

**BIBL 5220 SYLLABUS  
OLD TESTAMENT 2:  
THE PROPHETS AND THEIR LEGACY**

North Park Theological Seminary  
Online (asynchronous), Spring 2021  
3 Credit Hours

**SYLLABUS SECTION 1: BASICS, READINGS, OBJECTIVES**

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**Web link:** [About J. Nathan Clayton, PhD](#)

**I. Introductory Comments & Course Description**

*Welcome to Old Testament 2!* I look forward to our interaction with the texts of Isaiah—Malachi and 1-2 Kings. OT2 is a graduate-level seminary course on the basic theological literature of the Old Testament/Hebrew Bible. (We will use English translations). This three-hour graduate course requires a *substantial amount* of reading. Please read the syllabus thoroughly for details. It is your roadmap.

This course investigates the biblical story of the people of God in the sixteen prophetic books of the Old Testament as well as their various narrative and historical settings in *I and II Kings*. It also includes, then: *Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah and Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi*. The course will provide an understanding of the over-arching content (events, characters, and themes) and its original cultural and historical settings (8<sup>th</sup>—5<sup>th</sup> centuries B.C.). Attention will be given to literary genres, critical issues, and inter-biblical interpretations as they aid interpretation of texts. Historically it will cover the prophetic preaching from the divided kingdom through the Persian Second Temple restoration. The goal is to prepare students to appreciate, interpret, teach and preach from these books in the ministries of the Church.

The power and passion of the narratives and laws we will read are essential parts of the “Scripture” to which 2 Timothy 3:16 refers. You can begin by reading the primary biblical document, starting with First and Second Kings.

**II. Required Textbooks**

*The Holy Bible*. Any modern translation. Good advanced study editions are *The ESV Study Bible, The NIV Study Bible, The New Oxford Annotated Bible* or the *Harper Collins Study Bible*. (You will be reading the biblical texts of I and II Kings, and Isaiah through Malachi.)

Brueggemann, Walter. *The Prophetic Imagination*. Second Edition. Minneapolis: Fortress, 2009.

Chisholm Jr., Robert B. *Handbook on the Prophets*. Grand Rapids: Baker, 2002.

Shao, Rosa Ching. *Jonah: A Pastoral and Contextual Commentary*. Asia Bible Commentary. Edited by Frederico G. Villaneuva. Cumbria, UK/Manila, Philippines: Langham Global Library/Asia Theological Association, 2019.

*The following chapters/sections are also required reading and will be posted as PDFs on Canvas by the start of the course:*

2 chapters from Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker, 2001.

“1 Kings 1-11” and “1 Kings 12-2 Kings 25.” Pages 379-476.

2 chapters from D. Brent Sandy. *Plowshares & Pruning Hooks: Rethinking the Language of Biblical Prophecy and Apocalyptic*. Downers Grove: InterVarsity Press, 2002.

- Chapter 1 “What Makes Prophecy Powerful?” Pages 19-32  
 Chapter 7 “How Will Prophecies Be Fulfilled.” Pages 155-194.
- 3 sections from the *Africa Bible Commentary: A One-Volume Commentary Written by 70 African Scholars*. Edited by Tokunboh Adeyemo. Grand Rapids: Zondervan, 2006.  
 Nsiku, Edouardo Kitoko. “Isaiah.” Pages 835-845.  
 Bitrus, Daniel. “Amos.” Pages 1059-1066.  
 Yilpet, Yoilah. “Malachi.” Pages 1119-1124.
- 2 sections from the *Global Bible Commentary*. Edited by Daniel Patte. Nashville: Abingdon, 2004.  
 Sampaio, Tânia Mara Vieira. “Hosea.” Pages 262-271.  
 Ngan, Lai Ling Elizabeth. “Amos.” Pages 277-285.
- 2 chapters from Heschel, Abraham J. *The Prophets*. Harper Perennial Modern Classics. New York: Harper & Row, 2001. [Originally published as two volumes in 1969 and 1971]  
 Chapter I.1 “What Manner of Man is the Prophet?” Pages 3-31.  
 Chapter II.1 “The Theology of Pathos.” Pages. 285-298.
- 2 chapters from Matthews, Victor H. *The Hebrew Prophets and Their Social World: An Introduction*. Second edition. Grand Rapids: Baker, 2012  
 Chapter 1 “Historical Geography,” and chapter 3 “Defining and Describing the Prophet.” Pages 1-42.
- 2 chapters from Bock, Darrell L., and Mitch Glaser, editors. *The Gospel According to Isaiah 53: Encountering the Suffering Servant in Jewish and Christian Theology*. Grand Rapids: Kregel, 2012.  
 Richard E. Averbeck, “Christian Interpretations of Isaiah 53.” Pages 33-60.  
 Michael L. Brown. “Jewish Interpretations of Isaiah 53.” Pages 61-86.
- 5 articles from Boda, Mark J., and J. Gordon McConville, editors. *Dictionary of the Old Testament: Prophets*. Downers Grove: InterVarsity Press, 2012.  
 R. S. Briggs. “Hermeneutics.” Pages 318-337.  
 P. L. Redditt. “Prophecy, History of.” Pages 587-601.  
 D. G. Firth. “Messiah.” Pages 537-544.  
 J. D. Hays. “Prophecy and Eschatology in Christian Theology.” Pages 601-610.  
 A. Schar. “Twelve, Book of: History of Interpretation.” Pages 806-817.
- 2 chapters from Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016.  
 “Deuteronomy.” Pages 123-160.  
 “1-2 Kings.” Pages 275-316.

*Some further helpful sources for the overall study of OT Prophetic Literature include:*

- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody Publishers, 2009.
- Birch, Bruce C., Walter Brueggemann, Terrence E. Fretheim, and David L. Peterson. *A Theological Introduction to the Old Testament*. Second edition. Nashville: Abingdon, 2005.
- Freedman, D. N., editor. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Hays, J. Daniel. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids: Zondervan, 2010.
- Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- Longman III, Tremper. *Old Testament Commentary Survey*. 5<sup>th</sup> edition. Grand Rapids: Baker, 2013.
- Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. Second Edition. Louisville: Westminster John Knox, 2015.
- Peterson, David L. *The Prophetic Literature: An Introduction*. Louisville: Westminster John Knox, 2012.
- Steitz, Christopher R. *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*. Studies in Theological Interpretation. Grand Rapids, MI: Baker, 2007.
- Stulman, Louis, and Hyun Chul Paul Kim. *You Are My People: An Introduction to Prophetic Literature*. Nashville, TN: Abingdon, 2010.

- VanGemeren, Willem A. *Interpreting the Prophetic Word: An Introduction to the Prophetic Literature of the Old Testament*. Grand Rapids: Zondervan, 1990.
- Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Old Testament*. Second Edition. Grand Rapids: Baker, 2018.

## SYLLABUS SECTION 2: COURSE OBJECTIVES & ASSESSMENTS, GRADING

### **I. Program-Level Learning Outcomes:**

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”

MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”

MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”

MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

### **II. IDEA Objectives:**

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our courses. The overarching IDEA objectives for this course are as follows:

### **III. Student Course-Level Learning Objectives:**

1. Students will learn to recognize, recall and identify: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, (d) the basic people, places and events and (e) the major interpretive issues of the 18 OT books covered in this course by working through a midterm exam study guide and a final exam study guide.

**[Knowledge]**

2. Students will describe, summarize, and explain the key exegetical issues and the principle scholarly views of a key text from one of the 18 books covered in this course by responding weekly in writing to the professor’s lecture presentations.

**[Comprehension]**

3. Students will write responses to the weekly readings, analyzing scholarly views and applying them to their present ministry setting.

**[Analysis, Application]**

4. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on a key text from one of the 18 books covered in this course.

**[Analysis, Synthesis]**

5. By means of a written assignment, students will (a) evaluate and (b) briefly articulate their own position on contrasting scholarly perspectives on a key text from *one* of the 18 books covered in the course.

**[Evaluation]**

#### **IV. Course Assessments *in Brief***

The specific course objectives noted above will be assessed through the following assessment methods:

**1. Midterm Exam and Final Exam:** Students will take a midterm exam, covering the lecture material from the first half of the course, and a final exam, covering the lecture material from the second half of the course (so, the final is not comprehensive).

Both of these exams will test the students' knowledge of: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, and (d) the major interpretive issues of the 18 OT books covered in this course.

A detailed study guide for both exams will be provided.

**[Learning Objective 1, Knowledge]**

**2. Weekly Discussion Posts:** For most weeks of the course, students will post their own online entry in response to a prompt by midnight Sunday of that week, and by midnight Monday of the following week, students will post a response to at least one other student's post from that previous week.

**[Course Objectives 1-5, Knowledge, Comprehension, Application]**

**3. Reading Journal:** For the readings assigned for each week, students will pick one reading and write a 500-600 word response, engaging critically with some salient points from the reading and applying them directly to the students' current and/or envisaged ministry context. The purpose of this assignment is encouraging students to critically analyze scholarly perspectives and apply some of the key issues to their ministry settings.

**[Learning Objectives 2 & 3, Comprehension, Analysis, Application]**

**4. Critical Analysis Paper:** Based on a careful reading of the two brief commentaries on Amos listed in the bibliography above (one by Daniel Bitrus and one by Elizabeth Lai Ling Ngan), students will write a critical analysis paper that (1) carefully analyzes and synthesizes the contrasting perspectives on the interpretation of Amos evidenced by these two authors, and that (2) evaluates the position of each author and briefly demonstrates the position taken by the student.

**[Learning Objectives 4 & 5, Analysis, Synthesis and Evaluation]**

#### **V. Grading:**

The final grade for this course will be computed according to the following percentages:

1. Midterm Exam:	15%
2. Final Exam:	15%
3. Weekly Discussion Posts	20%
4. Reading <i>Reports</i> :	10%
5. Reading <i>Journals</i> :	20%
6. Critical Analysis Paper:	20%

Late *written* assignments will be marked down by 2% per day, late readings *cannot* be made up for credit.

The North Park Theological Seminary grading scale is as follows:

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	86-87	D-	70-71
C+	84-85	F	0-69

### III. COURSE ASSESSMENTS *IN DETAIL*

#### **I. Midterm Exam and Final Exam:**

##### *1. Midterm Exam: 15% of final grade*

Students will take a midterm exam on week 7 of the course (March 1—March 7). The midterm exam will be in “take-home” format and will be taken without helps on the **honor method**. The exam will be posted as a Word document on Canvas at 8 am on Monday March 1. Students will complete the exam within the Word document then upload it to Canvas by midnight, Sunday March 7.

The exam will be worth 100 points and will consist of a mix of true/false, multiple choice, fill-in-the-blank and short answer questions. A study guide for the midterm exam will be posted on Canvas on Monday Feb 8 (week 4). This study guide and midterm exam will cover the lecture materials from weeks 1-6 of the course (see the schedule below for details on these topics).

##### *2. Final Exam: 15% of final grade*

Students will also take a final exam on week 16 of the course (May 3—May 7). The final exam will also be in “take-home” format and will be taken without helps on the **honor method**. The exam will be posted as a Word document on Canvas at 8 am on Monday May 1. Students will complete the exam within the Word document then upload it to Canvas by midnight, Friday May 7.

The exam will be worth 100 points and will consist of a mix of true/false, multiple choice, fill-in-the-blank and short answer questions. A study guide for the final exam will be posted on Canvas on Monday April 5 (week 12). The final exam will cover the lecture materials from weeks 9-15 of the course (see the schedule below for details on these topics).

#### **II. Weekly Discussion Posts & Responses:**

*20% of final grade*

1. By the end of most weeks of the online course (so midnight, Sunday), student should post **one** entry in response to the weekly only discussion prompt given by the instructor.
2. This initial discussion post should be between **300 & 350 words** and directly address the issue or issues in the prompt given by the instructor.

3. Each student will also provide a short response to at least one other student entry by Monday, midnight, following the week any discussion entry is required. This short response to another student's entry should be between **125 & 150 words**.
4. Students should refer to the syllabus schedule below and the weekly Canvas discussion prompts for further details on these discussion posts. The hope is that further fruitful discussion will develop beyond the required posts.
5. In total students will write **14 graded discussion posts and responses** (7 for weeks 1-7 and 7 for weeks 9-15)
6. Each online student discussion post & response will be graded by the instructor following this grading rubric (these graded responses will be given to students by midnight Sunday *following* the week of the original student post):

<b>Grading Rubric: 1 Weekly Discussion Post &amp; Response</b>				
<i>Initial Student Post:</i>				<b>Points Possible</b>
Is the initial student post between 300 & 350 words?	Yes 20 pts.	Getting there 1-19 pts	Not at all 0 pts.	/20
Does the initial student post respond substantively to the issue or issues posed in the instructor's prompt?	Yes 40 pts.	Partially 1-39 pts.	No 0 pts.	/40
<i>Response to One Other Student Post:</i>				<b>Points Possible</b>
Is the response to another student's post between 125-150 words?	Yes 10 pts.	Getting there 1-9 pts.	Not at all 0 pts.	/10
Does the response engage substantively with another student's post?	Yes 20 pts.	Partially 1-19 pts.	No 0 pts.	/20
<b>TOTAL:</b>				<b>/ 90 points</b>

### **III. Reading Reports and Journals:**

*Reading reports: 10% of final grade*

*Reading journals: 20% of final grade*

1. Due Dates:  
Students will track completion of each set of weekly readings through the course and submit (1) a reading report for weeks 1-6 during week 7 and (2) a reading report for weeks 9-15 during week 16. Students should estimate the completion of their reading by the end of given week (this reading completion cannot be made up for credit, i.e., students should not go back and change their initial reading report for a given week)

These reading reports will be available as Word documents on Canvas and will follow the first rubric below.

The first reading report and reading journal (entries 1-11) are due by the end of week 7 (so, posted on Canvas by Sunday, midnight, March 7).

The second reading report and reading journal (entries 12-23) are due by the end of week 16 (so, posted on Canvas by Friday, midnight, May 7).

2. Instructions:

- Note that each online week of class is assigned a set of several readings per class topic. The number of journal entries to be written each week are noted in the schedule below (one to two per week).
- For each journal entry, pick **one** of the readings for a given weekly topic and write **one journal entry** for that chosen reading (so for example, for reading journal entry #2, you may choose to write on the Redditt, Sandy *or* Hess readings). Each journal entry should be between **500-600 words**.
- Each entry will be graded out of 10 points (23 entries total)
- Students should focus briefly on **two main issues** for *each* reading journal entry:
  - Briefly engage the reading(s) *critically*—think about these kinds of questions: what is the hermeneutical outlook of each author? How does each author relate to the Canonical Scriptures (and to 1-2 Kings/the prophetic books specifically) as the final, divine authority for Christian theology and practice? What weaknesses and/or strengths do you perceive? Etc.
  - Briefly engage the reading(s) *practically*—think about these kinds of questions: how does this reading help you in your preparation for the teaching and preaching of Scripture (and 1-2 Kings/the prophetic books specifically) in the ministries of the church? What would be helpful for practical ministry? How does this reading impact your thinking about/understanding specific ministry settings? Etc.

3. Grading rubrics:

Reading reports: for each week that readings are due, students will complete a reading report following this scale (the full reports to fill out will be posted on Canvas for students to download)

Number Code	0	1	2	3
Percentage of Reading Completed for a given week	0%	up to 50%	50% – 99%	100%

Each reading journal entry will be graded following this rubric:

Grading Rubric for One <u>Reading Journal Entry</u> (10 points possible)					
Criteria	Ratings				Possible Points
Does the entry clearly cover <u>at least one</u> of the readings and does it show critical engagement with the views of the author(s)?	4-5 pts Yes, strongly	3-4 pts Yes, mostly	1-2 pts Only partially	0 pts No	5
Does the entry demonstrate practical reflection for Christian service/ministry?	4-5 pts Yes, strongly	3-4 pts Yes, mostly	1-2 pts Only partially	0 pts No	5

#### **IV. Critical Analysis Paper: 20% of final grade**

a. Due dates:

- Week 13, by midnight, Sunday April 18: the **full draft** of the critical analysis paper is due, **posted** on Canvas. Turning in a complete draft on time will account for 2.5 % of the total 20% for this assignment.
- Week 15, by midnight, Sunday May 2: the **final draft** of the critical analysis paper due, **posted** on Canvas (17.5 % of your final grade).

b. Instructions:

- Carefully read the brief commentary essays on Amos by Daniel Bitrus and by Elizabeth Lai Ling Ngan (see bibliography above; these will be available as PDFs on Canvas):
- Write a critical analysis paper based on your reading, following these guidelines:
  - In a Word document, use **1-inch margins and 12 pt. Times New Roman font**.
  - Write at least **8 pages and no more than 10, double-spaced**.
  - Follow the general writing and formatting guidelines in the *NPTS Writing Expectations and Strategies* (and the *Seminary Writing Handbook* at <https://www.northpark.edu/wp-content/uploads/Writing-Handbook-2017-2018.pdf>.)
  - NOTE: for this paper, **do not use footnotes, use simple in-text parenthetical bibliographic references**—like this: (Bitrus, 439) or (Ngan, 246), and cite the two essays fully at the end of your paper.



- Follow this outline for the paper:
  - (1) Brief introduction
  - (2) Fairly *summarize* the key point/argument made by Bitrus
  - (3) Fairly *summarize* the key points/argument made by Ngan
  - (4) Critically *compare and contrast* the views of Bitrus and Ngan
  - (5) Present your *own view* on both essays, by addressing these kinds of questions: what are the hermeneutical strengths and/or weakness in each article? What insights have you gained for your understanding of Amos? How have you grown in your ability to preach/teach from the book of Amos? Etc.
  - (6) Brief conclusion

c. Grading rubric:

<b>Quiz Grading Rubric for Critical Analysis Paper (50 points total)</b>					
<b>Criteria</b>	<b>Ratings</b>				<b>Possible Points</b>
Is the essay written clearly, with good grammar, spelling, and style?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay carefully follow all of the formatting instructions (margins, font, page number, citations, structure/outline, etc.)	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay fairly summarize the view of each of the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present an effective critical comparison between the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

Does the essay present the student's own views in an effective and clear manner?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
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### ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.
5. Not accurately reporting the amount of reading completed.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

### INCOMPLETE POLICY

If, due to extenuating circumstances (specifically: pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. *Overscheduling and/or lack of self-discipline are not considered extenuating circumstances.* If the request is timely and meets the criteria, the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F."

### ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program's office (773-244-5619) as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Catalog](#), p. 17 and "[Disability Resources](#)" provided through North Park's Office of Student Enrichment Services and Support.

### TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's [Safe Community site](#) for contact information and further details.

**SYLLABUS SECTION 3:**  
**COURSE SCHEDULE FOR OT 2 ONLINE**

**Week 1: Introduction to OT2—Prophets and Prophecy**  
Monday Jan 11—Sunday Jan 17

*Topics:*

1. Introduction to the course
2. Introduction to OT prophecy

*Learning Objectives:*

1. Understand the basic flow of the course
2. Identify the main prophets of the OT and their basic historical contexts
3. Identify the key issues in interpreting OT prophetic texts

*Assignments Due—by Sunday Jan 17, midnight:*

1. Complete the readings: (for journal entry # 1)
  - a. Matthews, “Historical Geography,” and “Defining and Describing the Prophet”
  - b. Heschel, “What Manner of Man is the Prophet?” and “The Theology of Pathos”
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entry #1
5. Complete and upload your Week 1 discussion post

*Assignment Due—by Monday Jan 18, midnight:*

1. Respond substantively to at least one other student discussion post from Week 1

**Week 2: The Book of Kings and the Prophetic Voice**  
Monday Jan 18—Sunday Jan 31

*Note: “Week 2” of the course actually covers 2 weeks, to account for the Midwinter Conference week, which would usually occur the week of Jan 18*

*Topics:*

1. Introduction to 1 & 2 Kings
2. Prophecy and Deuteronomy

*Learning Objectives:*

1. Describe the main historical periods and geographical areas of ancient Israel relevant to the study of 1 & 2 Kings
2. Outline the broad literary structure of 1 & 2 Kings
3. Summarize the fundamental contributions the book of Deuteronomy makes to our understanding to OT prophecy
4. Outline the literary structure of Deuteronomy
5. Identify the key concerns of the OT prophets
6. Reflect on the Christian ministry implications of 1 & 2 Kings and Deuteronomic background of OT prophecy

*Assignments Due—by Sunday Jan 31, midnight:*

1. Complete the readings:

- a. Topic 1: Introduction to 1 & 2 Kings (for journal entry #2)
  - i. Redditt, “Prophecy, History of”
  - ii. Sandy, “What Makes Prophecy Powerful?”
  - iii. Hess, “1-2 Kings”
- b. Topic 2: Prophecy and Deuteronomy (for journal entry #3)
  - i. Briggs, “Hermeneutics”
  - ii. Hays, “Prophecy and Eschatology in Christian Theology”
  - iii. Sandy, “How Will Prophecies Be Fulfilled”
  - iv. Hess, “Deuteronomy”
6. Watch the weekly video lectures
7. Take notes on the video lectures with the lecture outlines
8. Complete reading journal entries # 2 and #3
9. Write and upload your Week 2 discussion post

*Assignment Due—by Monday, Feb 1, midnight:*

1. Respond substantively to at least one other student discussion post from Week 2

### **Week 3: The Book of Kings (1 Kings 1—2 Kings 17)**

Monday Feb 1—Sunday Feb 7

*Topics:*

1. 1 Kings 1-11: United Monarchy & Solomon
2. 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North (722 BC)

*Learning Objectives:*

1. Outline the literary structure of 1 Kings 1-11 & 1 Kings 12-17
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of 1 Kings 1-11 & 1 Kings 12-17
3. Reflect on the Christian ministry implications of 1 Kings 1-11 & 1 Kings 12-17

*Assignments Due—by Sunday, Feb 7, midnight:*

1. Complete the readings:
  - a. Biblical text: 1 Kings 1-11 & 1 Kings 12-17
  - b. Topic 1: 1 Kings 1-11: United Monarchy & Solomon (for journal entry # 4)
    - i. Hamilton, *Handbook*, “1 Kings 1-11”
  - c. Topic 2: 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North (722 BC) (for journal entry # 5)
    - i. Hamilton, *Handbook*, “1 Kings 12-2 Kings 25”, pp. 415-430
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries #4 and #5
5. Complete and upload your Week 3 discussion post

*Assignment Due—by Monday, Feb 8, midnight:*

1. Respond substantively to at least one other student discussion post from Week 3

## **Week 4: 2 Kings 18-20 & Isaiah**

Monday Feb 8—Sunday Feb 14

### *Topics:*

1. Isaiah, part I (with 2 Kings 18-20)
2. Isaiah, part II
3. Midterm exam study guide posted on Canvas

### *Learning Objectives:*

1. Outline the literary structure of 2 Kings 18-20 and Isaiah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of 2 Kings 18-20 and Isaiah
3. Reflect on the Christian ministry implications of 2 Kings 18-20 and Isaiah

### *Assignments Due—by Sunday, Feb 14 midnight:*

1. Complete the readings:
  - a. Biblical text: 2 Kings 18-20; Isaiah 1-39 & 40-66;
  - b. Topic 1: Isaiah, part I (with 2 Kings 18-20) (for reading journal # 5)
    - i. Chisholm, *Handbook*, “Isaiah” pp. 13-92
    - ii. Hamilton, *Handbook*, “1 Kings 12-2 Kings 25,” pp. 430-437
    - iii. Nsiku, “Isaiah,” pp. 835-845
  - c. Topic 2: Isaiah, part II (for reading journal # 6)
    - i. Chisholm, *Handbook*, “Isaiah” pp. 93-137
    - ii. Averbek, “Christian Interpretations of Isaiah 53”
    - iii. Brown, “Jewish Interpretations of Isaiah 53”
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries # 6 and # 7
5. Complete and upload your Week 4 discussion post

### *Assignment Due—by Monday Feb 15, midnight:*

1. Respond substantively to at least one other student discussion post from Week 4

## **Week 5: Amos & Hosea**

Monday Feb 15—Sunday Feb 21

### *Topics:*

1. Amos
2. Hosea

### *Learning Objectives:*

1. Outline the literary structure of Amos and Hosea
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Amos and Hosea
3. Reflect on the Christian ministry implications of Amos and Hosea

### *Assignments Due—by Sunday, Feb 21, midnight:*

1. Complete the readings:
  - a. Biblical text: Amos and Hosea
    - i. Topic 1: Amos (for reading journal # 7)

- ii. Chisholm, *Handbook*, “Minor Prophets,” pp. 377-403
- iii. Bitrus, “Amos,” Ngan, “Amos”
- iv. Shao, *Jonah*, pp. 1-20
- b. Topic 2: Amos (for reading journal # 8)
  - i. Schart, “Twelve, Book of: History of Interpretation”
  - ii. Chisholm, *Handbook*, “Minor Prophets,” pp. 335-368
  - iii. Sampaio, “Hosea”
  - iv. Shao, *Jonah*, pp. 21-41
- 2. Watch the weekly video lectures
- 3. Take notes on the video lectures with the lecture outlines
- 4. Complete reading journal entries # 8 and # 9
- 5. Complete and upload your Week 5 discussion post

*Assignment Due—by Monday, Feb 22, midnight:*

1. Respond substantively to at least one other student discussion post from Week 5

**Week 6: Joel & Jonah**  
Monday Feb 22—Sunday Feb 28

*Topics:*

1. Joel
2. Jonah

*Learning Objectives:*

1. Outline the literary structure of Joel and Jonah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Joel and Jonah
3. Reflect on the Christian ministry implications of Joel and Jonah

*Assignments Due—by Sunday, Feb 28, midnight:*

1. Complete the readings:
  - a. Biblical text: Joel and Jonah
  - b. Topic 1: Joel (for reading journal # 10)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 368-377
    - ii. Shao, *Jonah*, pp. 42-62
  - c. Topic 2: Jonah (for reading journal # 11)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 406-416
    - ii. Shao, *Jonah*, pp. 63-81
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries # 10 and # 11
5. Complete and upload your Week 6 discussion post

*Assignment Due—by Monday, March 1, midnight:*

2. Respond substantively to at least one other student discussion post from Week 6

**Week 7: 1<sup>st</sup> Reading Journal & Midterm Exam**  
Monday March 1—Sunday March 7

*Topics:*

1. Reading report
2. Reading journal 1
3. Midterm exam

*Learning Objectives:*

1. Review the fundamentals of OT prophetic themes
2. Review the fundamentals of the Deuteronomic background to OT prophecy
3. Outline the literary structure of 1 & 2 Kings (1-20), Isaiah, Amos, Joel, Joel and Jonah
4. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of 1 & 2 Kings (1-20), Isaiah, Amos, Joel, Joel and Jonah
5. Reflect on the Christian ministry implications of 1 & 2 Kings (1-20), Isaiah, Amos, Joel, Joel and Jonah

*Assignments Due—by Sunday, March 7, midnight:*

1. Post your reading report for weeks 1-6
2. Post your first reading journal (entries # 1-11, as one Word document)
3. Take and post the midterm exam

**Week 8: Reading Week, no course requirements**  
Monday March 8—Sunday March 14

**Week 9: 2 Kings 21-25 & Micah**  
Monday March 15—Sunday March 21

*Topics:*

1. 2 Kings 21-25
2. Micah

*Learning Objectives:*

1. Outline the literary structure of 2 Kings 20-25 & Micah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of 2 Kings 20-25 & Micah
3. Reflect on the Christian ministry implications of 2 Kings 20-25 & Micah

*Assignments Due—by Sunday, March 21, midnight:*

1. Complete the readings:
4. Biblical text: 2 Kings 20-25 & Micah
  - a. Topic 1: (for reading journal # 12)
    - i. Hamilton, *Handbook*, “1 Kings 12-2 Kings 25,” pp. 463-475
    - ii. Brueggemann, *The Prophetic Imagination*, chapter 1 “The Alternative Community of Moses”
  - b. Topic 2: (for reading journal # 13)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 416-427
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines

4. Complete reading journal entries # 12 and # 13
5. Complete and upload your Week 9 discussion post

*Assignment Due—by Monday March 22, midnight:*

1. Respond substantively to at least one other student discussion post from Week 9

### **Week 10: Nahum & Obadiah, Habakkuk & Zephaniah**

Monday March 22—Sunday March 28

*Topics:*

1. Nahum & Obadiah
2. Habakkuk & Zephaniah

*Learning Objectives:*

1. Outline the literary structure of Nahum, Obadiah, Habakkuk and Zephaniah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Nahum, Obadiah, Habakkuk and Zephaniah
3. Reflect on the Christian ministry implications of Nahum, Obadiah, Habakkuk and Zephaniah

*Assignments Due—by Sunday, midnight:*

1. Complete the readings:
  - a. Biblical text: Nahum, Obadiah, Habakkuk and Zephaniah
  - b. Topic 1: Nahum & Obadiah (for reading journal # 14)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 403-406; 427-433
    - ii. Brueggemann, *The Prophetic Imagination*, chapter 2 “Royal Consciousness: Countering the Counterculture”
  - c. Topic 2: Habakkuk & Zephaniah (for reading journal # 15)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 433-450
    - ii. Brueggemann, *The Prophetic Imagination*, chapter 3 “Prophetic Criticizing and the Embrace of Pathos”
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries # 14 and # 15
5. Complete and upload your Week 9 discussion post

*Assignment Due—by Monday March 29, midnight:*

1. Respond substantively to at least one other student discussion post from Week 10

### **Week 11: Jeremiah**

Monday March 29—Sunday April 4

*Topic:*

1. Jeremiah

*Learning Objectives:*

1. Outline the literary structure of Jeremiah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Jeremiah
3. Reflect on the Christian ministry implications of Jeremiah



*Assignments Due—by Sunday, April 4, midnight:*

1. Complete the readings:
  - a. Biblical text: Jeremiah 1-29 and 30-52
  - b. Topic 1: Jeremiah 1-29 (for reading journal # 16)
    - i. Chisholm, *Handbook*, “Jeremiah & Lamentations,” pp. 153-192
    - ii. Brueggemann, *The Prophetic Imagination*, chapter 4 “Prophetic Criticizing and the Emergence of Amazement”
  - c. Topic 2: Jeremiah 30-52 (for reading journal # 17)
    - i. Chisholm, *Handbook*, “Jeremiah & Lamentations,” pp. 192-229
    - ii. Brueggemann, *The Prophetic Imagination*, chapter 5 “Criticism and Pathos in Jesus of Nazareth”
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries # 16 and # 17
5. Complete and upload your Week 11 discussion post

*Assignment Due—by Monday, April 5, midnight:*

1. Respond substantively to at least one other student discussion post from Week 11

### **Week 12: Ezekiel**

Monday April 5—Sunday April 11

*Topic:*

1. Ezekiel
2. Final exam study guide posted

*Learning Objectives:*

1. Outline the literary structure of Ezekiel
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Ezekiel
3. Reflect on the Christian ministry implications of Ezekiel

*Assignments Due—by Sunday, April 11, midnight:*

1. Complete the readings:
  - a. Biblical text: Ezekiel 1-32 and 33-48
  - b. Topic 1: Ezekiel 1-32 (for reading journal # 18)
  - c. Topic 2: Ezekiel 33-48 (for reading journal # 19)
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entries # 18 and # 19
5. Complete and upload your Week 12 discussion post

*Assignment Due—by Monday, April 12, midnight:*

1. Respond substantively to at least one other student discussion post from Week 12

**Week 13: Exile—Daniel & Critical Analysis Paper**  
Monday April 12—Sunday April 18

*Topics:*

1. Daniel
2. **Full draft** of critical analysis paper due

*Learning Objectives:*

1. Outline the literary structure of Daniel
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Daniel
3. Reflect on the Christian ministry implications of Daniel

*Assignments Due—by Sunday, April 18, midnight:*

1. Complete the readings:
  - a. Biblical Readings: Daniel
  - b. Topic 1: Daniel (for reading journal # 20)
    - i. Chisholm, *Handbook*, “Daniel,” pp. 291-333
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entry # 20
5. Complete and upload your Week 13 discussion post
6. Post the **full draft** of your critical analysis paper

*Assignment Due—by Monday, April 19, midnight:*

1. Respond substantively to at least one other student discussion post from Week 13

**Week 14: Second Temple: Haggai & Zechariah**  
Monday April 19—Sunday April 25

*Topics:*

1. Haggai
2. Zechariah

*Learning Objectives:*

1. Outline the literary structure of Haggai & Zechariah
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Haggai & Zechariah
3. Reflect on the Christian ministry implications of Haggai & Zechariah

*Assignments Due—by Sunday, April 25, midnight:*

1. Complete the readings:
  - a. Biblical Readings: Haggai & Zechariah
  - b. Topic 1: Haggai (for reading journal # 21)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 451-455
  - c. Topic 2: Zechariah (for reading journal # 22)
    - i. Chisholm, *Handbook*, “Minor Prophets,” pp. 456-476
    - ii. Firth, “Messiah”
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines

4. Complete reading journal entries # 21 and # 22
5. Complete your Week 14 discussion post

*Assignment Due—by Monday, April 26, midnight:*

1. Respond substantively to at least one other student discussion post from Week 14

**Week 15: Second Temple: Malachi & Critical Analysis Paper**  
Monday April 26—Sunday May 2

*Topics:*

1. Malachi
2. **Final draft** of your critical analysis paper due

*Learning Objectives:*

1. Outline the literary structure of Malachi
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of Malachi
3. Reflect on the Christian ministry implications of Malachi

*Assignments Due—by Sunday, May 2, midnight:*

1. Complete the readings:
  - a. Biblical Readings: Malachi
    - i. Topic 1: Malachi (for reading journal # 23)
    - ii. Chisholm, *Handbook*, “Minor Prophets,” pp. 477-501
2. Watch the weekly video lectures
3. Take notes on the video lectures with the lecture outlines
4. Complete reading journal entry # 23
5. Complete and upload your Week 15 discussion post
6. Post the **final draft** of your critical analysis paper due

*Assignment Due—by Monday, May 3, midnight:*

1. Respond substantively to at least one other student discussion post from Week 14

**Week 16: 2<sup>nd</sup> Reading Journal & Final Exam**  
Monday April 3—Sunday May 9

*Topics:*

1. Reading report 2
2. Reading journal 2
3. Final exam

*Learning Objectives:*

1. Outline the literary structure of 2 Kings 21-25, Micah, Nahum, Obadiah, Habbakuk, Zephaniah, Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, and Malachi
2. Summarize and review the standard elements of historical contexts, canonical contexts and theological implications of 2 Kings 21-25, Micah, Nahum, Obadiah, Habbakuk, Zephaniah, Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, and Malachi
3. Reflect on the Christian ministry implications of 2 Kings 21-25, Micah, Nahum, Obadiah, Habbakuk, Zephaniah, Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, and Malachi

*Assignments Due—by Sunday, May 9, midnight:*

1. Post your 2<sup>nd</sup> reading report (for weeks 9-15)
2. Post your second reading journal (entries # 12-23, as one Word document)
3. Take and post the final exam