



NTST 539 Studies in Revelation

Fall 2020

Leonardo Nunes (ThD)

CLASS & CONTACT INFORMATION

Class location:	Southwestern Union (Oklahoma Conference) : 4735 NW 63rd Street, Oklahoma City, OK 73132
Class meeting dates:	October 18-22, 2020
Class meeting times:	Sun—6-9:30 pm; Mon-Thur—8am to 6pm (lunch-12-1:30pm), with 10-minute breaks.
Course Website:	learninghub.andrews.edu
Instructor Tel.:	55 (75) 99164-5454
Instructor Email:	nunesl@andrews.edu
Office hours:	Write or call for questions regarding the course

BULLETIN DESCRIPTION OF COURSE

“Study of Revelation.”

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes (PLO)** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

The following **Course Learning Outcomes (CLO)** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in **this course**:

The student will,

1. Be able to lead a BSS.
2. Be able to teach the Bible to church members.
3. PO #s 1, 2 and 5.

Therefore, this course aims to provide essential content to the understanding of the book of Revelation: issues on introduction, literary structure, main theological themes, and discussion

of important passages. Furthermore, these topics will serve as theological foundation in the creation of a Bible Study Seminar (BSS) for church members.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
10/16/20	<ul style="list-style-type: none"> • Reading report • <i>Bible Study Seminar (BSS) model report</i> 	30 hours from the required books below—Prior to the intensive (30 points of the final grade). 5-point deduction a day, each assignment. Reading Report and BSS model Report	CLO 1, 2&3
10/18/20	<ul style="list-style-type: none"> • Knowing each other • Syllabus review • Course introduction • How to Study the Bible • Formation of small groups for collective learning sessions • Selection of topics for small group investigation 	<i>End of the week group project</i> —Small group discussions and collaborative learning sessions on the subjects selected by students	CLO 1, 2&3
10/19/20	<ul style="list-style-type: none"> • Classic and Apocalyptic prophecy, interpretational approaches, hermeneutical key of apocalyptic prophecy, Adventist hermeutics, Purpose of apocalyptic prophecy, Symbolism. 	<i>End of the week group project</i> —Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1, 2&3
10/20/20	<ul style="list-style-type: none"> • Issues on introduction: Author, date, place written, audience, purpose, • Daniel and Revelation • Literary structures of Revelation 	<i>End of the week group project</i> —Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1, 2&3
10/21/20	<ul style="list-style-type: none"> • Main theological themes: Lamb, Sanctuary, 2nd Coming, Sabbath, Garments, Thrones. • See and hear phenomenon • Preaching Revelation 	<i>End of the week group project</i> —Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1, 2&3
10/22/20	<ul style="list-style-type: none"> • Discussion of important passages: Seven Churches (1:10b–3:22), Enthronement 	<i>Small group presentations</i> before peers. Power Point presentations will be share with peers	CLO 1, 2&3

Date	Topic	Assignment Due	CLOs Addressed
	(4–5), Great Controversy (12–14:16), New Heaven and Earth (21–22).	Discussions and questions will be fostered after each group presentation Colleagues will grade presentations based on A) content, B) oral presentation, and C) quality of the slides, and it will account for 10 points of the final grade.	
01/15/21		Final project is due January 15, 2021. Before midnight, this day, students should post in the <i>LearningHub</i> a 20-page electronic MSW document with the final project. Project will be graded according to the rubric included in this syllabus (50 points of the final grade).	
02/16/21		Late final-assignment submission receives no more than a B by midnight on February 16, 2021.	
03/15/21		Late final-assignment submission receives no more than a C by midnight on March 15, 2021.	
04/07/20		172 days from the first day of class. Students who have not completed all intensive requirements by April 7, 2021 will receive a F . This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.	

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Reading –Read 30 hours from at least two of the following books

1. Holbrook, Frank B., *Symposium on Revelation – Books I & II*, Silver Spring, MD: BRI-GC, 1992.

2. Doukhan, Jacques B., *Secrets of Revelation*, Hagerstown, MD: Review, 2002.
3. Paulien, Jon, *The Deep Things of God*, Hagerstown, MD: Review, 2004.
4. Stefanovic, Ranko, *Revelation of Jesus Christ*, 2nd ed. Berrien Springs, MI: Andrews University Press, 2009.
5. Carson, D. A. and Douglas J. Moo, *An introduction to the New Testament. (Revelation Section)*. 2nd ed. Grand Rapids: Zondervan, 2005.
6. Thielman, Frank, *Theology of the New Testament: a canonical and synthetic approach. (Revelation Section)*. Grand Rapids: Zondervan, 2005.
7. Spalding, Dan (2014). *How to Teach Adults: Plan Your Class, Teach Your Students, Change the World*. San Francisco, CA: Jossey-Bass. Available online through JWLB
8. Dick Murray. *Teaching the Bible to Adults and Youth*. Abingdon Press, 1993.

Recommended Reading

- Quispe, Gluder, *The apocalypse in Seventh-day Adventist interpretation*, Peru: Universidad Peruana Unión, 2013.
- Carr, Kelly. *How to Start a Pastor's Bible Class*. Franklin Publishing, 2013. Kindle Free
- John W Nichols. *So You Want to Teach an Adult Bible Class?* Amazon Digital Services, 2012.
- Merriam, S.; Caffarella, R.; and Baumgartner, L. (3rd ed.). (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons.
- Burden, Paul R. & Byrd, David M. (2012). *Methods for Effective Teaching: Meeting the Needs of All Students* (6th Edition). Boston: Pearson.
- Borich, Gary D. (2013). *Effective Teaching Methods: Research-Based Practice* (8th ed.). Boston: Pearson.
- Craig, Grace J. (2012). *Understanding Human Development* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Knowles, M.; Holton III, E.; and Swanson, R. (7th ed.). (2014). *The adult learner: The definitive classic in adult education and human resource development*. San Diego, CA: Elsevier Butterworth Heinemann.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters’ (e.g. MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

	Professional Masters’ Programs
--	---------------------------------------

		2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time Class Lectures—Blended learning		45 hrs
Independent Learning Activities	Pre-Intensive Reading Pre-Intensive BSS model		30 hrs
	20-page project/paper		60 hrs
Total Hours:			135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>Pre-intensive requirements:</p> <ol style="list-style-type: none"> Reading report—500 pages (30 hours minimum) from the books below. Submit a two-page report indicating the number of hours and pages you read and key theological concepts in Revelation. The report should be submitted electronically on LearningHub in a MSWord document by the October 16, 2020. Bible Study Seminar (BSS) model report. Prepare a two-page report on the best BSS model using either the recommended/required readings or any other source you know. The report should be submitted electronically on LearningHub in MSWord document and it is due on October 16, 2020. During the intensive course students will present this model before their peers. <p><i>Late submission penalties.</i> Pre-intensive assignments are due on October 16, 2020. Late submission of these assignments is penalized with a 5-point deduction a day, each assignment.</p>	<p>30 points 20 points 10 points</p>
<p>During the intensive requirements:</p> <ol style="list-style-type: none"> Class attendance. Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course. 	<p>20 points</p>

<p>2. Pre-intensive report presentation. Students will present before their peers a report on the most successful BSS model they know. Time will be allowed for peers to ask questions about the model.</p> <p>3. Collective learning. During the intensive, students will have time to work with peers in small groups to prepare a 30-minute presentation on related course topics collectively selected by the participants. The presentation will be prepared on Power Point and shared electronically to all participants. Presentations will be graded by the peers based on A) content, B) oral presentation, and C) quality of the slides, and it will account for 10 points of the final grade.</p>	<p>10 points</p> <p>10 points</p>
<p>Post-Intensive Requirements</p> <p>1. Final project. A 20-page final project entitled: “Development of a BSS in Revelation for Church Members.” This project is due 90 days after the first day of class— January 15, 2021. The project will be graded based on the Project Rubric included in this syllabus and should have the following parts: 1) Title page. 2) Table of Contents. 3) Introduction—importance and a description on how the paper is organized. 4) Chapter 1: Theological Foundations for Bible Study Class—an analysis of biblical and EGW teachings on the subject—minimum of 15 different sources. EGW counts as one source. 5) Chapter 2: Description of the Seminar—duration, recruitment of participants, teaching venue, topics, rational why topics are selected, rational on the order of topics presentation. 6) Chapter 3, Implementation of the seminar. When, where, and how the seminar will be presented. Description of the seminar modules, duration, mode of delivery, etc. The seminar does not need to be implemented. If implemented, students only need a 15-page paper, with an Appendix with the implementation report and evaluation (five pages). 7) Chapter 4, Conclusion—a synopsis of the investigation and an explanation on how the outcome of the seminar will be evaluated.</p> <p>a. The final project paper must be submitted electronically on LearningHub in a MSWord document following the <i>Andrews University Standards for Written Work</i>. Available at the following site: http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf</p> <p>b. This final assignment is due on January 15, 2021, before midnight.</p> <p><i>Late submission penalties:</i> Late submission of this assignment is penalized (see schedule).</p>	<p>50 points</p>
<p>Total points</p>	<p>100 points</p>

Note. In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview-- Above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

Leonardo Nunes (ThD) SDA pastor for 25 years, 10 years as a church pastor and 15 as a professor and dean of the Latin American Adventist Theological Seminary in Bahia, Brazil. He has taught and lectured in many countries on varied subjects in NT theology and Church Ministry.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D
				58-Below	F

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution’s name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Content	The chosen topics reflected profound analysis of Revelation and the content is clearly presented. All requirements are met including the minimum of 15 different sources.	Good choice of topics reflecting an analysis of Revelation; but it misses either the clarity in presentation or it did not meet all requirements.	Most of the topics reflected good analysis and but the content was not presented in a clear way and it did not include all 15 different sources.	Topics were poorly selected and the analysis and content were not clearly presented. It also misses a few sources for reference.	The topics were not found in Revelation and were not clearly presented. It did not include 15 different sources for reference.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in	

	specifications stated in the syllabus				the syllabus and AUSWW	
Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

