

Dr. Thomas Ice, ThM, PhD

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## I. Course Description:

It has been said that prophecy is “*history before it occurs.*” Prophecy therefore is God’s overview of history before it happens and provides the framework for history. With this in mind therefore, the purpose of this course is twofold: 1) to introduce the student to Eschatology as understood from a normative dispensational perspective, and 2) to provide the student with a good working knowledge of prophecy and end times events.

## II. Course Objectives

1. To identify and understand biblical highlights of eschatology.
2. To examine the main body of materials on the subject.
3. To identify and understand the correlation between the prophetic themes of the Bible.

## III. Course Textbooks

Required Texts:

- J. Dwight Pentecost, *Things to Come*, Zondervan, 1964, ISBN: 979 0 310 30890 4  
John E. Wolvoord, *The Millennial Kingdom*, Zondervan, 1959, ISBN: 0 310 34091 8

Recommended Texts for Additional Study:

- Tim LaHaye, *Charting the End Times*, Harvest House, 2001, ISBN: 0 7369 0138 8  
Mal Couch, *Introduction to Classical Hermeneutics*, Kregel, 2000, ISBN: 0 8254 2367 8  
Charles Ryrie, *Dispensationalism*, Moody, 1966, ISBN: 978 0802 42187 6  
Chafer, *Major Bible Themes*, Zondervan, 1974, ISBN: 0 310 22390 3  
Fruchtenbaum, *Israelology*, Ariel Ministries, 2001, ISBN: 0 914863 05 3  
Tommy Ice & Timothy Demy, *Fast Facts on Bible Prophecy*, Harvest House, 1997, ISBN: 0 5650 7665 6

## IV. Evaluation of Student Performance

1. Class Attendance – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. Reading Assignments and Accountability – All students will read the required reading as outlined in Section V-Course Outline & Assignments. All students will write a 1 page summary over the assigned reading.
3. Research Assignments – Assigned Questions – A brief paragraph is required, answering each assigned question. The professor is seeking maturity in the answers not simply length, aim for at least 1/2 page double spaced. The questions are at the end of this syllabus. Campus students will answer any 40 questions attached to this syllabus.
4. Course Exams – There are no course exams.
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module’s lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. Campus students will submit assignments as directed by the Professor.  
Online Students will submit assignments directly to the Advising Professor/Instructor.

## 7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
<b>Total Points:</b>	<b>100</b>	<b>100</b>

## V. Course Outline & Assignments

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### **Class 1**

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### **Class 2**

Reading Component – Wolvoord pgs 59-112. Students will write a 1 page summary on the assigned reading.

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### **Class 3**

Reading Component – Wolvoord pgs 113-138. Students will write a 1 page summary on the assigned reading.

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### **Class 4**

Reading Component –Wolvoord pgs 139-193. Students will write a 1 page summary on the assigned reading.

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### **Class 5**

Reading Component – Wolvoord pgs 194-247. Students will write a 1 page summary on the assigned reading.

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### **Class 6**

Reading Component – Wolvoord pgs 248-304. Students will write a 1 page summary on the assigned reading.

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### **Class 7**

Reading Component – Pentecost pgs 229-274. Students will write a 1 page summary on the assigned reading.

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### **Class 8**

Reading Component – Pentecost pgs 275-339. Students will write a 1 page summary on the assigned reading.

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### **Class 9**

Reading Component – Pentecost pgs 476-546. Students will write a 1 page summary on the assigned reading.

Research Component – Assigned Questions are due.

## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

### **Assignment Due Dates**

**Campus/Learning Center** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

**Online** students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

### **Writing Guidelines**

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7<sup>th</sup> Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

### **Plagiarism Policy**

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

### **Contact**

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).

## OVERVIEW OF PROPHECY QUESTIONS

The answers will *basically* come from the lecture and the text, however, it is expected that students will use any extra resources necessary for complete and comprehensive answers. When there are multiple numbers (such as 51-53), it is expected that the answers will be longer in accordance with the additional numbering.

1. Why is it important to understand "The origin of evil" when beginning a study of prophecy?
2. Why is the nation of Israel so important in the study of prophecy?
3. What is Bible Prophecy?
4. And what is Bible prophecy all about?
5. Give short summaries over the seven reasons Christians should study Bible prophecy.
6. What does the word "canon" mean?
7. What is meant by the "original manuscripts"?
8. Describe in some detail what the four pivotal events are about.
9. Why is it important to believe in and understand Christ's return?
10. What is meant by "the mountain peaks of prophecy"?
11. What is so important about Isaiah 61?
12. What is so important about Luke 4?
13. What is so important about Daniel's 70 Weeks?
14. What is so important about 1 Thessalonians 4?
15. How would you prove that Satan is a "person" and not simply an "influence"?
16. What is so important about the Olivet Discourse?
17. Why is there sometimes confusion about the Olivet Discourse?
18. What is "the generation that sees these things" about?
19. Why is there confusion over this statement?
20. What are some of the best answers that help understand the Olivet Discourse?
21. Explain and discuss the various views about the word "apostasy".
22. What does the day of the Lord mean?
23. Why are so many confused about the book of Revelation?
24. Summarize the "*things that are*".
25. Summarize the "*things that will be*".
26. What is the destiny of the church?

27. Why will the church not be here during the tribulation?
28. Why is the church not Israel?
29. Where will the church be during the kingdom?
30. What will church saints be doing during the kingdom period?
31. Define and explain "rapture."
32. Define and explain the judgment seat of Christ.
33. Do good works save? Why not? Explain.
34. What are rewards?
35. Explain in a short sentence the meaning of the various crowns.
36. Define the word "bema".
37. What is amillennialism?
38. What is postmillennialism?
39. What is historic premillennialism?
40. What is premillennialism?
41. What is the mid-tribulational rapture?
42. What is the post-tribulational rapture?
43. What is the pre-wrath rapture theory?
44. What is preterism?
45. Define the word "dispensationalism".
46. Explain how dispensationalism works.
47. Explain the battle of Armageddon.
48. Define and explain the "75-day Interval".
49. Define Millennium.
50. Why is the millennium not the church age? Explain.
- 51 -53. Summarize in at least three pages what the statue is all about in Nebuchadnezzar's dream.
54. According to Couch in Classical Hermeneutics, what is "dispensational hermeneutics"?