

Hebrews, General Epistles & Revelation

I. Catalog Description:

An exposition of Hebrews; James; 1 and 2 Peter; 1, 2, and 3 John; Jude; and Revelation, with emphasis on the biblical theology of these books, their genre, and application. (3 hours).

II. Course Objectives:

Upon the completion of this course, students will . . .

A. Cognitive objectives

1. State concisely the primary purpose(s) of each of the books studied.
2. Trace the argument of each book studied.
3. Discuss with understanding the major problem passages of these books.

B. Affective Objectives

1. Worship the Lord Jesus because of His person and work as seen in Hebrews.
2. Live out true religion as described by James.
3. Endure sufferings for righteousness' sake as enjoined in 1 Peter.
4. Defend the faith as commanded in 2 Peter and Jude.
5. Love the Lord and walk in truth and righteousness as directed by John.
6. Live confidently knowing the ultimate victory that is ours in Christ as described by John in the Apocalypse.

III. Course Textbooks:

A. Required:

A good Study Bible (NASB, NIV, NKJV, HCSB, or ESV). Read all of the books we will study

Hanna, Kenneth. *Gospels to Glory*. Wheaton: Crossway Books, 2014. Read all that pertain to the books we will study. Read each section as we study the book.

Hitchcock, Mark. *The End: A Complete Overview of Bible Prophecy and the End of Days*. Carol Stream, IL: Tyndale House, 2012. Read the whole book as we study Revelation.

Bock, Darrell, Andreas Kostenberger, and Josh Chatraw. *Truth Matters: Confident Faith in a Confusing World*. Nashville, TN: B&H Publishing Group, 2014. Read the whole book before the end of the semester.

Vlach, Michael J. *Has the Church Replaced Israel? A Theological Evaluation*. Nashville, TN: B&H Academic, 2010. (Available paperback). Read the whole book before the end of the semester.

B. Supplementary Bibliography:

Annotated bibliographies will be posted in the modules as each book is studied.

IV. Course Requirements:

A. Reading Assignments

1. Read Hebrews, the General Epistles, and Revelation at least once.
2. Read all books listed under “Required Textbooks”

B. Video Lectures

Attend the lecture video sessions in each module.

C. Learning Activities

1. Write six (6) two (2) page papers on assigned problems.

- a. Less than two (2) typed pages.
- b. Late papers accepted but penalized 5% per day
- c. Grading Rubrics:

- Perception of the Problem:

Do you understand the problem or question?

- Range of Solutions:

Do you know various proposed answers to the problem?

- Bibliography:

Have you read a number of sources? Have you understood them?

- Clarity:

Are you clear and pointed in your presentation?

- Persuasion:

Do you present a convincing case for your position?

- Neatness & Spelling

- Formatting:

To facilitate the readability of all papers

- Conform to Turabian style. Use the Turabian Template for your two (2) page papers.
- Use a Unicode Greek or Hebrew Font.

2. Write an expositional paper from the Epistle to the Hebrews.

Explain the interpretive issue (problem) and identify the major views or solutions proposed. Explain and defend your own personal view. Give special attention to the context within Hebrews, to the Old Testament teaching and to the theological importance or significance. See the attached guidelines for expositional papers. Your objective in writing this paper is to expound (explain) the passage or book and its relevance to present life in view of the writer's purpose and intended meaning. This paper should be **5 to 8 pages** in length (typed, double-spaced) and include footnotes or endnotes, plus at least 5 references and bibliography. Choose **One**:

- a. **Hebrews 6:4-6.** The matter of "falling away" and the impossibility of "renewal to repentance." Who are these people? What is their offence?
OR
- b. **Hebrews 8:6-13; 9:15; and 12:24.** What is the new covenant here? How does this relate to the new covenant promised to Israel in Jeremiah 31:31-37? Is the church "new Israel"? Why or why not?
OR
- c. **Any other passage in Hebrews** agreed upon by the professor and the student.

D. Interaction

Read your classmates' work and interaction with them about their work and yours in modules 3, 5, 8. Interaction is a vital part of the online experience. Meet your classmates, discuss the class material, and develop a sense of community.

E. Significance Projects: "How Is This Book Significant?" Studies:

A template is provided in page 10 of this syllabus for you to reproduce for handing in and a sample is provided in the course file for your consideration.

NINE SIGNIFICANCE PAPERS WILL BE REQUIRED – CONSULT THE COURSE SCHEDULE FOR THE DUE DATES AND BOOKS THAT WILL BE REQUIRED.

F. Exam.

Take the final exam. Do not discuss the final exam questions with anyone who has already taken the exam. You will be asked to affirm that you have not done so when you take the final exam.

V. COURSE SUPPLEMENTAL INFORMATION

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.

While the online learning environment is different than the live classroom environment, your professor is still involved and available. You can expect your professor to participate in the required interactions/discussions regularly and substantially. You can also expect your professor to have at least 3 virtual live “office hours”. Your professor will inform you of the times and means that these will occur. Most profess the Chat feature provided by our online platform at online.dts.edu.

VI. COURSE POLICIES

A. Letter/Numerical Grade Scale: The grading scale for this course will be that published in the student handbook:

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. Weighting of Course Requirements for Grading

Reading, Lecture and Video attendance, 15%

Final exam, 5%

Interaction, 20%

Written Assignments – 1 Paper (15%) & 6 learning activities (15%), (30% total)

Significance assignments (9 averaged as one grade) – 30%

C. Note for MABC Students taking course for 2 HOURS

MABC students taking the course for two credit hours will, in order to reduce the class load appropriately, have a reduction in the required reading and writing requirements (but not attendance requirements) to bring the total workload to an equivalent for a two-hour course. Thus the reading and writing assignments will be reduced. This will compensate for the fact that the attendance requirement is the same for both the 3-hour course and the 2-hour course and thus the “out of class” workload must be reduced more to compensate for the “in class” requirement.

Readings: Not required to read *Truth Matters: Confident Faith in a Confusing World*.

Learning Activities: Not required to submit 2 page papers of Module #2 (Hebrews 9), Module #6 (1 John 5), and Module #8a (Revelation 3)

Interaction: Not required to interact Module #8 (Revelation 3:20 paper)

VII. COURSE SCHEDULE

Module	Subject & Assignments Due
1	<p>Introduction to the Course</p> <p>Introduction to the Epistle to the Hebrews</p> <p>Heb. 1—4:13</p> <p>Paper: Autobiography</p> <p>Meet and Greet Your Class</p>
2	<p>Hebrews 4:14—13:25</p> <p>Learning activity paper: What is the meaning of covenant in Hebrews 9:16-17? MABC Exempt</p> <p>Significance paper #1 – Hebrews</p>
3	<p>James</p> <p>Learning activity paper: What is the meaning of “justify” in James 2:21-25?</p> <p>Interaction #1</p> <p>Significance paper #2 - James</p>
4	<p>1 Peter</p> <p>Major Paper: Exposition of Hebrews</p> <p>Significance paper #3 – 1 Peter</p>
5	<p>2 Peter</p> <p>Learning activity paper: Does 2 Peter 1:20 refer to the origination of prophecy or to its interpretation?</p> <p>Interaction #2</p> <p>Significance paper #4 – 2 Peter</p>
6	<p>1 John</p> <p>Learning activity paper: Explain 1 John 5:16 – MABC Exempt.</p> <p>Significance papers #5, 1 John</p>
7	<p>2 John, 3 John, Jude</p> <p>Significance paper #6, #7, #8 - 2 John, 3 John, Jude</p>

8	<p>Revelation</p> <p>Learning activity paper: Is Revelation 3:20 a gospel invitation to a lost person or an invitation to a believer, or can it be both? MABC Exempt</p> <p>Interaction #3 MABC Exempt</p> <p>Learning activity paper: Who is the woman in Revelation 12:1?</p> <p>Significance paper #9 - Revelation</p>
9	<p>Course Wrap Up</p> <p>Reading & Video Report</p> <p>Textbook Reading Reports</p> <p>FINAL EXAM</p>

General Approach to Grading Your EXPOSITIONAL Paper
Please do your best to focus on these areas before handing in your paper

<i>CONTENT (85% of Grade)</i>
Introduction: Answering what? and why? and how? — 5%
Statement of Issue
Preview
Use of Sources: What others say— 10%
Sufficient/Applicable Sources
Appropriate Use and Interaction
Logical Structure/Organization: Am I a good writer? Is my writing understandable? — 10%
Logical Structure/Organization
Coherent Flow of Thought
Coverage of Subject Matter: Governed by the topic — 20%
Exposition of Relevant Texts: Contextual and biblical treatment — 20%
Argumentation: Do I agree or disagree and why — 15%
Presentation and Defense of Student's Own Position
Awareness of Differing Opinions
Clarity of Expression
Conclusion/Summary: What was I trying to accomplish? Did I? — 5%
<i>FORMAT (15% of Grade)</i>
Adherence to Turabian Style — 5%
Title Page (DTS Supplement Style)
Footnotes
Page Numbering
Quotes/Citation
Spelling/Proofreading — 5%
Appropriate Use of English Grammar & Syntax —5%
<i>TOTAL SCORE AND GRADE</i>

**BE107 - Hebrews, General Epistles, and Revelation
Final Exam Study Guide**

1. People

Melchizedek,
 Elijah,
 Silas,
 Gaius,
 Diotrefes,
 Demetrius,
 Archangel Michael,
 Jephthah,
 Barak,
 Gideon,
 the Church,
 Israel,
 tribulation saints,
 the Great Harlot,
 the Antichrist,
 the False Prophet,
 Lot, where is he mentioned?
 Satan,
 Noah,
 Rahab,
 the Lamb,
 the King of Kings,
 the four horsemen.
 What do Abraham and Rahab have in common?

2. Events/Ideas

The Main Subject/Theme of Each Book, ****
 the genre of each book,
 the original recipients of each book,
 the use of the Old Testament in Hebrews,
 the main issues addressed in James,
 Jude's similarity to 2 Peter,
 Jude's relationship to James,
 John's Messages to the Seven Churches,
 the Seven Seals, can you name them?
 Trumpets, can you name them?
 and Bowls (the chronology and content of each series of judgments),
 the 144,000 Jews,
 the Two Witnesses,
 the Woman and Dragon of Revelation 12, who are they?
 the Two Beasts of Revelation 13, who are they?
 666,
 Babylon of Revelation 17–18;
 the Second Coming,
 the binding of Satan,
 the Millennium,

Gog and Magog;
the Great White Throne judgment,
New Heavens and Earth,
true religion, apostasy,
fellowship,
suffering,
walking in the truth,
hospitality,
false teachers,
dead faith,
Babylon,
faith,
willful sinning,
the silence in heaven,
the casting of Satan out of heaven,
the Marriage Supper of the Lamb,
the measuring of the temple,
the fall of Babylon,
the casting of the Beast into the lake of fire,
the New Jerusalem,
literary motifs in 1 John,
Wormwood,
the Tribulation,
the Great Tribulation.

3. Key Passages

The five Warning Passages of Hebrews (2:1-4; 3:7-4:16; 5:11-6:12; 10:19-39; 12:1-29), what is the theme of each passage?

Hebrews 5:6; 11:1-40; 12:2;

James 2:14-26; 3:8; 4:7; 5:16-18;

1 Peter 5:7, 8; 2:2;

2 Peter 2:4-9; 3:10;

1 John 1:9; 5:13;

Revelation 1:8; 20:1-15; 21:1; 22:10

Look for the major quotes from each book Example: Where is “Resist the devil, and he will flee from you” found?

The Significance of _____ to Your Life & Ministry

1. State *briefly* the purpose and argument of the book? (Give references to support your statements). What I want you to do here is (1) discern the importance of what this book teaches well enough to remember it; (2) the argument is trying to assess how the author develops and accomplishes his purpose.

Purpose (Major Theme or Purpose):

Argument (What is the author trying to accomplish and how is he doing it?):

2. **How this book fits into the overall message or argument of the whole Bible?** Support your statements with passages from the OT & NT (Use chart form). Give cross-references from both Testaments—(like chapter and verse, 2:12 for example; passages means more than one)?

<u>Old Testament</u>	<u>Selected Passages</u>	<u>New Testament</u>

3. **What do I want my congregation, audience, or study group to apply after studying this book? What would I want them NOT to forget? What does it do for YOU?**

KNOWING/MEMORY – Give four (4) PRINCIPLES (values; ethical standards; doctrines; main beliefs) that you gleaned from this book and that you and your congregation will think of and remember when the book is named. These should be appropriate to the text, so GIVE REFERENCES (chapters and verses) for each.

DOING/ACTION – What you will lead others to do that is based on the text or passage that suggested this action. You are required to do two (2) of these and be sure to give references It must be supported by a particular text, so be sure to give chapters and verses, example 2:12.

1. Study/program/event/etc. to be implemented (be specific). Tell *what* you want to do.
2. Expand on the details of *how* you will implement the study/program/event, etc. (be specific).
3. Evaluate/assess/appraise. How will you *determine* if you have met your objective(s)?

BEING/PERSONAL CHARACTER DEVELOPMENT –What one (1) thing touched your heart, as you were reading/studying this book? Tell what it was and what text influenced you – **reference(s) required**; what you are going to do about it; and how you will evaluate your proposed action.

Grading Rubric for the Significance Assignment

Argument/Purpose (20%)					Totals
Argument/Purpose	15%				
Verse(s)	5%				
Total	_____				_____
Cross Reference (20%)	#1	#2	#3	#4	
4 Themes (5%)	1.25	1.25	1.25	1.25	
Verse(s) 5%	1.25	1.25	1.25	1.25	
OT Reference (5%)	1.25	1.25	1.25	1.25	
NT Reference (5%)	1.25	1.25	1.25	1.25	
Total	_____	_____	_____	_____	_____
Knowing/Memory (20%)	#1	#2	#3	#4	
Principle/Concept (12%)	8	8	3	3	
Verse(s) (8%)	2	2	2	2	
Total	_____	_____	_____	_____	_____
Doing/Action (20%)	#1	#2			
Concept Developed (8%)	4	4			
Measurable Goal (4%)	2	2			
Follow-up/Accountability (4%)	2	2			
Verse(s) (4%)	2	2			
Total	_____	_____			_____
Being/Character Development (20%)	#1				
Change/Challenge (16%)	18				
Verse(s) (4%)	2				
	_____				_____

GRADE _____

Ninety Verbs That Help Lead Scriptural Applications into Specific Action

- Accept
- Admit
- Analyze
- Ask
- Ask myself
- Avoid
- Be sensitive
- Be willing
- Build
- Buy
- Choose
- Claim
- Collect
- Commit
- Compliment
- Comply
- Confess
- Control
- Count
- Create
- Decide
- Develop
- Direct
- Discuss
- Do
- Eliminate
- Encourage
- Enjoy
- Evaluate
- Exemplify
- Experiment
- Find
- Follow
- Give
- Go
- Guard
- Help
- Invite
- Isolate
- Keep
- List
- Listen
- Look for
- Look up
- Love
- Meet with
- Memorize
- Organize
- Plan out
- Praise
- Pray about
- Pray to
- Pray with
- Prefer
- Pursue
- Read
- Realize
- Record
- Rejoice
- Repair
- Respond
- Sacrifice
- Save
- Schedule
- Select
- Send
- Share
- Show
- Sing
- Spend time
- Stay away
- Stop
- Study
- Substitute
- Take
- Talk with
- Teach
- Telephone
- Thank
- Think about
- Value
- Visit
- Wait
- Wake up
- Walk
- Watch
- Witness
- Work on
- Write down
- Write to

A STATEMENT REGARDING AN EXPOSITIONAL PAPER FOR INCLUSION IN ALL BE107 SYLLABI

One of the goals of the Bible Exposition department for each student in BE107 is that you will produce an exposition of a biblical passage or short Bible book. This exposition will include applications that reflect accurately the content and theology of the text chosen.

Your objective in writing this paper is to expound (explain) the passage or book and its relevance to present life in view of the writer's purpose and intended meaning.

The procedure for producing this paper should be as follows. First, do an inductive study of the passage or book. To do this you should ask and answer the interrogative questions "who, what, where, when, why, how, and so what." Study the various contexts (linguistic, literary, rhetorical, cultural, historical, geographical) of the passage or book as well. Students who have studied the original languages should use them. Second, do research on the passage or book investigating the work that others have done on it and related subjects to broaden your understanding and to check the accuracy of your inductive study.

The purpose of this assignment is to enable you to learn a method of study and presentation that will equip you to explain a portion of God's Word in writing or orally consistent with the meaning of the text.

Your professor will assign a passage or book, or he will give you guidance in choosing one if he does not assign a specific one. He will also determine its length, and the amount of credit you will receive for writing it. Please use Turabian form and the additional form requirements for DTS students.