



## **The REACH Program of Trinity International University**

# **BI 305R The Prophetic Voice**

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Student's Manual 3.4

“but now revealed and made known through the prophetic writings by the command of the eternal God, so that all nations might believe and obey him—.”

Romans 16:26 (NIV)

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## **I. Course Description**

BI 305R The prophetic books of the Old Testament along with the Revelation of Jesus Christ will be surveyed. Special attention will be given to the role and message of the prophets in ancient Israel as well as to the implications of that message to life today. *Three credits.*

## **II. Course Overview**

The prophets of the Old and New Testaments were God's spokesmen, delivering their divinely inspired messages to His people, often at times of great crises.

God had chosen Abraham and his descendants to be His special people, then had delivered them from Egypt and led them into the Promised Land. He had given them His laws and made a covenant with them through Moses at Mt. Sinai, and expected them to keep it. As Israel developed and grew strong and wealthy, it also grew corrupt and strayed from God. The kings and the people did not keep the conditions of the covenant they had made with God, and he set about to rebuke, punish and ultimately restore (see Amos 9:8-12) the nation as he had warned in the Mosaic Covenant.

To carry out this process of chastisement and restoration God used numerous methods over a period of many years. Natural catastrophes occurred. Armies marched, destroyed, and returned. Kings were killed and new ones took their places. People who had been enticed to worship foreign gods sometimes repented. In the end, thousands of Jews lay dead, or were led off as captives to foreign lands, most never to return.

Through it all, God did not abandon His people. He used his spokesmen, the prophets, to announce His plans to His people. Usually they called the Jews to return to their God. Often they pronounced certain judgment. Almost as often they promised an equally certain hope that lay beyond the judgment. They often had the ability to predict the future, which they did in order to validate their message. Mostly, though, their messages were telling God's people what He wanted them to hear and do.

This course will survey God's messages to his people through the three great periods of crisis at the end of the Old Testament, and then look at God's prophetic message at the close of the New Testament. Special attention will be given to see how those may be applied in our modern Church and society. The writing prophets of the Old Testament are organized first by those who prophesied during the Neo-Assyrian Period when the northern kingdom of Israel fell and the southern kingdom of Judah barely survived, then during the Neo-Babylonian period when Judah also fell and was led into exile, and finally during the Persian period when many of the exiles returned and God's people started again, much poorer but hopefully wiser. The final class session will examine the one great prophetic book of the New Testament, the book of Revelation, in which God warns his people of another time of coming judgment and subsequent victory, this time a victory which will last beyond the end of time.

### III. Course Materials

- A. Bullock, H.C. (2007) *An Introduction to the Old Testament Prophetic Books (IOTPB)*. Chicago: Moody. ISBN 978-0802441546
- B. Zondervan NIV Study Bible (rev. ed.). (2008). Grand Rapids, MI: Zondervan. ISBN: 978-0310938965
- C. Baker's Evangelical Dictionary of Biblical Theology: *Prophet, Prophetess, Prophecy* <http://bible.crosswalk.com/Dictionaries/BakersEvangelicalDictionary/bed.cgi?number=T575>
- D. *The Revelation: Images of Judgment and Hope* by Gordon D. Fee & Douglas Stuart. On reserve.

### IV. Course Policies

#### 1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))  
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

#### 2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another’s student’s work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student

- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an “F” for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean will receive a copy of this report, and a copy will be placed in the student’s file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student’s dismissal from the program.

### 3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- 10% off for up to 24 hours late
- 20% off for up to 48 hours late
- assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

### 4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an “F” for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

## V. Course Outcomes

- The student will be able to define the meaning and importance of prophecy and the role of the prophet in ancient Israel.
- The student will develop an understanding of the overall historical framework of the time in which biblical prophecy took place in order to give the proper context to the material-- primarily Neo-Assyrian, Neo-Babylonian, Persian, and Roman. He/she will apply this knowledge to help illuminate the meanings of the prophetic works covered by the class.
- The student will learn the significant facts related to the background for each book covered in the class and demonstrate how they help properly determine the meaning of the book.

- D. The student will develop an understanding of the overall messages and major themes of each of the books covered in the class, and make appropriate applications from those messages to themselves and to the Church today.
- E. The student will learn the characteristics of the now-unusual apocalyptic style of literature as found in Daniel, Zechariah, and Revelation, and begin to develop the skill of properly interpreting the symbols and visions used in apocalyptic literature.

## VI. Course Requirements

1. Weekly reading reports (100)
2. Applied Learning Paper (100)
3. Weekly written assignments (300 – five x 60 points each week)

**Total Points = 500**

## VII. Grading Scale

Percentage	Grade	Percentage	Grade
92-100	A	72-77	C
90-91	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	0-59	F

## VIII. Course Schedule

### Session One

1. Objectives
  - a. The student will understand the meaning and importance of prophecy and explain the role of the prophet in ancient Israel.
  - b. The student will analyze the overall historical framework of the time in which biblical prophecy took place in order to distinguish between the proper contexts of the prophetic material--primarily Neo-Assyrian, Neo-Babylonian, Persian, and Roman. He/she will apply this knowledge to help illuminate the meanings of the prophetic works covered by the class.
  - c. The student will summarize the significant facts related to the background for Jonah and begin to learn how they help properly interpret the meaning of the book.
  - d. The student will evaluate the overall messages and major themes of the book of Jonah, and make appropriate applications from those messages to themselves and to the Church today.
  
2. Assignments
  - a. Read article: "Prophet, Prophetess, Prophecy," in Baker's Evangelical Dictionary of Biblical Theology:  
<http://bible.crosswalk.com/Dictionaries/BakersEvangelicalDictionary/bed.cgi?number=T575>
  - b. Complete Reading Discussion Questions on "Prophet, Prophetess, Prophecy" (approx. 1-2 paragraphs for each question), and be prepared to discuss your answers in class (see Assignments & Activities Section).
  - c. Read *An Introduction to the Old Testament Prophetic Books*, (hereafter *IOTPB*) chapter 1.
  - d. Read the introductory background information for Jonah in the *NIV Study Bible* (hereafter *NIVSB*), then the book of Jonah.
  - e. Read Chapter 2 - "Jonah: Preface to the Prophets" in *IOTPB*.
  - f. Report on the percentage of the week's reading completed.

## Session Two

### 1. Objectives

- a. The student will recall the social ills Amos spoke against and apply them to problems in our modern society and church.
- b. The student will recognize the unusual and difficult task God gave to Hosea to demonstrate His broken relationship with Israel, and compare the prophet's ministry to various difficult tasks that God may give believers today.
- c. The student will differentiate between the messages of judgment and hope preached by Isaiah because of Judah's disobedience to the Mosaic covenant and create possible applications to the Church today.
- d. The student will assess the importance of the concept of the Servant through the prophecies in the last part of Isaiah and observe their fulfillment in the person and ministry of Jesus.

### 2. Assignments

- a. Read "The Neo-Assyrian Period and the Prophets" in *IOTPB*.
- b. Read the one-page article "The Book of the Twelve, or the Minor Prophets" in the *NIVSB* immediately preceding the introduction to Hosea.
- c. For the book of Amos, read:
  - the introduction to Amos in the *NIVSB*,
  - the book of Amos,
  - Chap. 3, Amos, in *IOTPB*.
- d. For the book of Hosea, read:
  - the introduction to Hosea in the *NIVSB*.
  - the book of Hosea.
  - Chap. 4, "Hosea: A Prophet's Dilemma," in *IOTPB*.
- e. For the book of Isaiah, read:
  - the introduction to Isaiah in the *NIVSB*.
  - Isaiah chaps. 1-6, 39, 42:1-4; 49:1-7; 50:1-9; 52:13-53:12.
  - Chap. 6, "Isaiah: Prophet Par Excellence," in *IOTPB*.

- f. Complete Reading Discussion Questions" on Amos, Hosea, and Isaiah (approx. 1 paragraph for each question), and be prepared to discuss your answers in class (see Assignments & Activities Section).
- g. Report on the percentage of the week's reading completed.

### Session Three

#### 1. Objectives

- a. The student will distinguish the significant items of background information about the book of Nahum that bear on the meaning of the book, then summarize the meaning of each chapter as well as the entire book.
- b. The student will explain God's surprising and troubling method for dealing with Habakkuk's (and Israel's) problem with the evil in Israel's society. The student will then assess the surprising and sometimes troubling ways in which God carries out His will today.
- c. The student will generate a study of the background of either Jeremiah or Ezekiel, then help produce a presentation that communicates the major ideas in the book.

#### 2. Assignments

- a. Read "The Neo-Babylonian Period and the Prophets" in *IOTPB* chapter 9.
- b. For the book of Nahum, read:
  - The introduction to Nahum in the *NIVSB*.
  - The book of Nahum.
  - Chap. 10, "Nahum: The Reality of Judgment," in *IOTPB*.
- c. For the book of Habakkuk, read:
  - The introduction to Habakkuk in the *NIVSB*.
  - The book of Habakkuk.
  - Chap. 8, "Habakkuk: The Prophet of Transition," in *IOTPB*.
- d. For the books of Jeremiah and Ezekiel, choose ONE of the two and read:
  - The introduction to Jeremiah/Ezekiel in the *NIVSB*.
  - The book of Jeremiah/Ezekiel.

- Chap. 9, "Jeremiah : Prophet to the Nations," in *IOTPB* or Chap. 11, "Ezekiel: The Merging of Two Spheres."
- e. Complete Reading Discussion Questions" on Habakkuk and your choice of Jeremiah or Ezekiel. (approx. 1 paragraph for each question), and be prepared to discuss your answers in class (see Assignments & Activities Section).
- f. Report on the percentage of the week's reading completed.

## Session Four

### 1. Objectives

- a. The student will recognize the theme of the book of Daniel and distinguish between the two major sections.
- b. The student will begin to explain the characteristics of apocalyptic literature.
- c. The student will focus on one of the two major sections of Daniel and classify the ways in which each story/vision in the section contributes to the book's major theme. The student will also generate a list of contemporary applications.
- d. The student will look in detail at either Hosea or Malachi to distinguish the primary message of the book and assess what appropriate applications may be made to life today.

### 2. Assignments

- a. Read "The Persian Period and the Prophets" in *IOTPB*.
- b. For the book of Daniel, read:
  - the introduction to Daniel in the *NIVSB*.
  - the book of Daniel.
  - Chap. 14, "Daniel: Witness in Babylonia," in *IOTPB*.
- g. For the book of Haggai, read:
  - The introduction to Haggai in the *NIVSB*.
  - The book of Haggai.
  - Chap. 15, "Haggai: The Temple and the Future," in *IOTPB*.
- h. For the book of Malachi, read:
  - The introduction to Malachi in the *NIVSB*.

- The book of Malachi.
  - Chap. 18, "Malachi: Prophet of Covenant Love," in *IOTPB*.
- i. Complete Reading Discussion Questions" on Daniel (approx. 1 paragraph for each question), and be prepared to discuss your answers in class (see Assignments & Activities Section).
  - j. Report on the percentage of the week's reading completed.

## Session Five

### 1. Objectives

- a. The student will explain key elements of the historical setting of the book of Revelation and infer how that sets the stage for the message of the book.
- b. The student will recall the characteristics of apocalyptic literature and assess how Revelation fits these characteristics.
- c. The student will begin to develop the skill of interpreting the symbols and visions, including numbers, found in Revelation in order to distinguish between the meaning of the symbol and the symbol itself.

### 2. Assignments

- a. For the book of Revelation, read:
  - "The Revelation: Images of Judgment and Hope," (on reserve in Roling Library).
  - The introduction to Revelation in the *NIVSB*.
  - The book of Revelation.
- k. Complete Reading Discussion Questions" on Revelation (approx. 1 paragraph for each question), and be prepared to discuss your answers in class (see Assignments & Activities Section).

### F. One Week After Session Five

The Applied Learning Paper (ALP) is due to the instructor.

## IX. Evaluation Form

## Instructor Evaluation for Written Work

<b>Student's Name</b>	<b>Course Number</b>	<b>Assignment</b>
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<b>Specific Requirements</b>	<b>Percentage Distribution Determined by Instructor</b>	<b>Percentage Earned by Student</b>	<b>Instructor Comments</b>			
Organization <ul style="list-style-type: none"> <li>▪ Introduction<sup>i</sup> and Conclusion<sup>ii</sup></li> <li>▪ Section Titles<sup>iii</sup></li> <li>▪ Section Introductions and Conclusions<sup>iv</sup></li> <li>▪ Organizing Words, Phrases, and Sentences</li> </ul>	10	<input type="text"/>	▪			
Research / Sources (pp. 91-102 <sup>v</sup> ) <ul style="list-style-type: none"> <li>▪ Credibility (academic vs. non-academic)</li> <li>▪ Number of Supporting Viewpoints</li> <li>▪ Number of Opposing Viewpoints</li> <li>▪ Primary Research</li> </ul>	10	<input type="text"/>	▪			
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> <li>▪ Explanation (restate, define, describe, illustrate)</li> <li>▪ Analysis (reasons, causes, effects, purposes)<sup>vi</sup></li> <li>▪ Critique (agree, disagree, strengths, weaknesses)</li> <li>▪ Synthesis of Existing Ideas and/or Theories</li> </ul>	50	<input type="text"/>	▪			
Discipline-Specific Application <ul style="list-style-type: none"> <li>▪ Contextualization (individual, group, organization, sub-culture, culture, etc.)</li> <li>▪ Recommendations (stop, start, continue, modify)</li> <li>▪ Creation of New Ideas and/or Theories</li> </ul>	10	<input type="text"/>	▪			
Documentation (pp. 155-195) <ul style="list-style-type: none"> <li>▪ APA Paper Format</li> <li>▪ APA Title Page (with Header) &amp; Abstract</li> <li>▪ APA Integration of Sources<sup>vii</sup></li> <li>▪ APA "References" Page</li> </ul>	10	<input type="text"/>	▪			
Composition (pp. 1-90) <ul style="list-style-type: none"> <li>▪ Clarity and Concision</li> <li>▪ Grammar, Punctuation, and Mechanics</li> <li>▪ Voice (Academic vs. Non-academic)</li> <li>▪ Tone (Assertive vs. Passive or Aggressive)</li> </ul>	10	<input type="text"/>	▪			
<b>Total Possible</b>		<b>Total Percentage Earned by Student</b>	<b>Total Possible Points for Assignment</b>	=	<b>Total Points Earned</b>	<b>Final Grade for Assignment</b>
100%			x	=		

## Explanatory Notes

<sup>1</sup> An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

<sup>2</sup> An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

<sup>3</sup> Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

<sup>4</sup> Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

<sup>5</sup> All page references refer to Hacker, D. (2008). *A pocket style manual* (5<sup>th</sup> ed.). Boston: Bedford/St. Martin's.

<sup>6</sup> Other categories for analysis include: assumptions, problems, solutions, and predictions.

<sup>7</sup> There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

## **X. Assignments and Activities**

### **Applied Learning Paper**

Write an 8-10 page double-spaced typewritten paper as follows:

- Choose a current religious/social concern which relates to one or more of the issues addressed by the biblical prophets. After introducing your topic, give a thorough explanation of the prophetic material relating to that topic. Be sure to explain the meaning of the prophetic message(s) in light of the historical situation and social context of prophet's day. Explain how the prophetic message applies to the modern situation. As appropriate, suggest appropriate steps that believers today can do to bring about necessary changes.
- Use appropriate form for the paper, including a title page, page numbers, and references within the paper showing where the information was obtained. Conclude with a list of sources used, including the student's translation of the Bible.
- The paper is due one week after the final class session to the instructor. Students are asked to mail their papers directly to the instructor unless other arrangements are made in class.

## Reading Report

Print this sheet off as many times as you are required to turn in a reading report.

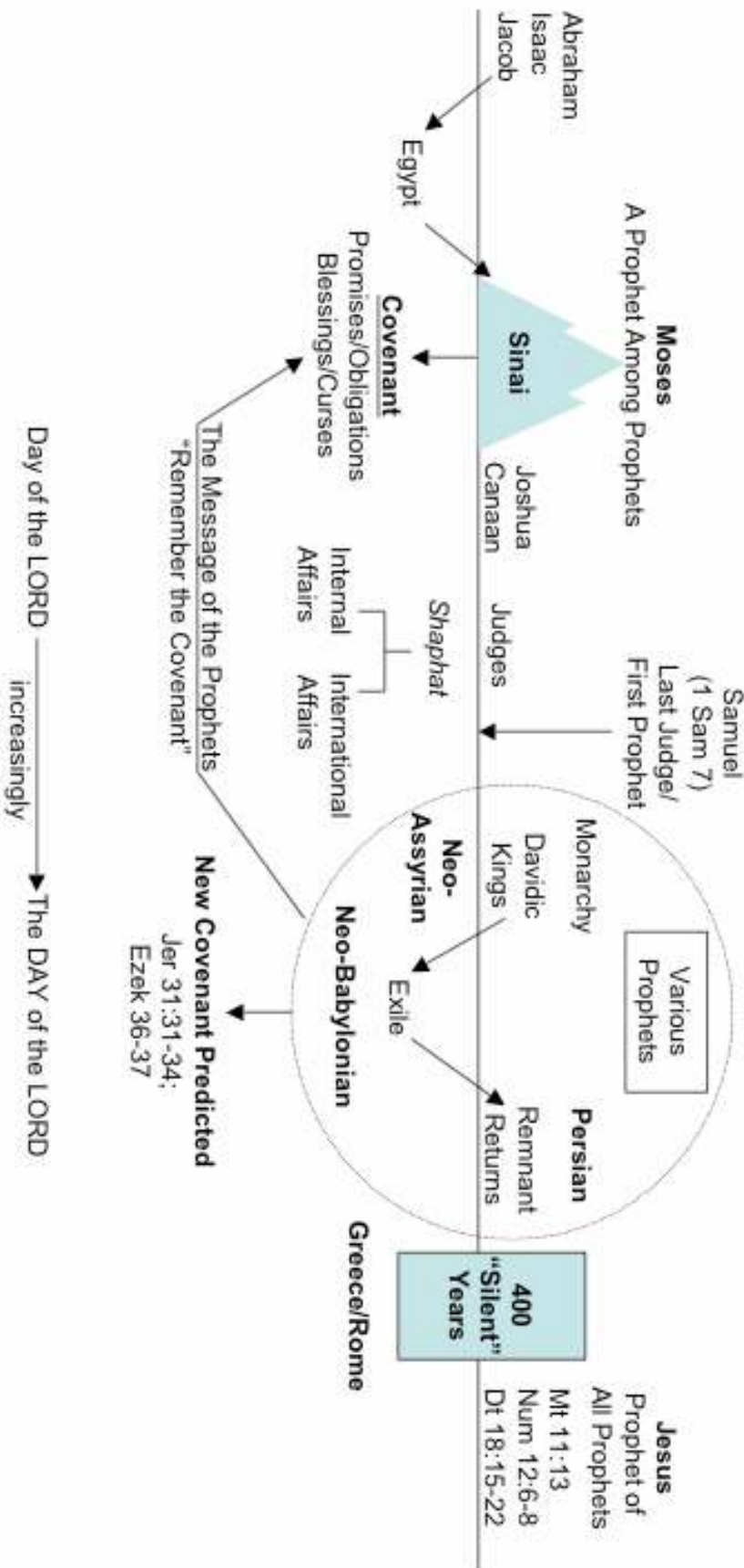
I, \_\_\_\_\_, testify to having read \_\_\_\_\_ % of the assigned readings for this session.

Signed: \_\_\_\_\_

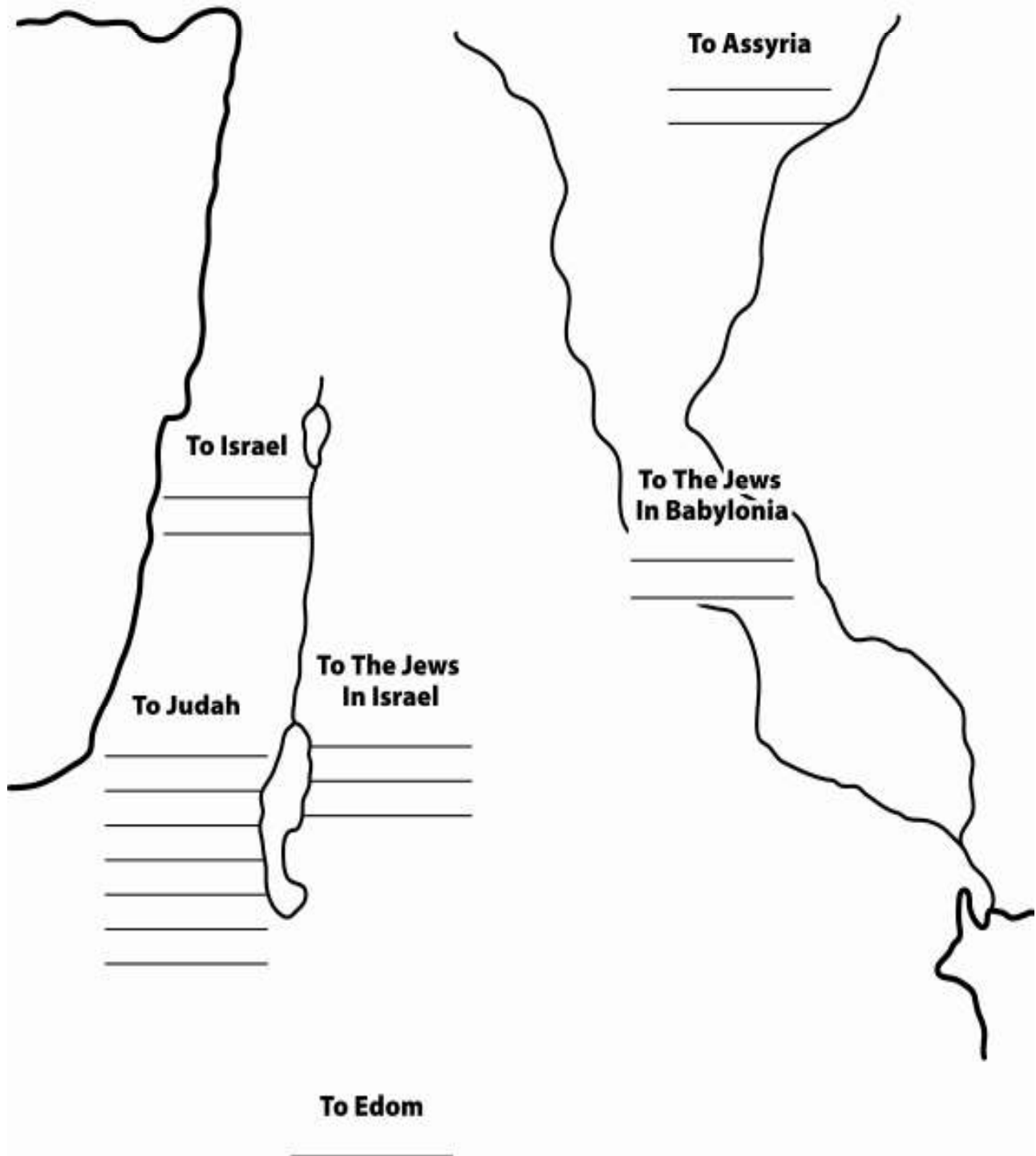
# The Prophets of Israel

Prophet (*Nabi*) / Seer (*Ro'eh*) / Visionary (*Hozeh*)

Now the acts of King David, from first to last, are written in the chronicles of Samuel the seer [*Ro'eh*], in the chronicles of Nathan the prophet [*Nabi*], and in the chronicles of Gad the seer [*Hozeh*] (1 Chron 29:29; cf. 1 Sam 9:9)



# The Locations of the Prophets



Session One  
*Reading Discussion Questions*  
Prophet, Prophetess, Prophecy

Write out answers to the following questions based on the information in "Prophet, Prophetess, Prophecy" (approx. 1-2 paragraphs for each question), and be prepared to discuss your answers in class.

- A.     Definition     Write out the definition of a prophet as given in the article, dividing it into its major elements. Explain the significance of each of those elements.
  
- B.     Role             Was everyone who prophesied a prophet? What other roles did these people fill? Did all prophets receive a "call"? How do we know?
  
- C.     Names            What are the major (English) terms used in the Bible for prophets? What do these terms signify?
  
- D.     Reception        List five different ways prophets received messages from God, and give an example of each.
  
- E.     Message           We often think of prophecy as predicting something that will happen in the future. Is this an accurate description of what the prophets did? Why or why not?
  
- F.     Continuation     Is prophecy in the New Testament the same as in the Old Testament? Why or why not? Does prophecy still occur today? Support your answer from Scripture and/or experience if possible.

Session Two  
*Reading Discussion Questions*  
Amos

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. For what reasons did Amos criticize the people of his day who were religious? Does the church have the same or similar problem today? If so, how do you see it?
- B. What happened to the poor in the legal system of Amos' time? Does our society have the same problem today? If so, how do you see it?
- C. What happened in the business world of Amos' day? Does our society have the same problem today? If so, how do you see it?
- D. What did Amos say would happen to Israel as a result of the corruption? What the Bible say will happen to our society as the result of our corruption? Defend your answer.

Session Two  
*Reading Discussion Questions*  
Hosea

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. What unusual thing did God command Hosea to do? Why?
- B. Does God sometimes still ask believers to sometimes do unusual things? Why or why not? If you think He does, can you give examples?
- C. Do you think this action was easy for Hosea? How so?
- D. Have you ever faced a situation where you felt God calling you to do something difficult? If so, how did you work through it?

**Session Two**  
*Reading Discussion Questions*  
Isaiah

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. In chap. 1, Isaiah describes the problem that God has with the nation of Israel. What is it? What images does he use to express this idea?
- B. What did God expect from Israel (see Exod. 19:5-8; 20:1-17, and skim Exod. 21-23 and Deut. 27-28)?
- C. If Israel was obligated to fulfill the Mosaic covenant and would suffer the consequences for their disobedience, do we as believers face the same threat? Are we under the same covenant?
- D. In chaps. 2-5, Isaiah alternates between visions of judgment and hope, which is characteristic of the whole book. What does he say is in Israel's immediate future? What is the distant future? Why would he include both?
- E. Chap. 6 gives the famous call of Isaiah to prophecy. What are the major elements of this vision and Isaiah's response?
- F. What possible applications can we draw to our lives as believers today?

Session Three  
*Reading Discussion Questions*  
Habakkuk

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. Who wrote Habakkuk? What do we know about him? When did he write? What is significant about that period of time?
- B. What is unique about the way the book was written (who is speaking to whom)?
- C. What is Habakkuk's complaint at the beginning of the book? How does God respond?
- D. Why doesn't Habakkuk like God's solution? What is Habakkuk's attitude at the end of the book?
- E. What does God's solution for Habakkuk's initial problem suggest about the ways in which God works? Does He always work the way that we want?
- F. Does He sometimes use people and situations that aren't entirely good to bring about His will? Can you give some examples?
- G. What should our attitude be toward God carrying out His will?

**Session Three**  
*Reading Discussion Questions*  
Jeremiah/Ezekiel

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

Write out answers to the following questions on the book you choose to read (either Jeremiah or Ezekiel):

- A. Who wrote the book? What do we know about him?
- B. To whom was the book written? Where were they, and what were the circumstances of the time that are relevant to the message of the book?
- C. What are the book's major messages or themes? How does the author communicate that/them?
- D. Give thought to how you and others who studied this book can creatively present the message of the book to the other members of the class - such as a simple play, a group discussion with the prophet and his contemporaries discussing the issues involved in the book, a depiction of a modern setting with someone in ministry delivering a contemporary but similar message to a modern audience, etc.

Session Four  
*Reading Discussion Questions*  
Daniel

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. According to the introduction to Daniel in the *NIVSB*, what is the theme of the book?
- B. What are the two major sections of the book and what kind of material is in each?
- C. The *NIVSB* says that chaps. 7-12 are apocalyptic. What does "apocalyptic" mean? What are the characteristics of apocalyptic literature? What other parts of the Bible are apocalyptic?
- D. Choose EITHER chaps. 1-6 or 7-12 and focus on that section. Summarize the contents of each major subsection (the different stories in chaps. 1-6 or the different visions in chaps. 7-12. Each takes one chapter, with the exception of the vision in chaps. 10-12.). Explain how each of them helps develop the theme of the book.

Session Five  
*Reading Discussion Questions*  
Revelation

Submit your double-spaced typed answers to the following questions in class. Questions should be typed by the student in bold or italics with answers in normal (non-bold/italic) text. Answers should evidence careful thought, awareness of issues addressed in the reading assignments, and further research outside of the required readings with citations of specific page numbers or verse references where appropriate. Answers should be at least a paragraph in length for each part of the question.

- A. What is apocalyptic literature? What are the characteristics of this type of literature? How does the book of Revelation fit this pattern?
- B. What was the historical situation at the time the book of Revelation was written? What was the empire in control at the time? What characterized their rule? What were believers going through when the book was written?
- C. What is the main message of the book? Why would this have been appropriate for believers at that time? Is it still appropriate today? Why or why not?
- D. Outline the organizational structure of the book in narrative form?
- E. What are the main themes of the book?

