



# NTST 539-031

## Studies in Revelation

Spring 2026

*Ranko Stefanovic, PhD*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

|                              |  |
|------------------------------|--|
| <b>Class location:</b>       | Andrews University   |
| <b>Class meeting times:</b>  | February 9-12, 2025 Intensive<br>Monday – Thursday: 8:00 am-12:50 pm, 2:00-4:50 pm |
| <b>Course Website:</b>       | <a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>               |
| <b>Instructor Telephone:</b> | (269) 471-3245   |
| <b>Instructor Email:</b>     | <a href="mailto:ranko@andrews.edu">ranko@andrews.edu</a>                           |
| <b>Office location:</b>      | Seminary Building – N126   |
| <b>Office hours:</b>         | By appointment   |

#### BULLETIN DESCRIPTION OF COURSE

Study of selected sections of Revelation. Greek not required. Not applicable to MDiv credit.

**The instructor reserves the right to revise the syllabus at any time during the semester for the benefit of the learning process with appropriate notification to the students. The up-to-date Course Syllabus may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).**

#### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is to demonstrate proper biblical interpretation skills.

(The full set of program learning outcomes for your degree program is listed in **Appendix 2.**)

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

1. Describe the content, literary design, and theology of the book of Revelation.
2. Explain the primary meaning of the text in its literary context.
3. Employ hermeneutical tools for study and meaningful interpretation of Revelation's prophecies from the SDA perspective.
4. Use the class material for preaching and teaching.
5. Develop an ability for original thinking and critical judgment.

## COURSE OVERVIEW

## COURSE MATERIALS

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### **Required Course Materials**

- The Bible in English (any translation except paraphrases). The instructor will use the New American Standard Bible. The book of Revelation to be read in one reading; the reading is to report on the LearningHub.
- Ranko Stefanovic, *Revelation of Jesus Christ*, 2<sup>nd</sup> ed. (Berrien Springs: Andrews University Press, 2009). the entire book is to be read and reported on the LearningHub as specified in the course schedule.
- Paulien, Jon. *The Deep Things of God* (Hagerstown, MD: Review and Heralds, 1989). – to read the whole book; the reading must be reported on the LearningHub according to the instruction given below on the day specified in the class schedule.

The assigned readings are to be reported on the LearningHub on the days specified in the class schedule; the report must include a statement that the section was read in the following way: "As a pastor of the SDA Church, I honestly state that I have read the entire book by \_\_\_\_ to \_\_\_\_ from [Stefanovic] or [Paulien]." The statement must be verified by the student's signature.

### **Recommended Course Materials**

- Doukhan, Jacques B. *Secrets of Revelation*. Hagerstown, MD: Review and Herald, 2002.
- Holbrook, Frank B., ed. *Symposium on Revelation-Book 1 and Book 2*. Daniel and Revelation Committee Series 6-7. Washington, D.C.: Biblical Research Institute, 1992.
- LaRondelle, Hans K. *How to Understand the End-Time Prophecies of the Bible*. Sarasota, FL: First Impressions, 1997.
- Paulien, Jon. *What the Bible says About the End of Times*. Hagerstown, MD: Review and Herald, 1994.
- Stefanovic, Ranko. *Plain Revelation*. Berrien Springs, MI: Andrews University Press, 2014.

For ISBN and price information, please see the listing on Amazon.com.

## **PRE-INTENSIVE COURSE REQUIREMENTS**

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- To read the book of Revelation from the Bible in one reading; to submit the reading to report on the LearningHub on the first day of the class.
- To watch 15 hours of video lectures recorded by the instructor. The lectures will be provided by the InMinistry office. Without watching these videos, the student will not receive a passing grade. The following video are to be watched:
  - Video lecture 3 – The Purpose
  - Video lecture 5 – The Prologue
  - Video lecture 6 – The Lampstand
  - Video lecture 7 – The Churches
  - Video lecture 8 – The Message
  - Video lecture 13 – The Seals part 1
  - Video lecture 14 – The Seals part 2
  - Video lecture 17 – The Silence in Heaven
  - Video lecture 18 – The Trumpets
  - Video lecture 23 – The Final Message
  - Video lecture 24 – The Last Plagues part 1
  - Video lecture 25 – The Last Plagues part 2
  - Video lecture 26 – The Battle of Armageddon
  - Video lecture 29 – The New Heaven and Earth
- To make video summaries:  $\frac{1}{2}$  page per a video single spaced (total  $7\frac{1}{2}$  pages), an essay format. It must be submitted on the LearningHub before or on the first day of the class. If the class participant has not been able to fulfil this requirement by the beginning of the class, he/she must fulfill this requirement within ten days after the end of the class.

## **REQUIREMENTS DURING THE INTENSIVE**

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- To regularly attend the class lectures and
- To take the final exam at the end of the course as according to the class schedule.

## **POST-INTENSIVE COURSE REQUIREMENTS**

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- To read the whole book by Ranko Stefanovic, *Revelation of Jesus Christ*
- To read the book by Jon Paulien, *The Deep Things of God*
- To prepare a research **exegesis paper** on a passage from Revelation of personal choice in consultation with the instructor. The paper should be 10-12 double-spaced pages in length and is due on the day specified in the class schedule. The paper must be written according to the instructions given in the Appendix 4.

**The post-intensive requirements must be completed reported by APRIL 12, 2026.**

## CLASS SCHEDULE

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

| Date  | Topic  | Assignment Due                        | CLOs Addressed    |
|---|--|---------------------------------------|-------------------|
| <b>February 9 (Mon)</b><br>8:30am -1:00 pm  | Introduction of the class<br>Symbolism of Revelation<br>Approaches to Prophetic Interpretation<br>Revelation 1-3, 4. | Reading Revelation<br>Video Summaries | <b>SLO 1-3</b>    |
| 2:00-5:00 pm                                | Revelation 4-5   |                                       | <b>SLO 1-3</b>    |
| <b>February 10 (Tue)</b><br>8:30am -1:00 pm | Revelation 6<br>Revelation 7   |                                       | <b>SLO 1-3</b>    |
| 2:00-5:00 pm                                | The Seven Trumpets<br>Revelation 12  |                                       | <b>SLO 1-3</b>    |
| <b>February 11 (Wed)</b><br>8:30am -1:00 pm | Introduction to the Eschatological sect.<br>Revelation 12-13   |                                       | <b>SLO 1-3</b>    |
| 2:00-5:00 pm                                | Revelation 14  |                                       | <b>SLO 1-3</b>    |
| <b>February 12 (Thu)</b><br>8:00am -1:00 pm | Revelation 14-16   |                                       | <b>SLO 1-3</b>    |
| 2:00-5:00 pm                                | Revelation 17  |                                       | <b>SLO 1-2, 5</b> |
| <b>February 15 (Sun)</b><br>9:30-11:30 am   | EXAM   |                                       | <b>SLO 1-2, 5</b> |
| <b>April 12 (Sun)</b><br>by 11:59 pm        | The reading reports<br>Critical Book Review  |                                       | <b>SLO 1-3</b>    |

**The instructor reserves the right to revise the syllabus at any time during the semester for the benefit of the learning process with appropriate notification to the students.**

## MORE ABOUT THE COURSE

### TIME EXPECTATIONS FOR THE COURSE

#### US Credit-Hour Regulations

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

**Courses for professional masters' degrees (e.g. MAPM)** include 15 instructor contact hours and 30 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills:

- 1) may require more time and should consider taking fewer classes each semester; and
- 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

| <b>Professional Masters' Programs</b>  |   |                  |
|--|---|------------------|
| <b>3 Credits</b>                       |   |                  |
| <b>Instructor Contact Hours</b>        | <b>Face to face instructional time</b>                            | 30 hrs           |
|  | <b>Other Instructor-directed activities (watching the videos)</b> | 15 hrs           |
| <b>Independent Learning Activities</b> | <b>Reading Revelation from the Bible</b>                          | 3 hrs            |
|  | <b>Assigned book readings</b>                                     | 55 hrs           |
|  | <b>Critical Book Review</b>                                       | 7 hrs            |
|  | <b>Preparation for the exams</b>                                  | 10 hrs           |
|  | <b>Summary notes of the videos</b>                                | 15 hrs           |
| <b>Total Hours:</b>                    |   | <b>135 hours</b> |

## GUIDELINES FOR COURSE ASSIGNMENTS

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

| Assignment Description                              | Weighting |
|---|-----------|
| Exam  | 50%       |
| Reading the book of Revelation (the Bible)          | 2%        |
| Video Summaries                                     | 8%        |
| Critical Book Review                                | 15%       |
| Assigned book readings (Stefanovic 20%, Paulien 5%) | 25%       |

\* For grading rubrics that specify grading criteria in more detail, see **Appendix 1**.

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

*AU Bulletin: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.*

### **Submission of Assignments**

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

### **Late Submission**

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

## ABOUT YOUR INSTRUCTOR

RANKO STEFANOVIĆ, Professor of New Testament

- MA Adventist International Institute of Advanced Studies (1990)
- PhD Andrews University (1995)

Membership in Scholarly Societies:

- Society of Biblical Literature since 1994
- Chicago Society of Biblical Research since 2001.
- Adventist Society for Religious Studies since 1996
- Adventist Theological Society since 2010



Awards:

- "Siegfried H. Horn Excellence in Research and Creative Scholarship" awarded by Andrews University 2025.
- J. N. Andrews Medallion – awarded by Andrews University, 2013.
- "Teacher of the Year Award" awarded by Andrews University Student Association, 2003.
- "The Daniel A. Augsburger Excellence in Teaching Award" awarded by the College of Arts and Sciences, Andrews University, 2003.
- "Teacher of the Module" – award presented by the Physical Therapy class of 2004, Andrews University, for excellence in teaching of the Winter Module of 2001.
- "The Henry and Harriet Johnson Award for Excellence in Teaching" awarded by Canadian University College, 1999.

Ranko Stefanovic holds a PhD in the area of New Testament with an emphasis on the book of Revelation. Prior to joining the faculty at Andrews University, he served for eighteen years as an ordained SDA minister. After a contract teaching for a year and a half in the SDA Theological Seminary, he moved to Canadian University College, Canada, where he taught and chaired the Department of Religious Studies from 1996-1999. From 1999-2009, he taught at the Department of Religion, Andrews University where he also chaired the department in the period from 2006-2009. In 2009, he moved to the SDA Theological Seminary where he is currently teaching in the New Testament Department.

Stefanovic has presented scholarly papers at professional societies including Society of Biblical Literature, Chicago Society for Biblical Research, Adventist Society for Religious Studies, and Adventist Theological Society. In addition to numerous scholarly and popular articles, he has authored *Revelation of Jesus Christ*, a 670-page commentary on the book of Revelation, which is the standard textbook in many Adventist colleges and universities, and his most recent book *Plain Revelation: A Reader's Introduction to the Apocalypse*. He also authored the Sabbath School Quarterly Lessons for January-March 2019. He wrote commentaries on 2 Thessalonians and Revelation for *Andrews Bible Commentary*, and the commentary on Romans for *New International SDA Commentary*. He did numerous programs on 3ABN television network including a 26-program series on Matthew and a 26-one-hour-program series on the book of Revelation. He is a sought-after speaker and lecturer at symposiums, seminars, workers meetings, camp meetings, and various gatherings across the globe.

He is married to Estera; they have two grown children.

## OTHER COURSE-RELATED POLICIES

### Attendance

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

### Academic Integrity

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

Academic Dishonesty includes:

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

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### Academic Accommodations

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

### Use of Electronics

No recording or streaming is permitted in seminary courses.

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

### **Communications and Updates**

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

### **LearningHub Access**

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

|  |   |                |
|--|---|----------------|
| Username and password assistance               | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>                      | (269) 471-6016 |
| Technical assistance with Learning Hub         | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>                              | (269) 471-3960 |
| Technical assistance with your Andrews account | <a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a> |                |

### **Emergency Protocol**

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

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages:

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

### THE A GRADE

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

### THE B GRADE

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

### THE C GRADE

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

### THE D GRADE

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

### THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 2: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

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

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

### APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- Aune, David E. *Revelation*, 3 vols. WB. Nashville: Thomas Nelson, 1997-1978.
- Bauckham, Richard. *The Climax of Prophecy*. Edinburgh: T. & T. Clark, 1993.
- Beale, Gregory K. *The Book of Revelation*. NIGTC. Grand Rapids: Eerdmans, 1999.
- Doukhan, Jacques B. *Secrets of Revelation*. Hagerstown: Review and Herald, 2002.
- Holbrook, Frank B., ed. *Symposium on Revelation-Book 1 and Book 2*. DARCOM Series 6-7. Washington: Biblical Research Institute, 1992.
- Johnson, Alan. "Revelation." *EBC* 12:397-603. Grand Rapids: Zondervan, 1982.
- Craig R. Koester, *Revelation*. AYB 38A. New Haven: Yale University Press, 2014.
- Ladd, George E. *A Commentary on the Revelation of John*. Grand Rapids: Eerdmans, 1972.
- Mounce, Robert H. *The Book of Revelation*. NICNT 17. Grand Rapids: Eerdmans, 1977
- LaRondelle, Hans K. *How to Understand the End-Time Prophecies of the Bible*. Sarasota: First Impressions, 1997.
- Osborne, R. Grant. *Revelation*. BECNT. Grand Rapids: Baker, 2002.
- Paulien, Jon. *Armageddon at the Door*. Hagerstown: Review and Herald, 2008.
- \_\_\_\_\_. *The Deep Things of God* (Hagerstown: Review and Heralds, 1989).
- \_\_\_\_\_. *What the Bible says About the End of Times*. Hagerstown, MD: Review and Herald, 1994.
- Smalley, Stephen S. *The Revelation to John: A Commentary on the Greek Text of the Apocalypse*. Downers Grove: InterVarsity Press, 2005.
- Stefanovic, Ranko. "The Angel at the Altar (Rev 8:2-5): A Case Study on Intercalations Revelation." *Andrews University Seminary Studies* 44/1 (2006): 79-94.
- \_\_\_\_\_. *The Background and Meaning of the Sealed Book of Revelation* 5. AU Seminary Doctoral Dissertation 22. Berrien Springs: Andrews University Press, 1996.
- \_\_\_\_\_. "The Book of Revelation: Guidelines for Responsible and Meaningful Preaching." *Ministry*, September 2017: 9-12.
- \_\_\_\_\_. "End-time Demonic Activities in the Book of Revelation," *Journal of Adventist Mission Studies* 11/2 Fall 2015: 169-182.
- \_\_\_\_\_. "'The Lord's Day' of Revelation 1:10 in the Current Debate." *Andrews University Seminary Studies*, vol. 49, no. 2 (2011): 261-284.
- \_\_\_\_\_. "The Meaning and Significance of the Phrase *epi ten dexian* for the Location of the Sealed Scroll (Revelation 5:1) and Understanding of the Scene of Rev 5." *Biblical Research: Journal of the Chicago Society of Biblical Research* 46 (2002): 42-54.
- \_\_\_\_\_. *Plain Revelation*. Berrien Springs, MI: Andrews University Press, 2014.
- \_\_\_\_\_. "The Seven Heads of the Beast in Revelation 17." *Ministry*, December 2013: 16-19.
- \_\_\_\_\_. "The 'Spirit of Prophecy' in the Revelation of John." In *The Gift of Prophecy in Scripture and History*, pp. 186-197. Ed. A. Timm and D. N. Esmond. Silver Spring: Ellen White Estate, 2015.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion>.

## APPENDIX 4: GUIDELINES FOR WRITING THE RESEARCH PAPERS

The research paper is based on an exegetical analysis of a chosen text. Scholarly sources must be consulted and referred to in the footnotes to support what was stated in the text. The students are expected to follow the steps from Fee's *New Testament Exegesis*, pp. 32, 34-41, 45-50 (step 1-8, 9G-11G) and the format of the *AU Standards for Written Work* at <http://www.andrews.edu/grad/documents/sww11>.

*IMPORTANT: You do not write a paper because you know everything about a subject, but because you want to learn more. Writing the paper will help you learn more about a subject than you could have otherwise (Walter McConnell).*

**1. Title** – the paper must have the title page containing the name of the institution, the title of the paper, the name of the class, the name of the student, and the date.

**2. Introduction** – it explains:

- The statement of the problem
- The purpose of the paper—what is expected to achieve
- Methodology—how the research is going to be done

**4. Main Body of the Paper** (not all items must necessarily be included):

### A. TEXTUAL ANALYSIS

1<sup>st</sup> Step - **Choice** of the text

2<sup>nd</sup> Step - **Textual analysis**

- mark the key terms and phrases;
- grammatical analysis including syntax, use of the term by the same author, frequency, logical progression, play words, repetitions, rhetoric, allusions, concepts, etc. Use the tools (concordance, lexicons, Bible dictionaries, encyclopedias, commentaries, and other books);
- Establish the correct translation of the text

3<sup>rd</sup> Step - **Literary genre** (narrative, poetry, prophecy, genealogy, parable, prayer, dream/vision, irony, hymn, song, irony, dialogue, speech, etc.)

### B. CONTEXTUAL ANALYSIS OF THE TEXT:

4<sup>th</sup> Step - **Literary context**

- larger (general) context of the book
- immediate context

5<sup>th</sup> Step - **Literary structure** of the selected passage.

6<sup>th</sup> Step - **Intertextuality** (how the chosen biblical text is related to the rest of the New Testament and then, to the rest of the Bible)

7<sup>th</sup> Step - **Theology and message** (relevancy and application).

**5. Summary and Conclusion** – it consists of two parts: (1) it summarizes briefly the findings, and (2) draws conclusions of the paper. The section must match the statement of the problem and the purpose of the research in the introduction.

**6. Bibliography** – a list of the sources used with full data.

**Be aware of plagiarism** – you must acknowledge the source if your major idea expressed has come from somebody.

