashville: Nelson/Word, 1998. (Available in Swindoll, Charles R. and Roy B. Zuck, eds. *Understanding Christian Theology* [Nashville: Thomas Nelson, 2003]).
- Wilcock, Michael. *The Message of Revelation*. Downers Grove: InterVarsity Press, 1984.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: InterVarsity Press, 2006.
- Yancey, Philip. *Rumors of Another World*. Grand Rapids: Zondervan, 2003.

IV. COURSE REQUIREMENTS

Note: This is a “hybrid” course, which means some of its lecture content is available online only. Please view the video components of this hybrid course as indicated in the lecture schedule below. Because recorded videos are classified as “lectures,” they are not factored into the course grade. Students are expected to watch lecture videos as they would attend class. All lecture videos are available online at your Canvas ST106 course page.

See Section VII, Course Lectures and Assignment Schedule, below for reading and assignment due dates.

All students (2 or 3 credits)	All 3-credit-hour students
<p>A. Reading Assignments: All students (2 or 3 credits) will read the texts listed in A1, General Reading. Students taking this course for 3 credits will also read a selected track in A2—Selected Reading. Completion of reading will be reported in approximate percentage (%) at the end of the semester. In reporting completed reading, students will round their estimates up to the nearest 10%. All reading reports are completed online at the ST106 Canvas course page.</p>	
<p>A1. General Reading (All students)</p> <p>Svigel, Michael J. “When He Returns: Resurrection, Judgment, and the Restoration.” Part Two of Nathan D. Holsteen and Michael J. Svigel, eds., <i>Exploring Christian Theology: The Church, Spiritual Growth, and the End Times</i>. Minneapolis: Bethany House, 2014. NOTE: For ST 106, only the second half of this volume must be read. (c. 125 pp.)</p> <p>Svigel, Michael J. Unpublished course notes for Eschatology. [Posted on the course documents page.] (160 pp.)</p>	<p><i>Students taking this course for 3 credits will complete reading assignments for “all students” in the left column plus the following additional reading assignments:</i></p> <p>A2. Selected Reading</p> <p>Each 3-hour student will select one of the following reading tracks and read all three books within that track. These tracks are designed to provide an opportunity for further study in eschatological issues suited to the student’s interests. Each student must select one Track Option and report his or her percentage of reading completed by the reading due date in the syllabus. All</p>

Erickson, Millard J. *A Basic Guide to Eschatology: Making Sense of the Millennium*. Grand Rapids: Baker Books, 1998. (204 pp.)

The Holy Bible: Daniel, 1 Thessalonians, 2 Thessalonians, Revelation. (c. 50 pp)

Irenaeus of Lyons, *Against Heresies*, Book 5, chapters 20–36. [Available Online at <http://www.ccel.org/ccel/schaff/anf01.ix.vii.xxi.htm> 1 and following.] (c. 25 pp.)

Augustine of Hippo, *City of God*, Book 20, chapters 1–30. [Available Online at <http://www.ccel.org/ccel/schaff/npnf102.iv.XX.html> and following.] (c. 30 pp.)

Students should plan on spending approximately 15 hours for reading in this list of required texts. (Estimates are based on average reading speed; actual time will vary.)

reading reports are completed online at the ST106 Canvas course page.

Track 1: Introduction to End Times [beginner-intermediate] (945 pp.)

Archer, Gleason, et al. *Three Views on the Rapture*. Grand Rapids: Zondervan, 1984. (272 pp.)

Bock, Darrell, ed. *Three Views on the Millennium and Beyond*. Grand Rapids: Zondervan, 1999. (336 pp.)

Hart, John F., ed. *Evidence for the Rapture : A Biblical Case for Pretribulationism*. Chicago : Moody, 2015. (288 pp.)

Track 2: Issues in Dispensationalism [intermediate-advanced] (880 pp.)

Bingham, D. Jeffrey, and Glenn R. Kreider. *Dispensationalism and the History of Redemption: A Developing and Diverse Tradition*. Chicago: Moody, 2015. (272 pp.)

Blaising, Craig A. and Darrell L. Bock. *Progressive Dispensationalism*. Grand Rapids: Baker, 1993. (336 pp.)

Ryrie, Charles. R. *Dispensationalism*. Rev. and expanded ed. Chicago: Moody, 1995. Reprint, 2007. (272 pp.)

Track 3: Recent Works on Eschatology [intermediate-advanced] (891 pp.)

Middleton, J. Richard. *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids: Baker, 2014. (336 pp.)

Phelan, John E., Jr. *Essential Eschatology: Our Present and Future Hope*. Downers Grove: IVP Academic, 2013. (203 pp.)

Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: Harper-Collins, 2008. (352 pp.)

Track 4: Non-Evangelical Eschatologies [advanced-expert] (843 pp.)

Moltmann, Jurgen. *Theology of Hope*. Minneapolis: Augsburg Fortress, 1993. (344 pp.)

Polkinghorne, John. *The God of Hope and the End of the World*. New Haven: Yale University Press, 2003. (192 pp.)

Ratzinger, Joseph. *Eschatology : Death and Eternal Life*. 2d ed. Washington, DC : The Catholic University of America Press, 2007. (307 pp.)

Students should plan on spending approximately 25 hours for reading in this list of required texts. (Estimates are based on average reading speed; actual time will vary.)

<p>B. Written Assignments: All students (2 or 3 credits) will complete the foundational written assignment B1—Capstone Doctrinal Synthesis Paper, as described below. 3-credit students will also complete the written assignments B2—Position Papers.</p>	
<p>B1. Systematic Theology Capstone Doctrinal Synthesis Project</p> <p><i>N.B.: Because many students taking ST106 in the Fall 2018 semester will not have had all of their ST101-ST105 courses that would have included the recently standardized doctrinal synthesis projects, the full requirements for the capstone doctrinal synthesis paper will be modified in the following ways: 1) Students are only required to complete sections 1 (Basic Doctrinal Statement) and 2 (Theological Narrative) from the instructions below. Section 2 must also include one page of endnotes with appropriate Scripture references for the assertions in section 2. However, these endnotes do not need to include the detailed exegetical, theological, historical, or philosophical explanations as described in the instructions. Rather, for this semester, simple biblical citations are sufficient. Students will only be graded based on these modified criteria.</i></p> <p>Drawing on his or her doctrinal synthesis papers prepared for ST101–ST105 and incorporating reflection and writing for ST106, the student will prepare a 12–15-page personal doctrinal statement covering all of the loci of systematic theology: ST101 (Bibliology), ST102 (Trinitarianism, including Theology Proper, Paterology, Christology, Pneumatology), ST103 (Angelology, Anthropology, and Hamartiology), ST104 (Soteriology), ST105 (Sanctification and Ecclesiology), and ST106 (Eschatology). This capstone doctrinal synthesis project will consist of three distinct parts:</p> <ol style="list-style-type: none"> 1) Basic Doctrinal Statement 2) Theological Narrative 3) Explanatory Articulation and Defense (in Endnotes) <p>1) Basic Doctrinal Statement. The basic statement will be one (1) page, single spaced (about 500 words). This first section, drawing from the “Brief Statement” sections in previous ST101–105 doctrinal synthesis papers, will summarize the student’s personal doctrinal convictions in non-technical (but biblically and theologically accurate) language similar to a church’s or ministry’s doctrinal statement. It will include parenthetical key Scripture references and will seek to reflect the orthodox, protestant, evangelical faith.</p> <p>2) Theological Narrative or Exposition. This detailed statement will be six (6) pages, single spaced, (about 3,500 words). This second section, drawing from the “Detailed Exposition” sections in previous</p>	<p><i>Students taking this course for 3 credits will complete written assignments for “all students” in the left column plus the following additional reflection, research, and writing assignments:</i></p> <p>B2. Position Papers</p> <p>Each student will write three (3) one-page, single-spaced “position papers” addressing key issues in Eschatology. These brief papers will present the student’s answers to specific assigned questions based on course lectures or readings, defending answers with biblical, theological, and historical arguments and documenting the answers appropriately with footnotes (see Important Instructions section below). Each student will select <i>one</i> topic from the two options for each Position Paper, which is due according to the course schedule (Section VI) below.</p> <p>Position Paper 1</p> <ol style="list-style-type: none"> 1. Discuss the priority of Hope in Christian Eschatology. What is its content? What is its value? How has eschatological hope affected you personally in life and ministry? <p>OR</p> <ol style="list-style-type: none"> 2. What are the boundaries of orthodox eschatology? What must all Christians believe about eschatology vs. those things for which there is room for diversity of opinions? What problems can arise in life and ministry if there is not a clear understanding of essential doctrines and those for which there are various views within orthodoxy? <p>Position Paper 2</p> <ol style="list-style-type: none"> 1. Discuss the differences between Irenaeus’s and Augustine’s millennial views and their arguments. Whose perspective do you find more compelling and why? <p>OR</p> <ol style="list-style-type: none"> 2. Discuss your current view of Millennium. Defend your millennial perspective biblically, historically, and theologically, especially interacting with the arguments from Dr. Svigel’s lectures and notes. <p>Position Paper 3</p> <ol style="list-style-type: none"> 1. Discuss your current view of the Rapture. Defend your position exegetically, theologically, and historically, especially interacting with the arguments from Dr. Svigel’s lectures and notes as well as any other extra reading you may have done on this topic. <p>OR</p> <ol style="list-style-type: none"> 2. Discuss the issue of personal eschatology—what happens to a person when he or she dies. Interacting with key biblical passages and differentiating your

ST101–105 doctrinal synthesis papers, will provide a comprehensive account of the student’s theological system covering all areas of systematic theology. This exposition should read like a paper one would submit as part of an ordination or interviewing process for a ministry position.

3) Explanatory Articulation and Defense. Substantiating his or her detailed theological narrative, the student will include five to eight (5–8) single spaced pages of endnotes (not footnotes) that provide biblical-exegetical, historical-theological, and scientific-philosophical evidences, arguments, and explanations of the doctrinal assertions in the narrative. These endnotes may be incorporated from previous doctrinal synthesis assignments in ST101–105, but they should be well-edited, revised, enhanced, and supplemented to conform to this summative capstone doctrinal synthesis paper. These endnotes will include not only key biblical references but also interpretive notes that incorporate commentaries, theological works, or historical citations. Biblical citations should be without quotation, except when an exegetical point is not obvious. Justify interpretations of ambiguous passages with clarifying notes. Exegetical, theological, and historical sources, references, and observations should explain the student’s reasons for the affirmations in the theological narrative. In these notes, the student should incorporate insights gained from other courses in the curriculum, especially from other courses in the Biblical Studies and Theological Studies divisions. Bibliographic references should use Turabian formatting. E.g., ¹⁰ Glenn R. Kreider, “Wise Unto Salvation: Gospel, Atonement, and Saving Grace,” in Nathan D. Holsteen and Michael J. Svigel, eds., *Exploring Christian Theology*, vol. 2, *Creation, Fall, and Salvation* (Minneapolis: Bethany House, 2015), 127. The student must incorporate sources beyond the required reading for this course.

Students should plan on spending approximately 20 hours for researching, writing, and editing their capstone doctrinal synthesis projects.

view with heterodox opinions about life after death. How would you answer a Christian who says he or she doesn’t really know what will happen after physical death. Discuss the importance of bodily resurrection for this topic.

Important Instructions on Position Paper Assignments

Position Papers are not simply “journaling assignments” or “reflection papers.” They are to be well-thought-out, well-researched, well-written, and well-edited, as would be expected from graduated level work in theology. Please attend to the following important elements for quality position papers.

1. *Introductions and Conclusions.* This is simply standard graduate level practice. Each intro can have 1-2 sentences that state the topic and your argument in a thesis statement. A good thesis statement is very direct and succinct. Try writing a short intro with a thesis that states, “This paper will address the topic of _____ and will argue that _____.” Forgetting intros and conclusions will result in a loss of points. Your conclusion says nothing new, but summarizes and restates your thesis statement.

2. *Appropriate Use of Sources.* There is probably no good reason to actually *quote* sources in these position papers. That is, do not quote sentences or paragraphs from your sources or from the Bible. You only have one page to make your case, so the majority of the page should be your own words and thoughts, summaries, arguments, and conclusions. They should not be packed with the words of others. You are expected to summarize and synthesize the content of sources, then cite the source of the information as a footnote. Scripture verses should be noted in parenthesis, e.g. (Gal 3:15). However, it is best to state how this passage supports what you are arguing.

3. *Overuse of Sources.* All written assignments will be analyzed by Turnitin, software that compares your work with published and internet sources, including other student papers from DTS and other institutions. It will determine quite accurately what percentage of the work is yours and what percentage is unoriginal. Quoting from sources will greatly increase the percentage of unoriginal work, which is unacceptable for position paper assignments (see #2 above). High Turnitin scores will result in grade reductions. If a Turnitin score is higher than 50% unoriginal material, the highest score that paper can get will be a 50, because only half of the paper expresses your own work.

4. *Make a Claim and Make a Case.* A good way to write these papers is to think of these papers as a dialogue/conversation with the person or material with which you are instructed to interact. You are interacting with the author or writing and making a case for or

	<p>against it, or nuancing the position in some way. Tell us what they say in a sentence or two, then why you either support, reject, or would massage the positions. Then support your claim that with Scripture (do not write out passages—see #2 and #3 above!). Also support your view with theological citations (eschatology or other systematic theology books) and historical sources (primary or secondary sources). So, for example, if you don't believe that there is an “eschatological aspect of holiness because we are baptized into Christ's body, and since He is holy, we are,” then address the verses Svigle uses to support that concept and add the ones you think gives more weight to your argument; include historical precedence and the input of other theologians.</p> <p>5. <i>Include Historical and Theological Support.</i> This is a requirement. Lectures often present biblical (exegetical), theological, and historical arguments to support the positions. Usually in position papers the historical dimension is missing. The historical aspect demonstrates awareness of how views have changed or developed, what the earliest Christians held and why, and how this factors into our understanding and application of Scripture. The majority of these sources are readily available in English and most are online. You can use the same sources, or find even more if you want to. But rooting your argument in history and interacting with other theologians, especially different theological positions, allows you to expand your dialogue partners and is a key difference between graduate level work in theology and undergraduate work. Get used to this.</p> <p><i>Students should plan to spend about 15 hours completing 3 Position Papers (about 5 hours of reading, reflection, writing, and editing per paper).</i></p>
<p>C. Exam: All students will complete an online multiple choice, comprehensive final exam by the end of the semester. It will be closed book, closed note, and closed Bible, with no helps. The goal of this exam is to prompt a thorough review of the course materials to firm up essential theological terms, concepts, and key biblical passages related to Eschatology. Studying the major biblical texts, central issues, and key definitions will best prepare the student for the exam. It is recommended that students utilize <i>Exploring Christian Theology</i> as a study guide as well as Svigle's course notes.</p> <p><i>Students should plan on spending approximately 5 hours on preparation, study, and examination for the Final Exam.</i></p>	

V. COURSE SUPPLEMENTAL INFORMATION

A. Summary of Time Estimates for This Course

The *Student Handbook* states, “Graduate-level work is expected to be more rigorous than at the undergraduate level. However, in order to help ensure that the amount of work required of students in their classes at the Seminary is appropriate, the faculty follow the guideline that for every hour students spend in class each week, they may expect to spend on average two to three hours outside of class on reading and other assignments. The amount of work required for classes will vary based on the material and content of each course” (*Student Handbook 2016–2018*, p. 7, “Academic Workload”).

The Academic Dean has advised professors to estimate 2 hours of homework for every “class hour” (50 minute period). For a three-hour class, that is a total of 84 hours of work outside of class (3 class hours per semester week x 14 class weeks x 2). For students taking this course for two credit hours while participating in the 3-hour class period, the total hours of work outside of class should total approximately 42 hours (2 class hours per semester week x 14 class weeks x 2 = 56, minus 14 hours spent in the extra third hour of class participation).

Please note that any time estimates are based on reasonably established averages; therefore, they are approximations only. Actual time spent on assignments will necessarily vary based on content of reading, the nature of assignments, and student’s own reading speeds and workload capacities. The inevitable variables between students and between assignments is a key factor in establishing time estimates that are on the lower end of the *Student Handbook’s* “average two to three hours outside of class.”

B. Non-Discrimination Policy

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications, such as extra time.

VI. COURSE POLICIES

A. Letter-Number Grade Scale

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

B. Weight Given to Course Requirements for Grading

2-hour students		3-hour students	
Required Assignments	% of Grade	Required Assignments	% of Grade
General Reading	30%	General Reading	20%
N/A		Selected Reading	30%
Capstone Doctrinal Synthesis Project	40%	Capstone Doctrinal Synthesis Project	20%
N/A		3 Position Papers	20%
Final Exam	20%	Final Exam	10%
TOTAL	100%	TOTAL:	100%
Total time estimated to complete all requirements	40 hrs	Total time estimated to complete all requirements	80 hrs

C. Class Participation

Class sessions are intended to include the interaction of class members. The student is encouraged to participate in class and group discussions for her or his own learning and enrichment. All comments or questions should be collegial, polite, and respectful.

D. Use of Electronics

To promote class participation and to avoid distraction, the use of electronic equipment—including cell phones, audio or video players, recording devices (except for recording lectures for personal use only), or internet browsing and text messaging—is prohibited during class. Students may use laptop computers only for taking notes during lectures. Exceptions to this prohibition must be approved by the professor in advance.

E. Terms of Assignments

1. *Work Related to Previous or Parallel Course Work.* With the exception of the Capstone Doctrinal Synthesis Paper (which will incorporate doctrinal statement work previously done for ST101–105), work that has been done (or is being done) for other classes may not be used to earn credit in this class.

2. *Plagiarism.* Take note that *plagiarism* (copying from Internet, articles, or books) or any form of deception or cheating is strictly prohibited and can be grounds for expulsion from the Seminary. All sources should be fully documented and quotation marks used when appropriate. See *www.plagiarism.org* for current issues in plagiarism. Ignorance of guidelines is not a defense against charges of plagiarism.

3. *Late Assignments.* Assignments are due on Canvas as indicated in the schedule below. Reading due dates are strong recommendations, but there will be no grade penalty for late reading that is completed by the time the reading report is due at the end of the semester. Any assignments submitted on Canvas after the published due date will receive a grade reduction of 1 percentage point per calendar day late. For example, a paper due on 12/1 but submitted at 12:01 on 12/3 will be counted as two days late. Note: *No assignments can be accepted after noon on Friday of Finals Week unless special approval is granted by the Credits Committee for very extraordinary circumstances.*

F. Absences

Penalties for non-attendance will be assigned according to the *Student Handbook*. For block class instruction, 1 hour and 15 minutes of class time is counted as one class meeting missed.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Date	Lecture Topics	Assignments Due
8/27–9/9	ONLINE Introduction to Course Eschatology in Christian Theology	Shaded Assignments are for 3-credit-hour students READ SYLLABUS CAREFULLY! Watch Module 1 Lecture Videos: Eschatology in Christian Theology Read Svigel, “When He Returns” (Part 2 of <i>Exploring Christian Theology</i> , vol. 3: <i>The Church, Spiritual Growth, and the End Times</i>).
9/10–9/19	ONLINE The Priority of Hope in Eschatology The Substance of Christian Hope	Watch Module 2 Lecture Videos: The Priority of Hope in Eschatology Read Erickson, <i>A Basic Guide to Eschatology</i> Position Paper 1 (Select Option 1 or 2) RECOMMENDED: Complete first book from choice of selected reading track.
9/20 6pm-9pm	LIVE Introduction to Future Things Five Crucial Questions	No Assignments Due during live sessions
9/21 8am-5pm	LIVE The Literal, Future Return of Christ The Millennium	
9/22 8am-5pm	LIVE The Rapture of the Church	

9/24–10/14	ONLINE Dispensations and Covenants, Part 1	Watch Module 3 Lecture Videos: Dispensations and Covenants: Part 1—Dispensations Read 1 Thessalonians Read Irenaeus, <i>Against Heresies</i> Book 5, chapters 20–36. (2nd century A.D.) Augustine, <i>City of God</i> Book 20, chapters 1–30. (5th century A.D.) Position Paper 2 (Select Option 1 or 2)
10/15–11/11	ONLINE Dispensations and Covenants, Part 2	Watch Module 4 Lecture Videos: Dispensations and Covenants: Part 2—Biblical Covenants RECOMMENDED: Complete second book from choice of selected reading track.
11/12–11/25	READING WEEK THANKSGIVING BREAK	RECOMMENDED: Complete third book from choice of selected reading track RECOMMENDED: Complete first draft of Capstone Doctrinal Synthesis Project
11/26–12/9	ONLINE The Coming Tribulation The Book of Revelation	Watch Module 7 Lectures: The Coming Tribulation and The Book of Revelation Read 2 Thessalonians Read Daniel Read Revelation
12/10–12/16 NOTE SHORTER MODULE	ONLINE Personal Eschatology: What Happens to Us When We Die? Eternal Death and Eternal Life Resurrection and Glorification	Watch Module 9 Lectures: Personal Eschatology: “What Happens When I Die?”/Eternal Death and Eternal Life/Resurrection and Glorification Position Paper 3 (Select Option 1 or 2)
12/17–/10	Finals Week NOTE: ALL ASSIGNMENTS ARE DUE BY MIDNIGHT THURSDAY OF FINALS WEEK (12/20) <i>In no case can late assignments be accepted after noon on Friday of Finals Week unless special approval is granted by the Credits Committee for very extraordinary circumstances.</i>	Due: All General Reading and Reading Report Online Final Exam Due: Capstone Doctrinal Synthesis Project Due: All Selected Reading and Reading Report

Note: The above course schedule is presented as an outline only. The professor reserves the right to make modifications to the schedule.