

**MIAMI INTERNATIONAL SEMINARY (MINTS)**  
College Level Distance Education Program

**STUDENT MANUAL**

COURSE:     ESCHATOLOGY ( BAT 701, MAT 701)

PURPOSE OF THE COURSE. The student will become familiar with the basic Biblical themes for eschatology, the teachings about the last things.

STUDENTS FOR THE COURSE. The course can be taken at three levels: certificate, bachelor and masters levels:

- a.     Certificate level. The student fulfills the bachelor level requirements but does not receive academic credits.
- b.     Bachelor level. The student fulfills the Bachelor level requirements of 90 hours of evaluated studies
  1. 15 hours of class time
  2. 25 hours for homework related to the Study Guide
  3. 25 hours for reading 300 pages and preparing a reading report of 3 pages.
  4. 25 hours for research and writing of 10 page essay and entry of at least 5 authors
  5. 5 hours to prepare for final exam
  6. 5 hours for misc. educational administration
- c.     Master level. The student fulfills the Master level requirements of 90 hours of evaluated study.
  1. 15 hours of class time. The master level student is expected to act as class facilitator, at least as an assistant to the teacher and/or facilitator.
  2. 25 hours for homework related to the Study Guide
  3. 25 hours for reading of 500 pages and preparing a 5 page reading report
  4. 25 hours for research and writing of 15 page paper with annotated bibliography of at least 15 bibliographical entries.
  5. 5 hours to prepare for final exam
  6. 5 hours for misc. educational administration
    - a. each master student will fill out a class record sheet for the class in order to learn how to report
    - b. each master student will act as a group facilitator during the class
    - c. Each master student will review the student evaluation form and write a two page paper for the presiding professor or teacher on how to improve the course.

COURSE METHODOLOGY. The eschatological reflections of Dr. R.C. Sproul, as written in *The Last Days According to Jesus. When Did Jesus Say He Would Return?* will be studied using the book's study guide as well as MINTS academic guidelines for the course.

OBJECTIVES FOR THE COURSE. The course objectives include:

1. Familiarization with basic Biblical eschatological themes
2. Participation in discussions concerning these themes
3. Consultation with resources materials for studying eschatology
4. Comprehension of eschatological questions and the expression of one's view in light of Biblical revelation
5. Analysis of eschatological positions and expression of one's own view
6. Retention of basic eschatological concepts
7. Application of eschatological knowledge to Christian ministry

GOALS FOR THE COURSE (these follow the objectives of the course)

1. The student will attend 15 hours of class in order to listen to lectures, discuss questions and answers and enter into dialogue with the teacher and students as to eschatological themes.
2. The student will reflect on and respond to more than 80 questions in the study manual that deal with eschatological themes.
3. The student will read primary historical documents and Biblical commentary resources dealing with eschatology
4. The student will orally define his own eschatological view in light of Biblical revelation and share that with the class
5. The student will seek to understand eschatological views different than his own and write an essay about an eschatological position that is not his own.
6. The student will master the basic biblical concepts about eschatology by taking a final exam that is a review of the study guide questions and answers
7. The student will define how his eschatological knowledge can be applied to Christian ministry

RESOURCES FOR THE COURSE

1. The student will be able to attend 15 hours of class. The class will have 7 hours of orientation and 8 hours of participatory classes. MINTS will provide a class activity guide for the teacher and students.
2. The student will read R.C. Sproul's *The Last Days According to Jesus* as well as the Study Guide and reply to the questions in the accompanying study guide.
3. The student will be shown how to consult Josephus writing on *The Jewish Wars* as well as the commentaries of John Calvin, Matthew Henry, John Gil and others. The resources of the R.C. Sproul digital library as well as [www.ccel.org](http://www.ccel.org) will be used.
4. The participatory classes after the orientation will have class facilitators to guide the class discussion and completion of homework assignments
5. Written guidelines will be given as to how to write a MINTS essay
6. A final exam, based on the study guide questions, will be administered by the class facilitator at the end of the course
7. The student will receive a course evaluation document, will complete it with a two page reflection statement on how to use what he has learned in Church ministry

## COURSE REQUIREMENTS AND EVALUATION

1. Class participation (15%, one point for every hour of attendance)
2. Completion of questions that correspond to the class homework. (3 pts for each class where student came with written answers, one point for total completion) 25%
3. Reading of Jewish Wars, 3 page written report on one Book and 5 minute oral report on that Book in class. (10%)  
Reading of Bible texts related to eschatology and commentary report on them (10%)
4. In class the students are encouraged to present their own eschatological views. Oral presentation. Ten minutes (5%)
5. Write an essay on an eschatological view different than one's own (25%)
6. Take the final exam, which is a review of the study guide questions and answers (10%)
7. Complete the MINTS class evaluation form and write a two page projection paper on how to use what has been learned in the Church.

## CLASS ACTIVITIES

1. Class activities are divided into two structural blocks. The first block is orientation (classes 1-4) and the second block is follow up gatherings that consist mostly of student reports and discussions (classes 5-8).

Time of orientation (7 hours of class room activity. Breaks can be given in between classes. The purpose of the orientation is to help the student become familiar with the course content as well as academic and educational structure. The orientation can be given as an 8 hour block (7 hours of teaching and one hour for breaks) or in 4 two hour segments.

### **Orientation Class# 1. (120 minutes)**

- Introduction to the course (60 minutes). The teacher will go through the purpose, method, objectives, goals, resources, requirements and structure of the course.
- Introduction to the study guide lesson 1 (5 minutes)
- Class reading of the Introduction (pgs. 11-17), listening to tape or watching DVD. (30 minutes)
- Class completes the 9 questions of Study Guide lesson 1 (30 minutes). On completion the student receives three points.
- Class completes the 4 discussion questions of Study Guide lesson 1 (15 minutes)
- Class teacher summarizes the contents of Study Guide lesson 1(10 minutes)

### **Orientation Class #2. (120 minutes)**

- Review of last hour discussion (5 minutes)
- Class reading of pgs. 17-26 (30 minutes) [or DVD]
- Class completes the 9 questions in the Study Guide lesson two (30 minutes). On completion the student receives three points.

- Class has discussion on the 4 questions in Study Guide lesson two (15 minutes)
- Brief the students about writing an essay. Review briefly, STRUCTURE FOR WRITING A MINTS ESSAY which is in the appendix of this study guide. Also, have a brief interaction with the students so that each student takes a different eschatological view so that when they report on the progress of their essay in Follow Up lesson #7 they will cover the major views.
- Class teacher summarizes the contents of class #2 (10 minutes)

### **Orientation Class #3. (120 minutes)**

- Review of last class discussion (5 minutes)
- Class reading of pgs. 29-33 (30 minutes) [or DVD]
- Class completes the 12 questions in the Study Guide for lesson 3 (30 minutes). On completion the student receives three points.
- Class has discussion on the 3 questions in Study Guide (15 minutes)
- Introduction of the computer resources and internet sites (30 minutes)
  1. Review how the student can use computer or internet access to:
    - Jewish Wars and Bible Commentaries
      - For the Josephus, War of the Jews, there are 7 books. Each student is assigned to read a book and give a five minute presentation in the next class. [www.ccel.org/j/josephus/works/war](http://www.ccel.org/j/josephus/works/war).
      - . For Bible Commentaries studies in Follow Up Class #6, 7, go to R.C. Sproul's digital library or go to [www.monergism.com/directory/link\\_category/Communications](http://www.monergism.com/directory/link_category/Communications) for Calvin's, Gill, IVP, Matthew Henry and other commentaries.
- Class teacher summarizes the contents of class #3 (10 minutes)

### **Orientation Class #4. (120 minutes)**

- Review of last class discussion (5 minutes)
- Class reading of pgs. 33-48 (30 minutes) [or DVD]
- Class completes the 10 questions in the Study Guide for lesson 4 (30 minutes). On completion the student receives three points.
- Class has discussion on the 3 questions in Study Guide (15 minutes).
- Class teacher summarizes the contents of class #4 (10 minutes)
- Explanation of homework assignments (60 minutes)
- Preparations for class #5.
  1. Students need to read pgs. 51-109 before class 5.
  2. Brief students about the Questions and Answers written out for Study Guide lessons 5, 6. Student has to come to class 5 with the questions and answers written out.
  3. Prepare for reading reports on Jewish Wars. All students will read Jewish Wars and the 7 Books will be divided among the students as to making 5 minute reports on it in class 5. The purpose of this study is study primary historical data relating to the destruction of Jerusalem.

**Follow up class (class #5). (120 minutes)**

1. Students have read pgs. 51-109 before class 5.
2. Student will come to class 5 with the questions and answers of Study Guide lessons 5, 6 written out. 45 minutes for discussion.
3. Students report on the 7 books of the Jewish Wars. Five-seven minutes each (45 minutes, 5 pts upon completion).
4. Ask the students about writing an essay. They are to write on an eschatological position that they do not agree with. They need to get started in order to hand in essay by the last class (3 weeks)
5. Prepare for class 6.
  - a. Students will read pgs. 110-149 before class 6.
  - b. Students need to write out lessons 7, 8 before next class.
6. Commentary reports for next class. I John 4:1-4; 2 Thess 2:3-11; Revelations 13:1-14:1

**Follow up class (class #6). (120 minutes).**

1. Students will have read pgs. 110-149 before class
2. Students will have written out lessons 7, 8 of Study Guide (3 points). 45 minute review and discussion.
3. Students will report on Commentary reports for next class. I John 4:1-4; 2 Thess 2:3-11; Revelations 13:1-14:1 (45 minutes, 5 pts. upon completion)
4. Preparation for class #7.
  - a. Student will have to read pgs. 173-189
  - b. Students will have to write the answers to Study Guide lessons 9, 10
  - c. Students will work on their essays and will orally report to next class

**Follow Up class #7. (120 minutes)**

1. Student will have read pgs. 173-189.
2. Students will have written the answers to Study Guide lessons 9, 10. 45 minutes for review of Answers and Discussion. 3 pts upon completion.
3. Students will orally present what they are writing their essays. (45 minutes, 5 pts upon completion)
4. Prepare for the final class (#8) (30 minutes)
  - a. Students will read 153-170, 193-203 before class #8
  - b. Students will do lessons 11,12 of Study Guide
  - c. Students will hand in their essay in final class
  - d. Students will prepare to take the final exam in class #8 by reviewing the Study Guide questions and answers. The exam only deals with that since the Study Guide covers the basic themes in eschatology.

**Follow Up class #8 (120 minutes)**

1. Students will read pgs. 153-170, 193-203 before class
2. Students will review lessons 11,12 of Study Guide (3 pts)
3. Students will hand in their essay in final class (25 pts)
4. Students will take the final exam (10%)
5. Student will fill out evaluation forms

## GRADE GRID

| CLASSES     | ACTIVITIES                                    | POINTS ALLOCATED | POINTS GAINED |
|-------------|---|------------------|---------------|
| CLASS 1     | attendance                                    | 2 (1 per hr)     |               |
|             | Study Guide completed on time                 | 3                |               |
| CLASS 2     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
| CLASS 3     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
| CLASS 4     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
| CLASS 5     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
|             | Jewish War report                             | 10               |               |
| CLASS 6     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
|             | Commentary report                             | 5                |               |
| CLASS 7     | attendance                                    | 2                |               |
|             | Study Guide Q/A                               | 3                |               |
|             | Report of one's own view                      | 5                |               |
|             | Commentary report                             | 5                |               |
| CLASS 8     | attendance                                    | 1                |               |
|             | Study Guide Q/A                               | 3                |               |
|             | Completion of all Study Guide answers on time | 1                |               |
|             | Hand in essay                                 | 25               |               |
|             | Final Exam                                    | 10               |               |
|             | Fill out evaluation form                      |                  |               |
| Total Grade |   | 100              |               |
|             |   |                  |               |

## **TEACHER MANUAL**

### **LIST OF EVALUATION RESPONSIBILITIES TO BE HANDED IN TO ACADEMIC DEAN OF MINTS**

The teacher-assistant will hand in the following to the supervising professor who in turn will give information to the Academic Dean of MINTS

- ❑ Class record
- ❑ Study manual for the students
- ❑ Teaching manual for the teacher
- ❑ General student evaluation (by students)
- ❑ Pedagogical evaluation (by students)
- ❑ Administrative evaluation (self evaluation by teacher as well as facilitators)

The supervising professor will write his own evaluation of the teacher assistant and assign a grade that is to be handed in to the Academic Dean of MINTS.

**CLASS RECORD**

Name of the course \_\_\_\_\_  
 MINTS code \_\_\_\_\_  
 Name of the professor-supervisor \_\_\_\_\_  
 Academic title of the professor-supervisor \_\_\_\_\_  
 Name of the coordinator of the study center where the class is being held. \_\_\_\_\_  
 Student's tuition for the course \_\_\_\_\_  
 Name of the master level teacher assistant (if there is one) \_\_\_\_\_  
 Date when the class record was given to the supervising professor \_\_\_\_\_  
 Date when the class record was given by the supervising professor to the academic dean of MINTS \_\_\_\_\_  
 Date when the academic dean gave the class record to the MINTS registrar \_\_\_\_\_  
 Date when the registrar entered the information in to the MINTS system. \_\_\_\_\_

| Name of student | Level of study | Attendance<br>(15)% | Questions and answers<br>(25%) | Readings and reports<br>(25%) | Essay<br>(25%) | Final Exam<br>(10%) | Final Grade<br>(100%) |
|-----------------|----------------|---------------------|--------------------------------|-------------------------------|----------------|---------------------|-----------------------|
|                 |                |                     |                                |                               |                |                     |                       |
|                 |                |                     |                                |                               |                |                     |                       |
|                 |                |                     |                                |                               |                |                     |                       |





## PEDAGOGICAL EVALUATION OF THE TEACHER

Name of the teacher \_\_\_\_\_

Course \_\_\_\_\_ Place \_\_\_\_\_ Date \_\_\_\_\_

1. Were you able to observe that the teacher, as well as the students, were learning?  
 Yes    No    I do not know
2. In your opinion, what did the teacher learn during the course?
3. How did you notice that the teacher came to the class room well prepared to teach this course?
4. Did the teacher adjust his/her teaching method to the learning style of the students?  
 Yes    No    I do not know
5. Make a list of five things you have learned during this course
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
6. Is the teacher involved in the subject matter he/she is teaching about?  
 Yes    No    I do not know
7. In what way has this course caused you to become more involved in the service of Christ?
8. Did the teacher establish good communication contact with the students?  
 Yes    No    I do not know
9. Identify these points of communication.
10. Has the teacher shown that his teaching is not only “head knowledge” but that it has reached his heart?  
 Yes    No    I do not know
11. How has the teacher shown that his teachings come from the heart?
12. Where the teachings motivational?  
 Yes    No    I do not know
13. What were you motivated to do as a result of taking this course?

14. Where both the teachers and students prepared to take this course?  
 Yes  No  I do not know
15. How much time in class do you have in this course? \_\_\_\_\_ hrs.
16. How much time did it take you to do the homework? \_\_\_\_\_ hrs.(not counting special project or extra readings)
17. How much time did you spend in doing the extra readings? \_\_\_\_\_ hrs. How many pages did you read? \_\_\_\_\_
18. How much time did it take to do the special project? \_\_\_\_\_ hrs.
19. At what educational level did you take the course?  
 Certificate  Bachelor  Master
20. What tuition did you pay for the course? \_\_\_\_\_ How much for books and materials?
21. \_\_\_\_\_  
 Would you recommend this course to another student?  
 Yes  No  I do not know
22. Where you prepared to teach this course to others?  
 Yes  No  I do not know
23. Mention five ways in which you were prepared to teach others.
- 1.
  - 2.
  - 3.
  - 4.
  - 5.
24. What suggestions would you give in order to improve this course?

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25. If you were to teach this course, where and when would you do?

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Thank-you

**C. SELF EVALUATION OF TEACHER AND FACILITATOR FOR THE ADMINISTRATION OF A CLASS**

NAME \_\_\_\_\_ DATE \_\_\_\_\_ COURSE \_\_\_\_\_

Give yourself 2 points for completion, one point for partial completion, 0 points for non completion.

**1. PREPARATION FOR THE COURSE**

- 1.1. Advertisement in order to promote course enrollment
- 1.2. Organization of the class room
- 1.3. Personal communication with the students ahead of time
- 1.4. Have on hand the course requirements and the course materials
- 1.5. Prepared a class activity schedule for each hour of class.

**2. CLASS PRESENTATION**

- 2.1. Student work book was made available
- 2.2. Good sound system
- 2.3. Ample time give to complete the assignments
- 2.4. Physical dress for class room
- 2.5. Spoke the language of the students in a comprehensible way.

**3. COURSE CONTENT**

- 3.1. The purpose of the course is clearly stated
- 3.2. The course's development is logical and doable.
- 3.3. The course has helpful theological content
- 3.4. The course is educationally challenging
- 3.5. The course is applicable to our church and community.

**4. COURSE REFERENCES**

- 4.1. The course gives plenty of bibliography to refer to.
- 4.2. The course makes good use of the Bible
- 4.3. The course is enriched with good quotes
- 4.4. The course also used internet-web page references and tools.
- 4.5. The course is properly documented as far as quotes and bibliography.

**5. RELEVANCY**

- 5.1. The course deals with real life challenges
- 5.2. The course is applicable to ministry situations.
- 5.3. The course is useful for the student to teach others.
- 5.4. The course is given in a place and at a time that is accessible to the student
- 5.5. The course motivates the teacher to continue to learn and teach.

Total \_\_\_\_\_

Observations.



## **D. ESSAY EVALUATION**

### **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 t  
to the spiritual needs that were presented  
Motivation for future studies

**E. ESSAY STRUCTURE**

TITLE PAGE

|   |
|---|
| <p style="text-align: center;"><b><i>TITLE OF THE ESSAY</i></b></p> <p style="text-align: center;"><b>NAME OF THE AUTHOR</b></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> |
|---|

INDEX (Classical style)

|  |
|--|
| <p style="text-align: center;"><b><i>TITLE OF THE ESSAY</i></b></p> <p><b>INTRODUCTON</b></p> <p>I.</p> <p style="padding-left: 2em;">A.</p> <p style="padding-left: 4em;">1.</p> <p style="padding-left: 6em;">a.</p> <p><b>CONCLUSION</b></p> <p><b>BIBLIOGRAPHY</b></p> |
|--|

INDEX (Numerical style)

|   |
|---|
| <p style="text-align: center;"><b><i>TITLE OF THE ESSAY</i></b></p> <p><b>INTRODUCTION</b></p> <p>1.</p> <p style="padding-left: 1em;">1.1.</p> <p>2.</p> <p style="padding-left: 1em;">2.1.</p> <p style="padding-left: 1em;">2.2.</p> <p>3.</p> <p style="padding-left: 1em;">3.1.</p> <p style="padding-left: 2em;">3.1.2.</p> <p><b>CONCLUSION</b></p> <p><b>BIBLIOGRAPHY</b></p> |
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