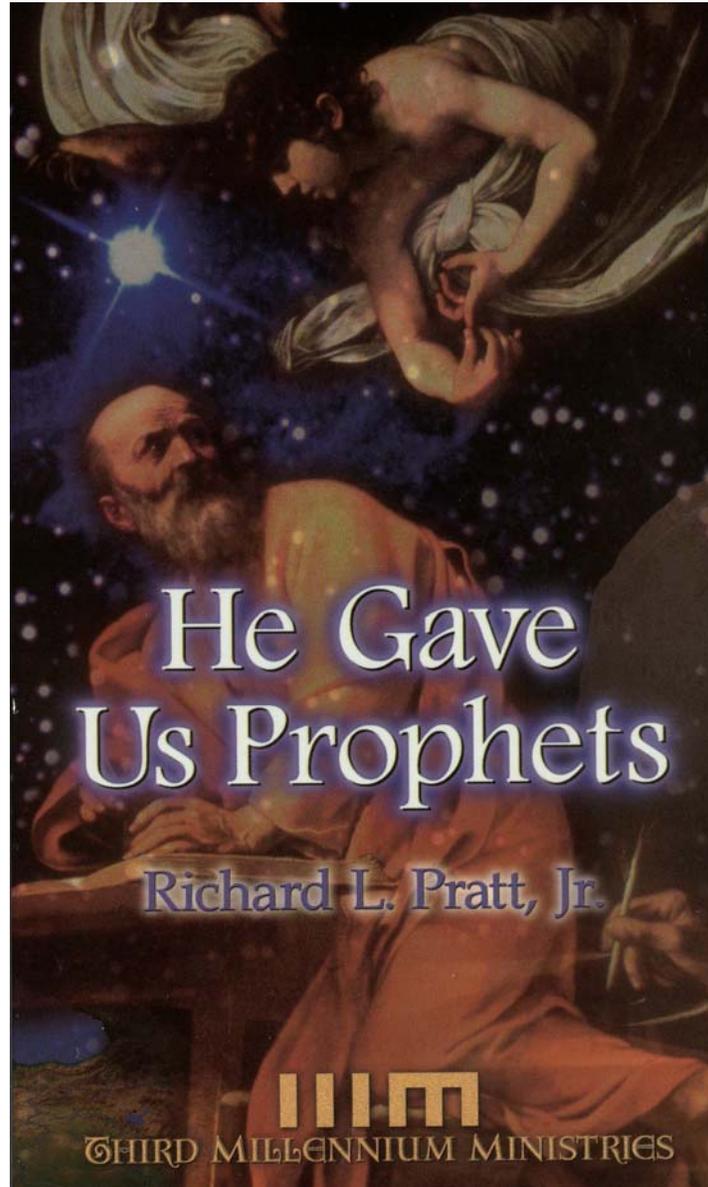


HE GAVE US PROPHETS

MINTS SYLLABUS



Based on the DVDs by Dr. Richard Pratt, *Third Millennium*

MINTS Syllabus by Dr. Richard Ramsay

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COURSE DESCRIPTION

This course gives an introductory perspective for the study of the prophets of the Old Testament. It dispels common misunderstandings about the prophets, provides guidelines for interpreting prophecy, and gives the student confidence to begin studying prophetic literature. The course is based on the DVD series by Dr. Richard Pratt, "He Gave Us Prophets."

HOW TO RECEIVE CREDIT FOR THE COURSE

This course may be taken in several different modes:

1. The student may simply take the course without credit for his or her own personal benefit. He may obtain the DVDs, watch them and complete the Third Millennium study guides. The materials of this MINTS study guide are offered free of charge and may be used by anyone. However, in this mode the homework will not be evaluated, no tests will be taken, and there will be no personal communication with the student on behalf of *Miami International Seminary*.
2. The student may take the course for MINTS credit, either for Bachelors credit or for Masters credit. In this case, he must contact the nearest MINTS center, and arrange with the director to have his homework evaluated by professors of that center. If the student doesn't know where to contact a MINTS center, he may look at the list of centers on the home web site of MINTS (<http://www.mints.edu/>), or he may write to the MINTS president, Rev. Greg Hauenstein (greg@ocpc.org). He may also wish to consider opening a MINTS center. Again, for this he should write to Rev. Hauenstein. Whereas the materials of this study guide are free, the student may need to arrange with the MINTS center to make the necessary tuition payments.
3. The student may wish to use this course to obtain credit from some other institution. In this case, he must contact the authorities of that institution to obtain information about their requirements. Again, the materials for this study guide are provided free of charge, but the student may need to pay tuition to the institution where he is seeking recognition for his studies.

GENERAL INSTRUCTIONS FOR THE COURSE

First instructions

Please begin the course by reading these "General Instructions" carefully, then quickly review the "General Resources for the Course," (don't worry about reading this section carefully yet; you will come back to each section as you need them during the course), then go to Lesson 1, and proceed through the course, one lesson at a time. For each lesson, read the goals and objectives, read the assignments, then complete those assignments, using the resources provided in this syllabus.

You will find it easy to follow.

Goals and objectives in general for the course

Goals

1. The student will understand the key elements of the historical background and purpose of the Old Testament prophets.
2. The student will gain greater interest and greater confidence in the study and interpretation of the prophetic books of the Old Testament.
3. The student will develop skills in the proper interpretation of prophetic literature of the Old Testament.

Objectives

1. The student will identify (in the online quizzes and the final exam) the common causes of confusion in the study of prophecy, the proper guidelines for interpreting prophetic literature, as expressed by Dr. Pratt, and key information about the historical background and purpose of the Old Testament prophets.
2. The student will demonstrate his or her interest in the study of Old Testament prophecy by completing 300 pages of additional reading on the subject and giving a report on it. (For Masters credit, the extra reading is 600 pages.)
3. The student will demonstrate his or her ability to interpret the Old Testament prophetic literature by writing an analysis of a passage of his or her own selection from the prophetic books of the Bible.

Course outline

- Lesson 1. Essential Hermeneutical Perspectives
- Lesson 2. A Prophet's Job
- Lesson 3. People of the Covenant
- Lesson 4. Dynamics of the Covenant
- Lesson 5. Historical Analysis of Prophecy
- Lesson 6. Literary Analysis of the Prophets
- Lesson 7. The Purpose of Predictions

Lesson 8. Unfolding Eschatology

HOW TO OBTAIN THE DVDs

The DVDs are available for viewing or downloading online at:

<http://thirdmill.org/seminary/download.asp/site/iiim/category/download>

You may also download audio files of the same lectures.

The DVDs can also be purchased online at the Third Millenium estore:

<http://www.thirdmill.org/estore/default.asp/category/estore>

HOW TO OBTAIN THE TESTS AND THE FINAL EXAM

If you are authorized to supervise tests, for example if you are a director of a MINTS center, or a professor from another institution, you may obtain copies of the tests and the answer guides for this course by writing to the MINTS office: mints@ocpc.org . You must be able to prove that you have the proper authorization to receive them.

GENERAL ASSIGNMENTS FOR THE COURSE

This course may be taken without credit, for Bachelors credit, or for Masters credit. Each level has different requirements.

Without credit:

1. Watch the DVD lessons of Dr. Pratt.
2. Complete the *Third Millennium* study guides for each lesson.
(In this case, there are no grades.)

For Bachelors level credit:

Complete all of the above requirements, plus the following:

1. Complete the *Third Millennium* study guides as you watch the DVDs.
2. Read at least 300 pages of additional reading and turn in a written report on each book or article, using the "Form for reading reports" found below. Give also an oral report on the reading.
3. Take tests on each lesson.
4. Write an 8-10 page analysis of a passage from the prophetic books.
5. Take a final exam on the content of the videos.

For Masters level credit:

Complete all of the requirements for non-credit and for Bachelors level credit (see above), with the following changes:

1. Instead of reading just 300 pages of additional reading, for Masters credit the student must read 600 pages. He must turn in a written report on each book or article, using the "Form for reading reports" found below and give an oral report on the reading.
2. Instead of an 8-10 page project, the student must write a 15-20 page analysis of a passage from the prophetic books.
3. The Masters student must also take tests on each lesson and a final exam.

This course will normally require between six and eight hours of study for each of the eight lessons. It is designed for the student to finish in eight weeks, doing one lesson each week, but may be studied at a faster or slower pace.

Don't worry about the details now, since they will be given to you as you go through each lesson, but in order for you to know what to plan for, the assignments can be summarized as follows:

Evaluation

The course final grade will be calculated as follows:

- 40% Quizzes from each lesson on the content of the videos (5% each)
- 20% Final exam on the content of all the videos
- 10% Reports on additional reading
- 30% Written project
- TOTAL 100%

GENERAL RESOURCES FOR THE COURSE

Suggested additional reading for the course (Lessons 1-6)

(The student may use other resources, but they must be on the subject of the prophetic books.)

Printed books

Archer, Gleason. *A Survey of Old Testament Introduction*. Chicago: Moody, 1994.

Bullock, C. Hassel. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody, 1999.

Dillard, Raymond B., and Tremper Longman. *An introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.

Lasor, Sanford, David Hubbard, and William Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. Grand Rapids: Eerdmans, 1996.

Scott, Jack B. *Survey of the Old Testament*. Lawrenceville, GA: Christian Education and Publications, 2002.

Internet links

Calvin, John, Commentaries on the Old Testament, including the prophetic books. Find at Third Millennium:
<http://thirdmill.org/books/ot.asp/category/bookssub1#ecf1>

Edersheim, Alfred, *The Bible History; Old Testament*, VII, "From The Decline Of The Two Kingdoms To The Assyrian And Babylonian Captivity". Find at Philologos.org:
http://philologos.org/__eb-bhot/

Jamieson, Fausset and Brown, Commentaries on the Old Testament, including the prophetic books. Find at Third Millennium:
<http://thirdmill.org/books/ot.asp/category/bookssub1#ecf1>

FORM FOR READING REPORTS

Please use this form for reading reports. Copy the form, paste the contents into a new document on your computer, and file it under the name of "Reading Reports on Prophets".

Write a separate report for each book or article. The reports for each book or article should not be more than two pages long each.

BIBLIOGRAPHICAL DATA

Title:

Author:

Pages read:

Editorial:

City of publisher:

Year of publication:

REPORT

1. Outline of contents:
2. Brief Summary (Write a synthesis of what the author says, without your own comments)
3. Critical Evaluation (Elaborate your own opinion about what the author says. Is it clear, precise, confusing, well-documented, out of context, too simple, too complicated, biblical, too technical? Did you like it? Defend your opinion.)
4. Personal Application to Your Life and Ministry (What impact did this reading have on my life and ministry? Was it helpful? How did it help? Be specific.)
5. Personal questions that come from the reading

GUIDELINES FOR WRITING AN ESSAY

Richard B. Ramsay

Introduction

An essay is a literary form that analyzes a specific topic in order to inform, explain, persuade, defend an opinion, or to stir interest. It is a more serious style, formal and academic. It is not fiction or comedy. Neither is it poetry, but prose. It should make a contribution to the reader in terms of new concepts or information.

The following guidelines will help you edit an essay:

1. Decide on a unique and specific idea

An essay should express the idea of you, the author, instead of simply repeating the ideas of others. It is not simply a research report, but personal reflection. Of course, you may take into account the ideas of others, but you should utilize these ideas to support your own point, or maybe to make a contrast with your view.

The author should have something in mind that he wants to communicate and focus on one main point. For example, the essay could have the purpose of convincing the reader that Christ is sufficient for our salvation, or that Augustine was the most important theologian of his time, or that Genesis 3 explains all the problems of humanity. The different parts of the essay present evidence or arguments that either support the central idea, illustrate the idea, or show contrasting views. However, the content of the different parts of the essay should not stray away from the main point of the essay as a whole.

2. Do careful research

The student should reflect on the topic that he or she wishes to study, and begin reading and collecting information and quotes. He should write down the bibliographical data for the quote or idea, including author, title, place of publication, publishing company, and year. Use cards, a notebook, or even better, write notes in a computer word processor. Afterwards, organize the notes into groups according to topic. You should begin focusing on what you consider important and discard things that are not related to your topic, even though they may be interesting. Concentrate on a few ideas that are related to the central theme of the essay.

3. Write an appropriate title

The title of the essay should clearly communicate the main theme. It should not be too *general*, but rather point to a specific topic. For example, if you want to write about the physical consequences of the Fall in Genesis 3, the title should *not* be, "Man's Problem," or "Genesis 3," but "The Physical Consequences of the Fall According to Genesis 3." Neither should the title be too *specific*, pointing only to one aspect of the essay. For example, if the author wishes to write about all the physical consequences of the Fall, the title should *not* be "Why Women Give Birth in Pain" but rather as mentioned before, "The Physical Consequences of the Fall According to Genesis 3."

4. Organize your ideas in a good outline

An essay should have at least three main sections: the introduction, the body, and the conclusion. The introduction stirs interest in the essay and explains what it is about. The body is the main development of the theme, and normally has several subdivisions. The conclusion summarizes the argument of the essay and shows what the author considers to be most important.

If the essay is well organized, the ideas are easy to follow. The writer should imagine that he is dialoguing with the reader, anticipating his questions and presenting answers. The reader should be able to follow the thread of thought even with a quick glance at the introduction, the titles of the sections, and the conclusion.

There are various ways to organize an essay. 1) If the purpose of the essay is to inform about something historical, it may be organized in chronological order. 2) If the purpose is to analyze a philosophical concept, the writer may want to first give the historical background, then explain how the concept is expressed in our day, then give a biblical analysis of the thought. 3) If the author wishes to persuade the reader of his point of view of some issue, he may use logical order, first presenting a premise, then a second premise, and the logical conclusion. 4) If the purpose is to arouse interest in a cause, he may present different dimensions of the problem in order of increasing seriousness. 5) Some people like to use illustrations to demonstrate a truth, organizing them to point toward the central idea, like the hands of a clock that meet in the center. 6) If the author wants to present a new idea, he may first show how it is similar to other ideas, then show how it is different from those ideas. 7) One might analyze an event, showing first the causes, then the effects. 8) New information may be presented by giving definitions and classifications. There are many ways to organize an essay, but the writer should decide how to organize it and be consistent with the plan.

Make a good outline to assure good organization. The body of the essay (all but the introduction and conclusion) normally has at least two main divisions, each with at least two subdivisions. If there is only one subdivision, it is not really a subdivision but the main point. The main divisions should contain ideas that are equal in importance, but distinct in content. The subdivisions should contain ideas that are subordinate to the main division, and equal in importance among each other.

The traditional system of numbering is to use roman numbers for the main divisions, capital letters for the subdivisions, numbers for the next subdivisions, and small letters for the next, as follows:

The Letter to the Romans

I. Doctrine

A. Sin

1. The wrath of God against sin

2. All men are sinners

B. Justification by faith

C. Sanctification by faith

D. Eternal security

II. Practical exhortations

A. Love

B. Submission to authorities

etc.

The introduction of the essay does not have a number or letter. Neither does the conclusion.

Introduction

I.

A.

1.

2.

B.

II.

III.

Conclusion

Alternative classification systems are acceptable. The student needs to be consistent and not mix classifications systems. For example, the numerical system is also acceptable.

INTRODUCTION

1.
 - 1.1.
- 1.2
2.
 - 2.1.
 - 2.2.
3.
 - 3.1.
 - 3.1.1.
 - 3.1.2
- 3.2

CONCLUSION BIBLIOGRAPHY

5. Write coherent paragraphs

A paragraph is the key unit of the essay. Review each paragraph to make sure that:

- 1) All the sentences of the paragraph deal with the same subject.
- 2) The paragraph has normally from 3-10 sentences. If there is only one sentence, it should become part of another paragraph, or maybe other sentences can be added to complete the paragraph.
- 3) The central idea of the paragraph is expressed in the first or last sentence (normally).
- 4) The other sentences contribute to the point of the paragraph, supporting, showing contrast, or giving illustrations.
- 5) The paragraph is well organized. The paragraphs may follow any of the same organization styles that were mentioned in point 4 regarding the essay as whole.
- 6) The sentences are clearly readable. Long sentences should be divided into two or more sentences. Avoid incomplete sentences without a main verb.
- 7) Transition words and phrases are included when there is a change in thought (such as "however," "furthermore," and "on the other hand.") The reader needs to see the relationship between different points. Try reading the paragraph out loud. If it is not smooth, you probably need to modify it.

Do not hesitate to eliminate sentences that are not related to the main theme of the paragraph. They might belong better in another paragraph, they might be material for a whole new paragraph, or they might be completely unnecessary.

6. Use footnotes properly

You must indicate all sources of ideas with footnotes, even if it is not a direct quote. You may use one of the two possible formats. However, you must be consistent within the essay, always using the same format.

A. MLA Style (Modern Language Association)

NOTE: This is the preferred style of MINTS.

This style puts the minimum information in parentheses, and takes advantage of the full information given in the bibliography at the back of the book, article, or essay.

For example, if the book in the bibliography is the following, ...

Marcuse, Sybil. *A Survey of Musical Instruments*. New York: Harper, 1975.

...then within the text, only the author's name and the page number are necessary. For example, if the quote is taken from page 197, after the quote within the essay there should be a parenthesis as follows:

(Marcuse 197)

If there is more than one book by the same author, a short version of the title should be included, as follows:

(Marcuse, *Survey* 197)

If the author's name is mentioned within the essay, only the page number is necessary:

(197)

B. Chicago Manual of Style

This style gives more information in the notes. You should put a number in the text, after the quote or information used, in superscript, as seen here⁸. Then at the bottom of the page, put the footnote. (The footnotes may also be put at the end of each chapter, or at the end of the book, but we prefer them at the bottom of the page.)

If you do *not* have full information in the bibliography, use the following pattern:

8 Author [first name, then last name], *Title of the book* [in italics] (city of publication: publishing company, year) [between parentheses, with a colon between city and publisher, then a coma before the year, just as it appears here], page or pages cited.

Here is an example:

8 Federico García Lorca, *Bodas de Sangre* (Barcelona: Ayma, S.A., 1971), 95.

On the other hand, if you *do* have full information in the bibliography, you may simply put the author, title, and page number. The reader can find the rest of the information in the bibliography at the back.

Here is an example:

8 Federico García Lorca, *Bodas de Sangre*, 95.

7. Include a bibliography

At the end of the essay, you should include a bibliography, listing all the books, articles, and web sites that you used for the essay. The format for the bibliography is slightly different from the footnote. The last name goes first in this case. There are no parentheses and no page number. The author's last name should not be indented, but if the entry uses more than one line, the other lines are all indented. Look at the following examples.

The list must be in alphabetical order, according to the last names of the authors.

García Lorca, Federico. *Bodas de Sangre*. Barcelona: Ayma, S.A., 1971.

Marcuse, Sybil. *A Survey of Musical Instruments*. New York: Harper, 1975.

8. Resources

Use the following sources for other help with editing and style:

1. Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America, 1999. (Currently the 6th edition is the latest.) NOTE: This is the official guideline for MINTS.

Some web sites contain portions of the MLS standards:

<http://www.bedfordstmartins.com/online/cite5.html>

http://www.dianahacker.com/resdoc/p04_c08_o.html

2. *The Chicago Manual of Style*. (Chicago: University of Chicago Press.)

See online Manual: <http://www.chicagomanualofstyle.org/home.html>

See the following web site for information about this book and about electronic resources: <http://www.docstyles.com/cmsguide.htm>

See also the following web site for exercises to improve your grammar and writing style.

<http://go.hrw.com/hhb/>

You may also use the following books for reference:

Kate L. Turabian, *A Manual for Writers*. Chicago: University of Chicago Press, latest edition.

Kirszner, Laurie G., and Mandell, Stephen, *The Holt Handbook*. Philadelphia: Harcourt Brace.

9. Essay Evaluation

(This section gives guidelines for MINTS directors or professors who grade essays.)

Include the following aspects in the evaluation of an essay.

1. CONTENT

Identification of theme/thesis
Development of theme/thesis
Conclusion to theme/thesis
Educational content
Theological content

2. STYLE

Title page
Index
Titles
References
General presentation

3. GRAMMAR

Grammar in general
Vocabulary
Paragraph structure
Sentence structure
Punctuation

4. VERIFICATION

Argumentation
Use of resources
Quotations
Footnotes
Bibliography

5. APPLICATION

Faithfulness to the Biblical revelation
Helpful for obeying the Great Commission
Identification of spiritual needs
Presentation of Biblical solutions to the spiritual needs that were presented
Motivation for future studies

10. Style of Title Page and Table of Contents

TITLE PAGE

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p style="text-align: center;">NAME OF THE AUTHOR</p> <p style="text-align: center;">NAME AND CODE OF THE COURSE</p> <p style="text-align: center;">Name of the Professor</p> <p style="text-align: center;">Name of the Educational Institution</p> <p style="text-align: center;">Date</p>

TABLE OF CONTENTS (Classical style)

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p>INTRODUCTION</p> <p>I.</p> <p style="padding-left: 2em;">A.</p> <p style="padding-left: 4em;">1.</p> <p style="padding-left: 4em;">2.</p> <p style="padding-left: 2em;">B.</p> <p style="padding-left: 4em;">1.</p> <p style="padding-left: 4em;">2.</p> <p>II.</p> <p style="padding-left: 2em;">A.</p> <p style="padding-left: 2em;">B.</p> <p>CONCLUSION</p> <p>BIBLIOGRAPHY</p>

TABLE OF CONTENTS (Numerical style)

<i>TITLE OF THE ESSAY</i>	
INTRODUCTION	
1.	
1.1.	
1.2	
2.	
2.1.	
2.1.1.	
2.1.2.	
2.2.	
3.	
3.1.	
3.2.	
CONCLUSION	
BIBLIOGRAPHY	

A Final Word

There are many ways to write a good essay, and creativity is welcome. However, there are certain guidelines that help you communicate better. Probably the greatest challenge is to make your writing clear and easy to understand. It should be pleasant to read, and not hard work. Read your essay over and over until you are satisfied. The more you work on it, the easier it will be to understand. Have a friend or family member read your essay before you send it in. Also, read the essay aloud to see if the sentences communicate what you want to say and how you want to say it. Your essay should be so good that others want to publish it!

SPECIFIC GOALS, OBJECTIVES, AND ASSIGNMENTS FOR EACH LESSON

LESSON 1

ESSENTIAL HERMENEUTICAL PERSPECTIVES

Goals and objectives

Goals

1. The student will understand the most common reasons for the difficulty in interpreting the prophetic books of the Old Testament.
2. The student will grow in his or her interest in studying these books of the Bible.

Objectives

1. The student will identify key causes of confusion in the interpretation of the prophetic books.
2. The student will identify key factors in the proper interpretation of the prophetic books, as explained by Dr. Pratt, especially the proper view of inspiration and exegesis.

Assignments

1. Watch the first lesson of the DVD series by Dr. Richard Pratt, called "Essential hermeneutical principles."

As you watch the video, fill out the study guide found below.

- a. Write notes in the outline.
- b. Answer the review questions.
- c. Answer the application questions.

This will prepare you for the quiz on this lesson.

2. Take the quiz on the materials covered in video 1.
3. Read 60 pages (120 for Masters) of extra reading, selected from the list of "Suggested additional reading" (See "General resources for the course").

Study Guide

Lesson 1 from the series He Gave Us Prophets

(NOTE: The study guides for all the lessons have been copied from the *Third Mill* study guides and adapted for this course.)

Contents

1. Outline – An outline of the lesson, including the time code on the DVD at which each section begins.
2. Review Questions – Questions on the basic content of the lesson.
3. Application Questions – Questions relating the content of the lesson to Christian living, theology and ministry.

How to use the study guides

1. Before watching the lesson

Look briefly at the outline and the review questions before you watch the video, to see key things to look for.

2. While you are watching the lesson

a. Notes – Use the outline to follow the lesson and to take notes.

b. Pause/replay portions of the lesson – Pause the video whenever necessary, in order to write notes. Replay any section that you didn't understand.

3. After you watch the lesson

a. Review Questions – Answer the review questions. These questions will prepare you for the quiz on the lesson.

b. Application Questions – Answer the applications questions. This will help you relate the topics of the lesson to your own life and ministry.

Outline of video 1

I. Introduction (0:24)

II. Our Confusion (2:02)

A. Sources of confusion (2:59)

1. Prophetic Books (3:18)

2. The Church (4:17)

B. Results of Confusion (5:16)

1. Victimization (5:27)

- 2. Apathy (7:19)
- III. Prophet's Experience (10:10)
 - A. Mental State (10:54)
 - B. Inspiration(12:04)
 - 1. Mechanical Inspiration (12:14)
 - 2. Organic Inspiration (12:47)
 - C. Comprehension (13:51)
- IV. Original Meaning(16:16)
 - A. Popular Exegesis (16:59)
 - 1. Atomistic (17:23)
 - 2. Ahistorical (17:56)
 - B. Proper Exegesis (19:43)
 - 1. Literary Context (20:32)
 - 2. Historical Context (21:38)
- V. New Testament Perspectives (23:20)
 - A. Authority (23:50)
 - 1. Prophetic Scriptures (24:05)
 - 2. Prophetic Intentions (24:58)
 - B. Application (28:01)
 - 1. Prophetic Expectations (28:33)
 - 2. Prophetic Fulfillments (29:30)
- VI. Summary (32:40)

Review Questions, video 1

1. In understanding the prophets, what are the two main sources of our confusion?
2. What are the results of this confusion? What should we do in response to this confusion?
3. What was the true mental state of the Old Testament prophets?
4. Contrast the two outlooks on prophetic inspiration mentioned in the lesson.
5. Describe the level of understanding that prophets had regarding their own prophecies.
6. Contrast the two approaches to exegesis mentioned in the lesson.
7. What are the two characteristics of proper exegesis?
8. How does popular exegesis hinder us as we seek to understand the original meaning of prophecy? How does proper exegesis help us?
9. How did Jesus and the apostles affirm the authority of Old Testament prophets?
10. How did Jesus and his followers apply Old Testament prophecies to events happening in their day?

Application Questions, video 1

1. Using an Old Testament prophecy as an example, explain how popular exegesis of that prophecy can lead to misunderstanding and problems, and how proper exegesis can lead to understanding and useful application.
2. In light of the importance of original meaning, what process should we follow in order to apply Old Testament prophecy to events in our day?
3. What is the most significant insight you have learned from this study? Why? A. Sources of Confusion (2:59)

LESSON 2

A PROPHET'S JOB

Goals and objectives

Goals

1. The student will understand the main characteristics of a prophet and understand his role in Israel.
2. The student will see the mistake in common understandings about the role of Old Testament prophets.

Objectives

1. The student will identify the key characteristics of a prophet.
2. The student will identify the particular emphasis of the prophets' role during each period of Israel's history in the Old Testament.

Assignments

1. Watch the second lesson of the DVD series by Dr. Richard Pratt, called "A Prophet's Job."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Read 60 pages (120 for Masters) of extra reading, selected from the list of "Suggested additional reading" (See "General resources for the course").

Study Guide

Lesson 2 from the series He Gave Us Prophets

Outline

I. Introduction (0:27)

II. Job Titles (1:09)

A. Primary Term (1:57)

B. Secondary Terms (4:04)

III. Job Transitions (11:20)

A. Pre-Monarchy (12:15)

B. Monarchy (13:16)

C. Exile (16:31)

D. Post-Exile (17:47)

IV. Job Expectations (19:20)

A. Popular Models (19:51)

1. Medium/Shaman (20:14)

2. Fortune Teller (20:46)

B. Covenant Model (21:32)

1. Past Understandings (22:04)

2. Contemporary Understandings (22:51)

V. Summary (29:22)

Review Questions

1. How does the primary term for “prophet” help us understanding the prophet’s job?
2. How do the secondary terms for “prophet” help us understanding the prophet’s job?
3. What were the characteristics of the prophet’s job before the monarchy?
4. What were the characteristics of the prophet’s job during the monarchy?
5. What were the characteristics of the prophet’s job during the exile?
6. What were the characteristics of the prophet’s job after the exile?

7. In what ways did prophecy become more or less prominent and formal as the institution of the monarchy rose and fell?
8. Describe two popular ways that interpreters of the Bible have thought about the job of the prophet. How have these ways of thinking impacted their understanding of prophecy?
9. What is the "covenant model" for understanding a prophet's job? Why is this model more helpful than others?

Application Questions

1. By studying the titles of prophets, how has your understanding of a prophet's job broadened?
2. How do ancient Near-Eastern treaties help us understand God's relationship with Israel?
3. How does Isaiah 6 illustrate the covenant role of a prophet?
4. What is the most significant insight you have learned from this study? Why?

LESSON 3

THE PEOPLE OF THE COVENANT

Goals and Objectives

Goals

1. The student will discern the unique emphasis of each of the major divine covenants of the Old Testament.
2. The student will understand how the covenant affected the ministry of the Old Testament prophets.

Objectives

1. The student will identify the main characteristics of each of the divine covenants with Adam, Noah, Abraham, Moses, and David.
2. The student will identify the people to whom the prophets directed their messages, as they are defined by their relationship to the covenant.

Assignments

1. Watch the third lesson of the DVD series by Dr. Richard Pratt, called "The People of the Covenant."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Read 60 pages (120 for Masters) of extra reading, selected from the list of "Suggested additional reading" (See "General resources for the course").

Study Guide

Lesson 3 from the series He Gave Us Prophets

Outline

I. Introduction (0:28)

II. Humanity in Covenant (1:20)

A. Central Concerns (3:21)

1. Adam (3:28)

2. Noah (6:17)

B. Prophet's Dependence (8:51)

1. Sins of the Nations (9:50)

2. Redemption for the Nations (10:31)

III. Israel in Covenant (12:43)

A. Abraham (13:37)

1. Central Concerns (14:06)

2. Prophet's Dependence (14:53)

B. Moses (16:22)

1. Central Concerns (16:51)

2. Prophet's Dependence (17:29)

C. David (18:35)

1. Central Concerns (18:59)

2. Prophet's Dependence (19:58)

D. The New Covenant (21:12)

IV. Salvation in Covenant (23:24)

A. Outside Covenant (24:29)

B. Visible Covenant (26:14)

C. Invisible Covenant (33:00)

V. Summary (39:09)

Review Questions

1. Describe and explain the two central concerns of humanity in covenant.
2. In what two ways did the ministries of Old Testament prophets depend upon the universal covenants?
3. Describe the central concerns and the prophets' dependence upon the covenant with Abraham.
4. Describe the central concerns and the prophets' dependence upon the covenant with Moses.
5. Describe the central concerns and the prophets' dependence upon the covenant with David.
6. How were the Old Testament prophets influenced by the new covenant?
7. Describe the category of those who were outside the covenant community.
8. Describe the category of those who were within the visible covenant community.
9. Describe the category of those who were within the invisible covenant community.
10. Why is it important to recognize the distinctions Old Testament prophets made among people with regards to salvation and covenant status?

Application Questions

1. How were the promises that were given to God's people in the Old Testament realized in the new covenant? How should this understanding affect your view of Scripture as a whole?
2. How do the three distinctions of salvation in relation to covenant enhance your understanding of the church today?
3. What is the most significant insight you have learned from this study? Why?

LESSON 4

DYNAMICS OF THE COVENANT

Goals and objectives

Goals

1. The student will discern the fundamental aspects of the divine covenants of the Old Testament.
2. The student will understand the message of the prophets regarding the blessings of the covenants.

Objectives

1. The student will identify the key blessings and judgments stipulated in the Old Testament covenants.
2. The student will identify the key elements of the message of the prophets regarding how to obtain the blessings of the covenants.

Assignments

1. Watch the fourth lesson of the DVD series by Dr. Richard Pratt, called "Dynamics of the Covenant."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Read 60 pages (120 for Masters) of extra reading, selected from the list of "Suggested additional reading" (See "General resources for the course").

Study Guide

Lesson 4 from the series He Gave Us Prophets

Outline

I. Introduction (0:28)

II. Covenant Ideals (1:33)

A. Covenant Structures (3:00)

B. Prophetic Ministry (11:48)

III. Covenant Judgment (14:28)

A. Types of Judgment (15:48)

1. Judgment in Nature (17:19)

2. Judgment in Warfare (19:22)

B. Process of Judgment (21:00)

1. Divine Patience (21:47)

2. Increasing Severity (23:19)

3. Particular Climax (24:55)

IV. Covenant Blessing (27:30)

A. Types of Blessings (28:19)

1. Blessing in Nature (28:37)

2. Blessing in Warfare (30:40)

B. Process of Blessings (32:31)

1. Grace (32:55)

2. Degrees (33:45)

3. Climax (35:16)

V. Summary (38:15)

Review Questions

1. Summarize the basic structures of the covenant between God and Israel.
2. How did the role of prophets relate to the basic structures of God's covenant with Israel?

3. Summarize the common types of covenant judgment.
4. Describe the three step-process of judgment.
5. What role did the prophets play in this system of judgment?
6. Describe the two main types of covenant blessing.
7. Explain the three-step process of blessing.
8. What role did the prophets play in this system of blessing?

Application Questions

1. According to Deuteronomy 29:25-28, God's people can provoke his anger. What are some ways that modern Christians might be angering God?
2. Faithful Israelites knew that God's blessings depended on his mercy and forgiveness, not on human merit. In what ways do modern Christians seek to merit God's blessings? How might this affect their relationship with God? What practical steps can they take to begin to rely on God's mercy and forgiveness?
3. What is the most significant insight you have learned from this study? Why?

LESSON 5

HISTORICAL ANALYSIS OF PROPHECY

Goals and Objectives

Goals

1. The student will know the general historical context of each of the Old Testament prophets.
2. The student will understand the importance of key historical events surrounding the ministry of the Old Testament prophets.

Objectives

1. The student will identify key events, key dates, and key names of people during the time of the Old Testament prophets.
2. The student will identify the key historical factors that affected the prophets' messages.

Assignments

1. Watch the fifth lesson of the DVD series by Dr. Richard Pratt, called "Historical Analysis of Prophecy."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Read 60 pages (120 for Masters) of extra reading, selected from the list of "Suggested additional reading" (See "General resources for the course").
4. Write reading reports on all of your extra reading (300 pages total for the Bachelors level and 600 for the Masters level).

Write one brief report for each book or article, using the form in General Resources ("Form for reading reports").

Each report should be only 2-3 pages long.

All reports should form one single Word document.

Be prepared to give a brief oral summary of your reading report in the class.

Turn in this assignment in your next class.

Study Guide

Lesson 5 from the series He Gave Us Prophets

Outline

I. Introduction (0:24)

II. Early Monarchy (1:41)

A. Major Events (2:27)

1. United Kingdom (2:32)

2. Divided Kingdom (3:18)

B. Prophetic Ministries (4:33)

1. Covenant Ideals (5:13)

2. Divided Kingdom (5:48)

III. Assyrian Judgment (6:42)

A. Major Events (7:54)

1. Syrian-Israelite Coalition (8:15)

2. Fall of Samaria (9:35)

3. Sennacherib Invasion (10:18)

B. Prophetic Ministries (11:35)

1. Jonah (12:12)

2. Hosea (13:07)

3. Amos (14:35)

4. Micah (15:51)

5. Nahum (17:10)

6. Isaiah (18:50)

IV. Babylonian Judgment (20:27)

A. Major Events (22:05)

1. First Incursion (22:25)

2. Second Incursion (22:53)

3. Third Incursion (23:18)

B. Prophetic Ministries (24:00)

1. Jeremiah (24:28)
2. Zephaniah (25:50)
3. Joel (26:59)
4. Obadiah (28:17)
5. Habakkuk (29:14)
6. Ezekiel (30:30)
7. Daniel (31:34)

V. Restoration Period (33:32)

A. Major Events (34:16)

1. Israelites return to the Land (34:23)
2. Rebuilding of the Temple (35:06)
3. Widespread apostasy (35:43)

B. Prophetic Ministries (36:31)

1. Haggai (36:46)
2. Zechariah (37:57)
3. Malachi (39:17)

VI. Summary (40:48)

Review Questions

1. Describe the major events of the early monarchy.
2. What characterized the prophetic ministry during the early monarchy?
3. Describe the major events of the Assyrian judgment.
4. What characterized the prophetic ministry during the Assyrian judgment?
5. Describe the major events of the Babylonian judgment.
6. What characterized the prophetic ministry during the Babylonian judgment?
7. Describe the major events that took place during the restoration period.
8. What characterized the prophetic ministries during the restoration period?

Application Questions

1. Jonah's place of ministry was unique among the prophets. He was called to go to Nineveh, the capital of Assyria. To Jonah's dismay, the people repented. What does Jonah's ministry reveal to you about God's fame throughout the nations? What does Jonah's ministry reveal to you about your enemies?
2. The prophet Isaiah called for trust in the Lord even during periods of judgment. How did Isaiah attempt to persuade his audience? What can modern Christians learn from Isaiah's strategy?
3. What is the most significant insight you have learned from this study? Why?

LESSON 6

LITERARY ANALYSIS OF THE PROPHETS

Goals and Objectives

Goals

1. The student will understand the different kinds of content in the Old Testament prophetic books.
2. The student will understand the importance of discerning the kind of content in order to better understand the message of the prophets.

Objectives

1. The student will identify key examples from the prophets of narrative, communication with God, and communication with people.
2. The student will identify the meaning of several examples of symbolic actions, prayers, and visions of the prophets.

Assignments

1. Watch the fifth lesson of the DVD series by Dr. Richard Pratt, called "Literary Analysis of the Prophets."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Begin work on your written project, an analysis of a passage from one of the prophetic books. In this lesson, you will do the following:
 - a. Select a passage for study from one of the prophetic books. It should not be very long, just a few verses or a paragraph.
 - Read it several times, and write down your own questions about it.
 - What is hard to understand?
 - Select what you consider to be the most important question.
 - b. Look for answers to your key question.
 - Read the near context, as well as the rest of the book.
 - Look up cross references where they might be helpful.
 - Look up words that you are not sure about in a dictionary.
 - Read background information in commentaries, in Old Testament introductions, or in other sources. (See the additional reading list for suggested reading. Look in the Internet for further information.)
 - Consider the overall historical context of your passage. How does this fit into the history of the Old Testament? How does it fit into the general plan of redemption?
 - If there are theological issues involved, check the topic in consideration in your most trustworthy theological books.
 - When you have already come up with your own tentative answer to your question, you may want to read commentaries to see what they say about it.

c. Make sure you keep good notes on your research. If you are taking ideas or quotes from some source, you must write down the author, name of book, place of publishing, publishing company, year of publishing, and the page or pages where you got your ideas or your quotes.

Study Guide

Lesson 6 from the series He Gave Us Prophets

Outline

I. Introduction (0:26)

II. Historical Narratives (1:41)

A. Types of Narratives (3:10)

1. Biography (3:23)

2. Autobiography (4:29)

B. Content of Narratives (5:27)

1. Prophetic Call (5:50)

2. Symbolic Actions (6:59)

3. Vision Reports (8:09)

4. Historical Backgrounds (10:23)

III. Communication with God (12:52)

A. Prayers of Lament (13:45)

1. Sins of People (15:11)

2. Judgment (16:55)

B. Prayers of Praise (19:16)

1. Judgment (20:37)

2. Blessings (21:58)

IV. Communication with People (23:53)

A. Speeches of Judgment (24:43)

1. Judgment Oracles (25:17)

2. Woe Oracles (27:22)

3. Lawsuits (29:14)

B. Speeches of Blessing (32:04)

1. Judgment of Enemies (32:25)

2. Oracles of Blessing (33:22)

C. Mixed Speeches (35:22)

1. Judgment-Salvation Oracles (35:40)
2. Call to Repentance (35:58)
3. Call to War (36:18)
4. Prophetic Disputation (36:31)
5. Parables (36:59)

V. Summary (37:45)

Review Questions

1. Describe the two types of narratives found in Old Testament prophecies.
2. Describe the variety of contents found in Old Testament prophetic narratives.
3. How are historical narratives used within Old Testament prophetic writings?
4. What do prayers of lament look like, and how did the prophets use them?
5. What do prayers of praise look like, and how did the prophets use them?
6. What do speeches of judgment look like, and how did the prophets use them?
7. What do speeches of blessing look like, and how did the prophets use them?
8. What are mixed speeches, and how did the prophets use them?
9. In general, why did prophets prophesy?

Application Questions

1. When was the last time you spent time lamenting to God? Why type of lament did you offer? How often do you interpret suffering in your life as a result of divine judgment? Are there other reasons that Christians suffer? What can we learn from the ways the prophets lamented that might incline God to respond to us positively?
2. The theme of praise for judgment appears many places in the prophetic writings. Is it appropriate for Christians to praise God for his judgments? Why or why not?
3. What is the most significant insight you have learned from this study? Why?

LESSON 7

THE PURPOSE OF PREDICTIONS

Goals and Objectives

Goals

1. The student will understand the purpose of Old Testament prophetic predictions.
2. The student will understand how prophecies are fulfilled, in relation to the providence of God and His reaction to historical human contingencies.

Objectives

1. The student will identify the purpose of prophetic predictions, in contrast with common misunderstandings.
2. The student will identify ways in which God carries out His providential plan and fulfills His prophecies and purposes, while at the same time responding to secondary causes and historical human contingencies.

Assignments

1. Watch the seventh lesson of the DVD series by Dr. Richard Pratt, called "The Purpose of Predictions."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Write a rough draft of your written project.
 - a. Read the guidelines for writing an essay, found in "General resources" at the top of the main page of the course. (Even though this project is not technically an "essay," the same guidelines apply.)
 - b. Write an outline for the project.

Make sure you include a title which includes the reference to the passage you are studying, an introduction, at least two main sections, a conclusion, and a bibliography.

Make sure that you focus on your key question regarding the passage. You may want to make your main divisions something simple like the following:

Title: The problem of interpreting _____ in _____ (your passage).

Introduction (An explanation of the problem of interpretation. Why is this important?)

I. Answers that others offer (Remember to cite the references.)

II. My suggested solution (Defend your view.)

Conclusion (Sum things up. Make practical applications.)

Bibliography

c. Now write the first draft of your project (8-10 pages for Bachelors level, 15-20 pages for Masters level).

Study Guide

Lesson 7 from the series He Gave Us Prophets

Outline

I. Introduction (0:26)

II. Divine Sovereignty (1:26)

A. God's Immutability (2:46)

1. God's Character (3:20)

2. Covenant Promises (3:53)

3. Eternal Counsel (4:45)

B. God's Providence (7:22)

III. Predictions & Contingencies (10:38)

A. General Patterns (11:25)

1. Observation (11:59)

2. Explanation (12:50)

3. Elaboration (13:34)

B. Specific Examples (15:39)

1. Prediction of Shemaiah (16:05)

2. Prediction of Jonah (18:33)

IV. Certainty of Predictions (21:02)

A. Conditional Predictions (23:33)

B. Unqualified Predictions (24:35)

C. Confirmed Predictions (26:31)

1. Words (27:06)

2. Signs (28:39)

D. Sworn Predictions (30:05)

V. Goals of Predictions (34:46)

A. Popular Perspectives (35:07)

B. Correct Perspectives (38:48)

1. "Who Knows?" Reaction (39:28)

2. Twofold Reaction (42:30)

VI. Summary (43:54)

Review Questions

1. What do we mean when we say that God immutable?
2. What do we mean when we say that God governs creation through providence?
3. How are God's immutability and providence compatible expressions of God's sovereignty?
4. How are predictions affected by historical contingencies?
5. What do the examples of Shemaiah and Jonah imply about the relationship between predictions and historical contingencies?
6. Describe the four strategies prophecies use to communicate God's level of determination to fulfill predictions.
7. What are the mistaken popular perspectives on the purpose of Old Testament predictions?
8. What is the significance of the "who knows?" reaction?
9. What reactions did Old Testament prophets hope to inspire in their original audiences?

Application Questions

1. How does it make you feel that your choices and reactions to God affect the direction of history?
2. Knowing that prayer can affect the way prophecy is fulfilled, what new kinds of prayers might Christians be motivated to pray?
3. How does the idea that prophecy is fundamentally conditional make you feel? Does it reassure you? Does it frighten you?
4. Does the conditionality of prophecy challenge anything else you believe?
5. What is the most significant insight you have learned from this study? Why?

LESSON 8

UNFOLDING ESCHATOLOGY

Goals and Objectives

Goals

1. The student will understand the typical stages of fulfillment of biblical prophecies.
2. The student will understand how Old Testament prophecies are fulfilled in the New Testament age.

Objectives

1. The student will identify key terms, key themes, and key stages in the fulfillment of biblical prophecies.
2. The student will identify examples of how biblical prophecies were fulfilled in stages.

Assignments

1. Watch the eighth lesson of the DVD series by Dr. Richard Pratt, called "Unfolding Eschatology."

As you watch the video, fill out the study guide found below.

2. Take the quiz on the materials covered in the video.
3. Take the final exam over the contents of all 8 videos.
4. Write the final version of your written project.
 - Polish your writing until there are no grammatical errors, no spelling errors, and no poorly written sentences or paragraphs.
 - Make sure the organization is clear. The reader should be able to follow your thought process easily.
 - Re-check your outline. Don't have just one sub-section under a main section.
 - Make sure it is easy to read. Read it out loud and modify anything that seems awkward or unclear.
 - Remember to strictly follow the guidelines for writing an essay given in General resources.
 - Don't forget to make footnotes and a bibliography for your sources.

Study Guide
Lesson 8 from the series He Gave Us Prophets

Outline

- I. Introduction (0:32)
- II. Mosaic Eschatology (2:01)
 - A. Covenant Cycles (2:42)
 - B. Covenant Culmination (3:30)
- III. Early Prophetic Eschatology (7:38)
 - A. Similarities to Moses (8:19)
 - B. Additions to Moses (10:20)
 - 1. Kingship (10:50)
 - 2. Temple (12:38)
 - 3. Gentiles (14:16)
- IV. Later Prophetic Eschatology (18:53)
 - A. Jeremiah's Expectation (19:37)
 - B. Daniel's Insight (21:15)
 - C. Final Outlooks (25:07)
 - 1. Initial Hopes (25:42)
 - 2. Final Hopes (26:45)
- V. New Testament Eschatology (28:46)
 - A. Terminology (29:36)
 - 1. Gospel (29:54)
 - 2. Kingdom (32:25)
 - 3. Latter Days (33:32)
 - B. Structure (34:34)
 - 1. John the Baptist (34:55)
 - 2. Jesus (35:45)
 - C. Themes (37:30)

1. Exile (37:50)
2. Restoration (39:24)

VI. Summary (42:24)

Review Questions

1. Describe the cycles of blessing and cursing that Moses foresaw for God's people.
2. Describe Moses' view in which three stages of covenant life would eventually culminate in great blessing for God's faithful people.
3. In what ways was the early prophets' eschatology similar to Moses' eschatology?
4. In what ways did the early prophets' add to Moses' eschatology?
5. What was Jeremiah's expectation regarding the length of the exile, and how was this fulfilled?
6. What prophetic insight did Daniel give regarding the exile and restoration?
7. In the final outlooks of later prophetic eschatology, during the restoration period, what were the early and later hopes, and how did they differ?
8. Briefly describe the New Testament's terms "gospel," "kingdom," and "latter days," and explain how they relate to one another.
9. Describe the three stages of the restoration of the kingdom in the New Testament age.
10. How does the New Testament handle the theme of exile in the three stages of the kingdom?
11. How does the New Testament handle the theme of restoration in the three stages of the kingdom?

Application Questions

1. How do covenant blessings and curses apply to believers today?
2. How might the behavior of the modern church affect the way the kingdom comes in the future?
3. How should the understanding that we are living during the continuation of the kingdom of God affect the way modern Christians read Scripture and apply it to their lives?
4. What is the most significant insight you have learned from this study? Why?

FINAL CHECK

Make sure you have completed the following assignments for the course and turned in your written assignments:

1. Have you watched all the videos and filled out all the study guides?
2. Have you taken all the quizzes, accumulative tests, and the final exam?
3. Have you read 300 pages of additional reading? (600 for Masters level).
4. Have you turned in reading reports on all articles and/or books?
5. Have you turned in your written project, an analysis of a passage in one of the prophetic books?

GUIDELINES FOR THE GROUP MEETINGS

The instructions of this section are especially for the directors of MINTS centers, and for the mentors or facilitators of the course.

In this course, the DVDs by Dr. Richard Pratt take the place of in-person class lectures. As the *Third Millennium* study guides say, each hour of their video instruction is roughly equivalent to three hours of normal class instruction. The four DVDs contain more than four hours of instruction, or the equivalent of 12 normal class hours.

As a result, instead of a professor who give lectures, the MINTS center studying this course needs a mentor or a facilitator to guide the students through the course, moderate discussions about the materials, and monitor the tests and final exam.

Besides the hours of watching the videos, the students should meet with their group and with their mentor or facilitator at least 8 times, using the guidelines below:

We recommend that the group meet once a week, and that the whole course be completed within 8 weeks. However, the group may decide to meet more than eight times, they may want to meet more frequently than once a week, or they may want to extend the course more than eight weeks.

Recommended Meetings:

Initial meeting: This is not a class, but a meeting to give brief initial instructions for the course. The monitor should give an explanation of how the course will be run, schedule the classes, and hand out the materials: copies of this complete MINTS syllabus, and copies of the *Third Millenium* DVDs by Dr. Pratt.

Class 1: Group discussion and test on Lesson 1 on the first DVD. This class should be held after doing the assignments for Lesson 1 as outlined below in the section on the specific assignments.

- a. Make sure the students have watched all of Lesson 1 on the first DVD and completed the *Third Millennium* study guide on it.
- b. Dialogue among the students to try to clarify any doubts on the contents of the first video.
- c. Discuss the answers to the application questions that they have prepared.
- d. Take Test 1.
- e. End the meeting with group prayer.

Class 2: Group discussion and test on Lesson 2 on the first DVD. This class should be held after doing the assignments for Lesson 2 as outlined in the explanations below for Lesson 2. Follow the same guidelines as for class 1, taking time to discuss Lesson 2 of the first DVD. Take Test 2 after clarifying doubts about the contents of the video. Dialogue about the students' answers to the application questions and end with group prayer.

Class 3: Group discussion and test on Lesson 3 on the second DVD. This class should be held after doing the assignments for Lesson 3 as outlined below. Follow the same guidelines as for classes 1 and 2, taking time to discuss the third Lesson on DVD #2. Take Test 3 after clarifying doubts about the contents of the video. Dialogue about the students' answers to the application questions, and with group prayer.

Class 4: Group discussion and test on Lesson 4 on the second DVD. This class should be held after doing the assignments for Lesson 4 as outlined below. Follow the same guidelines as for classes 1, 2 and 3, taking time to discuss the DVD lesson. Take Test 4 after clarifying doubts about the contents of the video. Dialogue about the students' answers to the application questions and have group prayer. *Clarify instructions about the extra reading assignment.*

Class 5: Group discussion and test on Lesson 5 on DVD #3; reading reports. This class should be held after doing the assignments for Lesson 5 as outlined below. Follow the same guidelines as for classes 1-4, taking time to discuss Lesson 5 on DVD #3. Take Test 4 after clarifying doubts about the contents of the video. Have the students give oral reports on the extra reading (3-5 minutes each student), and have the students turn in their written reports on the reading. Dialogue about the students' answers to the application questions and have group prayer.

Class 6: Group discussion and test on Lesson 6 on DVD #3. This class should be held after doing the assignments for Lesson 6 as outlined below. Follow the same guidelines as for classes 1-5, taking time to discuss the DVD lesson. Take Test 6 after clarifying doubts about the contents of the video. *Clarify instructions about writing the written project on a passage from the prophetic books. Review "Guidelines for Writing an Essay" found below.* Dialogue about the students' answers to the application questions and have group prayer.

Class 7: Group discussion and test on Lesson 7 on DVD #4. This class should be held after doing the assignments for Lesson 7 as outlined below. Follow the same guidelines as for classes 1-6, taking time to discuss the DVD lesson. Take Test 7 after clarifying doubts about the contents of the video. Discuss any concerns about the essays. The students should share what they are learning, and what they are writing. *Clarify instructions about the final exam. Encourage the students to review the seven previous tests in preparation for it.*

Class 8: Group discussion and test on Lesson 8 on DVD #4; essays and final exam. This class should be held after doing the assignments for Lesson 8 as outlined below. Follow the same guidelines as for classes 1-7, taking time to discuss the DVD lesson. Take Test 7 after clarifying doubts about the contents of the video. The students should turn in their essays and talk about what they have learned. Take the final exam.