

**Syllabus for BIBL 5220**  
**Old Testament 2: Prophets and their Legacy**

Fall 2021, On-Campus; 3 Credit Hours

Thursdays, 2:00 pm – 4:45 pm

North Park Theological Seminary

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### **INTRODUCTION & 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 overarching 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.

### **REQUIRED TEXTBOOKS**

*Note: please read the syllabus carefully and mark your calendar to set aside at least six (6) hours to prepare for each week of class.*

*The Holy Bible.* Any modern translation. Helpful, 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.)

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.

Smith, Gary V. *Interpreting the Prophetic Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2014.

*The following chapters/sections are also required reading and will be available on Canvas:*

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,” pp. 379-476.

- 1 chapter from Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016:  
“Deuteronomy.” Pages 123-160.
- 1 section 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,” pp. 835-845.
- 1 section from the *Global Bible Commentary*. Edited by Daniel Patte. Nashville: Abingdon, 2004:  
Ngan, Lai Ling Elizabeth. “Amos,” pp. 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?” pp. 3-31.  
Chapter II.1 “The Theology of Pathos,” pp. 285-298.
- 1 article from Boda, Mark J., and J. Gordon McConville, editors. *Dictionary of the Old Testament: Prophets*. Downers Grove: InterVarsity Press, 2012.  
C. Dempsey, “Feminist Interpretations,” pp. 240-247
- 1 chapter from Matthews, Victor H. *The Hebrew Prophets and Their Social World: An Introduction*. Second edition. Grand Rapids: Baker, 2012  
Chapter 3 “Defining and Describing the Prophet”

### SHORT BIBLIOGRAPHY

*Some further helpful sources for the 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.
- Brueggemann, Walter. *The Prophetic Imagination*. Second Edition. Minneapolis: Fortress, 2009.
- Chalmers, Aaron. *Interpreting the Prophets: Reading, Understanding and Preaching from the Worlds of the Prophets*. Downers Grove, IL: InterVarsity Press, 2015.
- Freedman, D. N., editor. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Gentry, Peter J. *How to Read & Understand the Biblical Prophets*. Wheaton, IL: Crossway, 2017.
- 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.

### DEGREE 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.”

### **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:

### **STUDENT 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 preparing an effective presentation.

**[Comprehension]**

3. Students will write a response to a reading, 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 biblical 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]**

### **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 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 ahead of each exam.

**[Learning Objective 1, Knowledge]**

2. **Class Presentation:** In consultation with the instructor, each student will pick one biblical passage of interest from one of the 16 OT prophetic books covered in this course (have your passage picked by class time on 10/28). The student will then study the main exegetical issues and key scholarly views related to the chosen passage, to finally share the results of this research through a brief class presentation.

The purpose of this presentation is to develop the student's ability to gain comprehension of the key interpretive issues for a given passage in one of the 18 biblical books covered in this course.

**[Learning Objective 2, Comprehension]**

3. **Review Paper:** Students will write a short review paper on the Jonah commentary by Rosa Shing Shao. This review paper will show how the student: (1) comprehends and analyzes Shao's overall approach to the prophetic book of Jonah, (2) analyzes the commentary and reflects on applying certain insights from Shao's work to a ministry setting.

**[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 also briefly demonstrates the position taken by the student on the interpretation of the book of Amos.

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

## GRADING

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

1. Midterm & Final exams:	40% (20% each)
2. Class presentation	15%
3. <i>Completion</i> of all readings:	10%
4. Review paper:	15%
5. Critical analysis paper:	20%

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

## **COURSE ASSESSMENTS *IN DETAIL***

### **1. Midterm and Final Exams:**

#### *a. Midterm Exam: 20% of final grade*

- A midterm exam will be worth 100 points. This will be given as a “take home” exam during Week 8 of the course (see course schedule below).
- A study guide will be posted on Canvas at least a few weeks before the exam is due, and key issues from the lectures (and some of the readings) will be the focus: introduction to prophecy, introduction to 1-2 Kings, Prophecy & Deuteronomy, 1 Kings 1-11, 1 Kings 12—2 Kings 17, Isaiah, Amos, Hosea, Joel and Jonah.
- The midterm exam will consist of **two sections**: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) a short essay section, 50%: students will choose to write on one prophetic text, from a choice of several given, by responding to specific questions in an essay format. A Study Bible is allowed for the essay.

#### *b. Final Exam: 20% of final grade*

- A final exam will be given the last week of class (exact day & time TBA).
- A study guide will also be posted at least a few weeks before the final week. This exam is not comprehensive. It will cover the lecture material, and some key issues from the readings, from the second half of the course: 2 Kings 18-25, Micah, Nahum, Obadiah, Habakkuk, Zephaniah, Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, and Malachi.
- The final exam will also consist of **two sections**: (1) an objective section, 50%, no notes or Bible allowed (multiple choice, true/false, short answer), (2) an essay section, 50%: students will choose to write on one prophetic text, from a choice of several given, by responding to specific questions in an essay format. A Study Bible allowed for the essay.

### **2. Class Presentation: 15% of final grade**

#### *a. Due dates:*

- In consultation with the instructor, each student needs to choose their biblical passage from one of the 16 OT *prophetic* books (so, not from 1-2 Kings) covered in the course by Tuesday 10/28.
- All the class presentations will be done in class on Thursday 12/9.

#### *b. Instructions:*

- Based on a close study of the chosen passage, each presentation should clearly address these three key sets of issues:
  - *Exegetical issues*: what are the key issues of the text itself? Are there any key issues with basic grammar? Are there any variations in the English translations? Are there any significant text-critical issues? What is the basic argument of the passage? What is the key idea? How is this key idea developed? Etc.
  - *Theological/Canonical issues*: what are the main theological issues of the passage? How does this passage contribute to the argument being developed in the larger OT book of the Pentateuch in which it is set? What are some specific ways this passage contributes to OT and NT theology? Etc.

- *Ministry issues*: how does the passage apply to the practice of Christian ministry? What are key ministry issues raised by this text? What are some practical ways the passage could be used in ministry? Etc.
- Each student should have these items as a part of their presentation:
  - A **one-page handout** with a clear outline of the presentation. The day of the presentations bring **hard copies** of the handout for the rest of the class.
  - A PowerPoint (or any presentation software) **presentation** with 3 slides (no more, no less) summarizing the key findings of the three sets of issues noted above. NOTE: *By Wednesday, 12/9 midnight, each student MUST post their slide presentation and their one-page handout on Canvas, no exception—the grade will be negatively affected if this is not done in time.*
  - Clear engagement with at least three different scholarly views on their passage: from commentaries, journal articles/essays etc.

### **3. Reading completion: 10% of final grade**

Each day of class, students will be asked to report their estimated percentage of reading completed for any readings due. This report will follow a number code:

- 4 = 100% completed
- 3 = 75-99% completed
- 2 = 50-74 % completed
- 1 = less than 50% completed
- 0 = none of the readings completed

### **4. Review Paper: 15% of final grade**

a. Due date:

- The review paper is due, posted on Canvas, by the start of class on Thursday, 10/28.

b. Instructions:

- Based on your careful reading of Rosa Shing Shao’s short Jonah commentary, write a review paper following these guidelines:
  - In a Word document, use **1-inch margins and 12 pt. Times New Roman font**. Write at least **7 pages and no more than 8, 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, but use simple in-text parenthetical bibliographic references**—like this: (Shao, 41) and cite the full reference to the commentary once at the end of your paper
  - Follow this outline for the paper:
    - (1) Brief introduction
    - (2) Fairly *summarize* the key points and the overall argument made Shao in her commentary. What is her overall approach? What does she emphasize? Etc.

- (3) Present your response to Shao’s commentary. What do you find most helpful when thinking about teaching/preaching from the book of Jonah in a ministry context? Are there weaknesses that you perceive? What are some specific ministry applications for you?
- (4) Brief conclusion

#### 4. Critical Analysis Paper: 20% of final grade

##### a. Due date:

- This paper is due, posted on Canvas, by the start of class on Thursday, 12/2
- NOTE: if you send me a rough draft of the paper any time *before Thanksgiving*, I will gladly give you feedback.

##### 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, but 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

## **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.



## COURSE SCHEDULE

**Week 1:** Thursday, 9/2

*Introduction to the class*

*Orientation to OT Prophets & Prophecy*

Read:

Heschel, “What Manner of Man is the Prophet?” and “The Theology of Pathos”; Matthews, “Defining and Describing the Prophet”

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**Week 2:** Thursday, 9/9

*Introduction to 1 & 2 Kings*

*Deuteronomy & Prophecy*

Read:

Biblical text: Deuteronomy chs. 12-13 & 16-18; Hess, “Deuteronomy,”; Smith, *Interpreting*, chs. 1-2  
Shao, *Jonah*, pp. 1-20

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**Week 3:** Thursday, 9/16

*1 Kings 1-11: United Monarchy & Solomon*

*1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North (722 BC)*

Read:

Biblical text: 1 Kings 1-11 & 12-2 Kings 17; Hamilton, *Handbook*, “1 Kings 1-11,” pp. 379-414  
& “1 Kings 12-2 Kings 25,” pp. 415-456; Shao, *Jonah*, pp. 21-41

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**Week 4:** Thursday, 9/23—*no in-person class meeting this week*

**Online asynchronous:** I will be teaching the intensive OT1 class in CA with the Ignite Cohort

*Biblical Eschatology & Isaiah (& 2 Kings 18-20), part I*

*Isaiah, part II*

*By Thursday 9/23, midnight (central time):*

Watch: online Isaiah lecture videos

Write: one initial post and one response on the Canvas discussion board

Read:

Biblical text: Isaiah, 1-39; 2 Kings 18-20; Isaiah 40-66; Chisholm, *Handbook*, “Isaiah” pp. 13-137;  
Hamilton, *Handbook*, “1 Kings 12-2 Kings 25,” pp. 456-463; Nsiku, “Isaiah,” pp. 835-845

**Week 5:** Thursday, 9/30  
*Hosea & Amos*

Read:

Biblical text: Hosea & Amos; Chisholm, *Handbook*, “Minor Prophets,” pp. 335-368 & 377-403  
Ngan, “Amos”; Bitrus, “Amos”; Dempsey, “Feminist Interpretations”

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**Week 6:** Thursday, 10/7  
*Joel & Jonah*

Read:

Biblical text: Hosea & Joel; Chisholm, *Handbook*, “Minor Prophets,” pp. 368-377 & 406-416; Smith, *Interpreting*, chs. 3-4; Shao, *Jonah*, pp. 41-81

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**Week 7: 10/11-10/15** *No Class—Reading Week*

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**Week 8:** Thursday, 10/21  
*2 Kings 21-25 Prophecy and the End of Judah*  
*Micah*

Read:

Biblical text: 2 Kings 21-25; Micah; Hamilton, *Handbook*, “1 Kings 12-2 Kings 25,” pp. 463-475  
Chisholm, *Handbook*, “Minor Prophets,” pp. 416-427; Smith, *Interpreting*, ch. 5

**Midterm Exam:** “take-home” format, it will be posted on Canvas by Monday morning, 10/18; completed exam is due posted on Canvas by Friday, 10/22 (midnight, central time)

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**Week 9:** Thursday, 10/28  
*Nahum & Obadiah*  
*Habakkuk & Zephaniah*

**By 10/28, pick an OT prophetic passage for your class presentation**

Read:

Biblical text: Nahum, Obadiah, Habakkuk, Zephaniah; Chisholm, *Handbook*, “Minor Prophets,” pp. 403-406; 427-433; 433-450; Smith, *Interpreting*, ch. 6

**Due: Review paper** of Shao’s *Jonah* commentary (post on Canvas by start of class)

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**Week 10:** Thursday, 11/4  
*Jeremiah*

Biblical text: Jeremiah; Chisholm, *Handbook*, “Jeremiah & Lamentations,” pp. 153-229

**Week 11:** Thursday, 11/11  
*Ezekiel*

Biblical text: Ezekiel; Chisholm, *Handbook*, “Ezekiel,” pp. 231-290

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**Week 12:** Thursday, 11/18—no in-person class meeting this week  
***Asynchronous online:*** *I will be traveling to ETS/IBR/SBL conferences in TX*

*Daniel*

*By Thursday 11/19, midnight (central time):*

Watch: Daniel lecture videos on Canvas

Write: one initial post and one response on the Canvas discussion board

Read:

Biblical text: Daniel; Chisholm, *Handbook*, “Daniel,” pp. 291-333

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**Week 13:** Thursday 11/25—*Thanksgiving, no class*

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**Week 14:** Thursday, 12/2  
*Haggai & Zechariah*

Read:

Biblical text: Haggai & Zechariah; Chisholm, *Handbook*, “Minor Prophets,” pp. 451-476

**Due:** *Critical Analysis Paper*, posted on Canvas by the start of class

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**Week 15:** Thursday, 12/9  
*Malachi*  
*Student Presentations*

**Due:** in class student presentations

Read:

Biblical text: Malachi; Chisholm, *Handbook*, “Minor Prophets,” pp. 477-501

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**Week 16:** Monday 12/6 to Friday 12/3

**Final exam:** in person exam, day/time TBA: either 12/16 or 12/17

**APPENDIX: ASSIGNMENT GRADING RUBRICS**

<b>Quiz Grading Rubric for <i>Objective</i> Section of Midterm and Final Exams (50 points total)</b>				
<b>Points earned</b>	45-50 points	40-44 points	35-39 points	34 points and below
<b>Passing/Non-Passing Levels</b>	Excellent	Good	Passing	Not passing

<b>Quiz Grading Rubric for <i>Essay</i> Section of Midterm and Final Exams (50 points total)</b>					
<b>Criteria</b>	<b>Ratings</b>				<b>Possible Points</b>
Is the essay written clearly, with good grammar, spelling and organization?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay address the relevant contextual elements of the passage?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay identify the key theme of the passage and the literary development of this key theme?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay effectively address how the passage fits into its larger OT book?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay effectively address how the passage connects to at least one or two broader biblical themes?	8-10 pts Yes, two themes are addressed	6-7 pts Only one theme is addressed	1-5 pts Only one theme is addressed partially	0 pts No	10

<b>Grading Rubric for Class Presentation (50 points total)</b>					
<b>Criteria</b>	<b>Ratings</b>				<b>Possible Points</b>
Does the presentation engage with at least 3 different scholarly views?	4-5 pts Yes, at least 3	3-4 pts Only 2	1-2 pts Only 1	0 pts No scholarly engagement	5
Does the student have a clear, easy-to-follow outline/handout?	4-5 pts Yes	3-4 pts Yes, partially	1-2 pts Yes, marginally	0 pts No	5
Are there 3 slides summarizing the three key areas of the research?	8-10 pts Yes, at least 3 slides	6-7 pts Only 2 slides	1-5 pts Only 1 slide	0 pts No slides	10
Does the presentation effectively address the key exegetical, theological, and canonical issues?	11-15 pts Yes, strongly	7-10pts Yes, mostly	1-6 pts Only partially	0 pts No	15
Does the presentation effectively address key ministry issues?	11-15 pts Yes, strongly	7-10pts Yes, mostly	1-6 pts Only partially	0 pts No	15

<b>Quiz Grading Rubric for Review 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 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 Shao's views on Jonah?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present an critical engagement with Shao's view on Jonah?	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 on implications for ministry 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

<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