

North Park Theological Seminary
Syllabus for BIBL 5220
Old Testament 2: Prophets and their Legacy
Spring 2023

Ignite Hybrid Class: Online & Intensive In-Person Week at Midwinter
Monday, January 2 – Sunday, March 26

INSTRUCTOR INFORMATION

Meredith Nyberg, PhD, Adjunct Professor of Old Testament

E-mail: mnyberg@northpark.edu (best method of contact)

Cell phone: (612) 558-8301 (text or call as needed during regular weekday business hours,)

- **Email:** Feel free to update me on situations in your life that might affect your engagement in the course, or to share any questions or concerns. My goal is to respond within 48 hours (M-F).
- **Meeting with the instructor.** Students are welcome to schedule an appointment to speak by phone or Zoom at any point in the semester. *If you are having any difficulties in the course, please let me know quickly so that we can pray and consider the best path forward together.*

INTRODUCTION & COURSE DESCRIPTION

Welcome to Old Testament 2! I look forward to exploring together the texts of Isaiah – Malachi and 1-2 Kings. OT2 is a graduate-level seminary course on the basic theological literature of the prophets in the Old Testament/ Hebrew Bible using English Bible translations. This three-credit graduate course requires a substantial amount of reading. Please read the syllabus thoroughly since it serves as your guide.

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*. This prophetic literature includes *Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi*. OT2 provides an understanding of the overarching content (events, characters, and themes) and explores the original cultural and historical settings (8th – 5th centuries BC) of these books. Attention is given to literary genres, certain critical issues, and inter-biblical interpretations as they aid interpretation of texts. Historically, this course covers prophetic preaching from the time of the divided kingdom through the Persian Second Temple restoration. The goal of OT2 is to further prepare students to appreciate, interpret, teach, and preach from the prophetic literature of the Bible in order to better serve the Lord and His Church.

The power and passion of these OT prophetic texts are essential parts of the “Scripture” to which 2 Timothy 3:16 refers. You may begin your exploration by reading First and Second Kings, noting any questions or observations that arise.

THE COURSE “AT-A-GLANCE”

12 weekly modules in total (January 2 – March 26; 3 pre-intensive online modules; 1 intensive in person module in Jacksonville, FL, at the Midwinter Conference; 8 post-intensive online modules).

Basic requirements:

1. 9 online discussion posts & responses (modules 2-3 & 6-12)
2. 1 exam
3. 1 research-based essay or creative project on Jonah
4. 1 exegetical paper
5. Completion of required course reading
6. 1 week of in-person commitment (January 23-27)

REQUIRED TEXTBOOKS

Note: please read the syllabus carefully and mark your calendar to set aside about 6-8 hours per week for reading, study etc. Having a good study Bible is assumed.

1. Boda, Mark J., and J. Gordon McConville, editors. *Dictionary of the Old Testament: Prophets*. Downers Grove: InterVarsity Press, 2012. (Cited as *DOTP* in the course schedule below) Select articles from this dictionary will be required reading; this is an excellent resource to have overall.
2. Shao, Rosa Ching. *Jonah: A Pastoral and Contextual Commentary*. Asia Bible Commentary. Edited by Federico G. Villanueva. Cumbria, UK/Manila, Philippines: Langham Global Library/Asia Theological Association, 2019. (Cited as “Shao, *Jonah*” in the course schedule below)
3. Smith, Gary V. *Interpreting the Prophetic Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2014. (Cited as “Smith, *Interpreting*” in the course schedule below)

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 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*. 5th 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.
- VanGemenen, 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.

The overarching IDEA objectives for the course are the following:

PARTICIPANT LEARNING OBJECTIVES

Comprehend fundamental principles, generalizations, and theories.

- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Analyze and critically evaluate ideas, arguments, and points of view.

OT2 LEARNING OUTCOMES

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 1-2 Kings and the OT Prophetic Books. [**Knowledge, Comprehension**]
2. Students will write online posts, analyzing certain scholarly views and applying them to their current ministry setting. [**Analysis, Application**]
3. By means of a written assignment or creative project, students will carefully analyze and synthesize scholarly perspectives on a key text in the Prophetic Books. [**Analysis, Synthesis**]
4. By means of a written assignment, students will analyze, evaluate, and briefly articulate their own positions on the exegetical issues (literary, historical, canonical, theological) of a chosen passage in the Prophetic Books. [**Analysis, Synthesis, Evaluation**]

COURSE ASSESSMENTS

The specific learning outcomes noted above will be assessed through the following methods:

1. 9 Online Discussion Posts & Responses (20% of final grade):

- a. For modules 2-3 & 6-12, write an initial online discussion post and two shorter responses to fellow students' posts.
- b. Each of the *initial posts* should be 375-425 words in length, written with correct style, grammar, spelling, and punctuation.
- c. The prompts for each post are available on the online Canvas weekly course modules.
- d. One **initial post** is due by the *Sunday* (midnight your time) of a given week's module. Upload this post in the discussion forum link of the weekly Canvas module.
- e. Two **brief responses** to other students' initial post will be due by the *Monday* (midnight your time) following the Sunday due date of the original initial post. These shorter responses should be 175-225 words in length, written with correct style, grammar, spelling, and punctuation.
- f. Each overall post (initial post + brief responses) will be graded on a 10-point scale, following this basic grading rubric:

CATEGORY	10 Points—Wow	9 Points—Very Good	8 Points—OK	1-7 Points—Whoops
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates to key principles of the assignment	Reference made to key principles, but the post could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment
Examples	Examples from the course readings, the Bible, or those based on life experiences are well-integrated into the post and responses	Examples are present but not well- integrated into the post and responses	Examples are present that do not clearly support the key principles of the assignment	Examples are either not present or do not relate to the key principles of the assignment
Writing Style	Syntax is appropriate, terminology is used accurately and appropriately, use of language is understandable and concise, organization is logical, sources are properly cited	Many of these are present: syntax is appropriate, terminology is used accurately and appropriately, use of language is understandable and concise, organization is logical, sources are properly cited	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and sources are properly cited	Syntax, terminology, language, organization, and sources are lacking in clarity and need more work in the future

2. Exam (20% of final grade):

- a. **Due Sunday, 2/5**
- b. On Monday at the start of week 5, the course exam is posted on Canvas as a Word document. Use the **study guide** that you filled in during the in-person week to prepare.
- c. This exam will cover material related to 1-2 Kings and the prophetic books covered during the intensive in-person week at Midwinter (the previous week, week 4).
- d. The **study guide** is posted for your use by the start of the in-person week at Midwinter. *Every question on the exam will flow directly from this study guide. You should study from this guide, but you will not be able to use it during the closed-note exam.*
- e. You will have all of week 5 to prepare for and take the exam. Give yourself plenty of time to study and take the exam. When complete, post the exam on Canvas *as a Word document* by Saturday at midnight (of your time zone) using the link in module 5.
- f. This exam contains a mix of question types: true/false, multiple choice, fill-in-the-blank, and short answer.
- g. The exam is worth 20% of your final grade. It will be graded on a 100-point scale. Once you open the exam Word document, *it should be taken without notes or helps. I trust that you will not use notes or other materials, based on the honor method!* You will sign a brief statement at the start of the exam stating that you are taking it without helps.
- h. **Note:** the goal for this exam is for you to carefully review and to deepen your understanding of the material covered during the in-person week in order *to build your basic biblical literacy when it comes to the OT prophetic books* (literary structure, main historical/geographical issues, key canonical/theological issues).

3. Research-based Essay or Creative Project (20% of final grade):

a. Due Sunday, 2/26

- b. Students will write an essay or produce a creative project (with an explanation sheet) based on the book of Jonah. This essay or project will use the commentary by Rosa Shing Shao as well as 1-2 additional scholarly resources to explore the book of Jonah, showing how the student: (1) understands and interprets the message of the book of Jonah (2) understands the scholarly approach of Shao and at least one other scholar to the book of Jonah, (2) applies insights gleaned from the book of Jonah and from scholarly works on the book of Jonah to a Christian ministry setting.

c. If you choose to write a research-based essay:

- i. In a Word document, use **1-inch margins and 12 pt. Times New Roman font**.
- ii. For the body of the essay, write at least **6 pages and no more than 8**.
- iii. Follow the writing and formatting guidelines in the *NPTS Writing Expectations and Strategies (Seminary Writing Handbook)*: <https://www.northpark.edu/wp-content/uploads/Writing-Handbook-2017-2018.pdf>.
- iv. **NOTE: for this essay, do not use footnotes, but use simple in-text (Author, page #) parenthetical bibliographic references**—like this: (Shao, 45) and cite this book and 1-2 other scholarly resources in a bibliography on the final page.
- v. Follow this outline for the essay:
 - (1) **Introduction:** Using words that build anticipation, summarize an interesting idea (thesis) about the book of Jonah that you propose to explore using three points (i.e. Jonah's disobedience, God's faithfulness to Jonah, repentance by foreigners, the literary structure of the book, Jonah's wish to die).
 - (2) **Part 1:** Write 5-6 pages laying out three thoughtfully researched points that support your main essay idea. Summarize the views of Shao and 1-2 other scholarly resources as support for your chosen topic, using short quotes when helpful. When the ideas of these scholars differ in ways that impact your main idea, explore in what way they differ and evaluate each view. **Consider:** Do the views of these scholars support or argue against your main idea? What scholarly ideas are helpful or unhelpful for exegetical and theological reflection? *Intro & part 1: 5-6 pages*
 - (3) **Part 2:** Reflect on what you have learned from your own reading of Jonah and from the scholars about the book of Jonah. **Consider:** What ideas and insights are applicable for use in practical ministry? How has your understanding of the book of Jonah expanded? *Part 2 & conclusion: 1-2 pages*
 - (4) **Conclusion:** Summarize the main points covered in your essay and the conclusion that you reached (include a bibliography citing your sources using the citation style of your choice: APA, Chicago/Turabian, or MLA)

d. If you choose to make a creative project with a research-based explanation:

- i. **Read Jonah carefully alongside the Shao commentary:** While reading, consider what kind of project you might like to create—a poem, song, visual

artwork of drawing, painting, or sculpture, a video acting out a part of Jonah, another creative idea (email me at least one week ahead to explain your idea).

- ii. **Research and Create:** After reading and researching the book of Jonah, create your project with care and attention to detail. **Consider:** How can you best convey your creative idea? What would help the audience to understand and appreciate your idea? Can you involve others to help you create? How does your research in Shao's commentary and other sources deepen your creative ideas? Be sure to credit any sources you use in your bibliography, including internet visuals or music used to prompt ideas (you may include a URL for these sources).
- iii. **Research and Write:** Use the book of Jonah along with Shao's commentary and 1-2 other scholarly or creative resources to write an explanation sheet exploring the deeper aspects of your creative idea. **Consider:** What prompted your idea and what methods did you use to create your project? How did creating this project help you to understand and interpret the book of Jonah? What ideas in Shao and other resources added depth to your project and ideas? What insights did you glean that are applicable for use in practical ministry? How has your understanding of the book of Jonah expanded? The explanation sheet should be 1-3 pages plus a bibliography.

e. Grading rubric:

Research-based Essay Grading Rubric (50 points total)					
Criteria	Ratings				Possible Points
Is the essay written clearly, with good grammar, spelling, and style?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay follow the formatting instructions (margins, font, page number, citations, etc.)?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay show an in-depth engagement with the biblical text of Jonah?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay fairly explore the views of Shao and other scholars?	9-10 pts Yes, strongly	6-8 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?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

Creative Project Grading Rubric (50 points total)					
Criteria	Ratings				Possible Points
Is the project created with care and with a concern for neatness?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the project reflect appropriate effort and depth of engagement by the student?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the project show creative exploration of the book of Jonah?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the explanation sheet explore the views of Shao and 1-2 other sources?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the explanation sheet explore ideas about implications for ministry in an effective and clear manner?	9-10 pts Yes, strongly	6-8 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

4. Final Exegetical Paper: 20% of final grade (out of a 100-point grade)

Each student, in consultation with the instructor, will choose a passage either one of the *prophetic books* (or a clearly prophetically focused passage in 1-2 Kings). The shorter the passage, the better!

a. Due date: Sunday, 3/26

b. Basic format: double spaced, Times New Roman 12-point font (10-point font for footnotes), 1-inch margins, 8-10 pages, plus bibliography.

Follow the detailed writing and formatting guidelines in the *NPTS Writing Expectations and Strategies* (and the *Seminary Writing Handbook*, see link above)

Document your sources following Turabian 8th edition: *footnotes with a final bibliography*. Be mindful of plagiarism.

You should interact with at least 8 different peer-reviewed sources: commentaries, monographs, journal articles, theological/exegetical dictionary articles, essays, etc. All sources should be peer-reviewed, academic sources (i.e., *not* blog posts, popular magazine articles, etc). Critically engage with sources from *differing points of view and methodologies*.

Also, note the *Biblical Faculty exegetical paper grading rubric*, which will be my basic guide for grading these papers (posted on Canvas). This paper will be graded out of 100 points.

- c. Purpose of the paper: to do a close, exegetical reading of a chosen passage in the Prophetic books (or a *prophetic* passage in 1-2 Kings) and apply it to a specific teaching/preaching context.
- d. Structure of the final paper:
 - i. Introduction: give the rationale for your choice of passage(s). Provide a clear thesis that will guide the whole argument of the paper. Show your reader in the introduction how the body of the paper will develop your thesis.
 - ii. Section 1: provide a close analysis of the passage(s) under examination. *Refer to multiple English versions* in your analysis and try to get at any underlying Hebrew grammatical issues via commentaries etc.

What is the key theme of the passage? What is the literary structure of the passage? How is the passage/argument developed? What exegetical issues have arisen in your study that need addressed: historical, grammatical, theological? What are some key scholarly positions on this passage?

Show your reader that you are aware of the key exegetical issues in your text and that you are engaging with the major points of view on these issues. Make a decision on these issues.

Introduction & Section 1: about 4 pages

- iii. Section 2: how does your passage then relate/contribute to the ongoing argument of the OT book in which it is located? What key larger issues does the passage connect into? How does it fit in the book?

Section 2: 2-3 pages

- iv. Section 3: what larger *OT and NT canonical* issues does your study contribute to? Are any *specific ministry* issues/implications addressed by your study? Briefly: how could go about teaching or preaching this passage in a ministry context. What would be your intended audience? What would be the main teaching/preaching idea? How would you outline your presentation to be faithful to the intent of the biblical text?

- v. Conclusion: draw your reader's attention back to your basic thesis and very briefly summarize how you have developed this thesis in your paper.

Section 3 & Conclusion: 2-3 pages

5. Reading Log (20% of final grade):

- a. You will have required reading to complete for modules 1-3 & 6-12 (readings from the textbooks, a few extra essays, and the biblical text of 1-2 Kings & the Prophetic Books)
- b. Keep track of the completion of these readings with the reading log that will be posted on Canvas at module 1 (a Word document).
- c. Track your reading completion for the required modules following this number scale:

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

GRADING

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

- | | |
|------------------------|-----|
| 1. Online Forum Posts: | 20% |
| 2. Exam: | 20% |
| 3. Review Paper: | 20% |
| 4. Exegetical Paper: | 20% |
| 5. Reading Log: | 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 |

COMPUTER AND TECHNICAL SKILLS REQUIREMENTS

To effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

PARTICIPANT RESPONSIBILITIES

1. Active/engaged attendance & presence (for the in-person week), and full participation (in the online modules) are required for this class. *You cannot successfully complete this course without completing the readings and assignments.*
2. Although I suggest that all issues, questions, and problems be dealt with online first through Canvas, you can feel free to call or e-mail me regarding these issues at any time.
3. Use proper “netiquette” (see *Netiquette Expectations and Academic Integrity* in the “Services and Policies” module at the top of the course site on Canvas).
4. Besides the intensive in-person week, I recommend that students plan for, on average, on 8-10 hours per week total for course responsibilities (e.g. reading, assignments, and online discussion).
- 5.

COURSE FACILITATOR RESPONSIBILITIES

1. The course is designed so students can achieve the learning objectives.
2. The course facilitator will respond to all questions to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
5. The course facilitator will respond to all student e-mails within 1-2 days of receipt (M-F)

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

Note: all assignments below are also presented on Canvas, including detailed prompts for forum posts.

Three Pre-Intensive Weekly Modules:

Week 1: Mon 1/2 – Sun 1/8

Topics:

1. Course Introduction
2. Orientation to OT Prophets & Prophecy
3. Introduction to 1 & 2 Kings

Basics:

First: If you haven't yet, **order your textbooks** for this course (amazon.com is a good source).

Second: **Log on to the NPTS Canvas site** and look over the main Canvas page for this course.

Third: **Plan ahead** for the 8-10 hours per module (on average) that you will need to complete this course between January and March.

Fourth: **Introduce yourself** to your instructor and classmates in Canvas: *Introduction Forum*

Listen:

To Dr. Nyberg's "Introduction to the Course" video (Canvas, Module 1)

Read:

- a. Biblical Text: **1 Kings 1-22**
- b. Textbooks: **Smith**, *Interpreting*, chs. 1-2; **DOTP** articles: Redditt, "Prophecy, History of," Stökl, "Ancient Near Eastern Prophecy," Stromberg, "Formation of the Prophetic Books."

Week 2: Mon 1/9 – Sun 1/15

Topics:

4. Deuteronomy & Prophecy
5. 1 Kings 1-11: United Monarchy & Solomon
6. 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North

Read:

- a. Biblical text: 2 Kings 1-17
- b. Textbooks: Smith, *Interpreting*, chs. 3-4; Matthews, "Defining and Describing the Prophet" (chapter PDF on Canvas), Hamilton "1 Kings 1-11" and "1 Kings 12-2 Kings 25," (chapter PDFs on Canvas), *DTOP* articles: Briggs, "Hermeneutics," Dempsey, "Feminist Interpretation,"

Write:

- a. Forum post #1, between Thu 1/12 and Sun 1/15
- b. Forum post #1, 2 responses, by Mon 1/16

Week 3: Mon 1/16 – Sun 1/22

Topics:

7. Biblical Eschatology & Isaiah, Part I
8. Isaiah, Part II
9. Hosea

Read by 1/22:

- a. Biblical text: **Isaiah & Hosea**
- b. Textbooks: **Smith**, *Interpreting*, chs. 5-6; **DTOP articles**: Martens, "Eschatology," Williamson, "Isaiah, Book of," Lim, "Isaiah, History of Interpretation," Goldingay, "Servant of Yahweh," McConville, "Hosea, Book of,"

Write:

- c. Forum post #2, between Thu 1/19 and Sat 1/21
- d. Forum post #2, 2 responses, by Sun 1/22 (in-person beginning Mon 1/23)

One Intensive In-Person Week: Midwinter in Jacksonville, FL

Week 4: Mon 1/23 – Fri 1/27

Fill out the *Study Guide* posted on Canvas during the week to prepare for your exam

Tentative schedule for our week together in sunny Florida:

Monday 1/23:

- 9:00 – 9:50 am: Lecture 1 and discussion: Course Welcome and Introduction
- 9:50 – 10:00 am: *Break*
- 10:00 – 10:50 am: Lecture 2 and discussion: Orientation to OT Prophets & Prophecy
- 10:50 – 11:00 am: *Break*
- 11:00 am – 12:00 pm: Lecture 3 and discussion: Introduction to 1 & 2 Kings
- 12:00 – 1:30 pm: *Lunch*
- 1:30 – 3:00 pm: Lecture 4 and discussion: Deuteronomy & Prophecy

Tuesday 1/24:

- 9:00 -10:30 am: Lecture 5 and discussion: 1 Kings 1-11: United Monarchy & Solomon
- 10:30 – 10:45 am: *Break*
- 10:45 am – 12:00 pm: Lecture 6: 1 Kgs 12-2 Kgs 17: Divided Kingdom – Fall of the North
- 12:00 – 1:00 pm: *Lunch*
- 1:00 – 2:15 pm: Lecture 7 and discussion: Biblical Eschatology & Isaiah, Part I
- 2:15 – 2:30 pm: *Break*
- 2:30 – 3:30 pm: Lecture 8 and discussion: Isaiah, Part II
- 3:30 – 3:45 pm: *Break*
- 3:45 – 5:00 pm: Lecture 9 and discussion: Hosea

Wednesday 1/25:

- 9:00 -10:30 am: Lecture 10 and discussion: Amos
- 10:30 – 10:45 am: *Break*
- 10:45 am – 12:00 pm: Lecture 11 and discussion: Joel
- 12:00 – 1:00 pm: *Lunch*
- 1:00 – 2:15 pm: Lecture 12 and discussion: Jonah
- 2:15 – 2:30 pm: *Break*
- 2:30 – 3:30 pm: Lecture 13 and discussion: 2 Kings 21-25: Fall of the South
- 3:30 – 3:45 pm: *Break*
- 3:45 – 5:00 pm: Lecture 14 and discussion: Micah—decide roles for the Lament Service

Thursday 1/26:

9:00 -10:30 am: Lecture 15 and discussion: Nahum & Obadiah
 10:30 – 10:45 am: *Break*
 10:45 am – 12:00 pm: Lecture 16 and discussion: Habbabuk & Zephaniah

 12:00 – 1:00 pm: *Lunch*
 1:00 – 2:15 pm: Lecture 17 and discussion: Jeremiah
 2:15 – 2:30 pm: *Break*
 2:30 – 3:30 pm: Lecture 18 and discussion: Ezekiel
 3:30 – 3:45 pm: *Break*
 3:45 – 5:00 pm: Lecture 19 and discussion: Daniel

Friday 1/28:

9:00 -10:30 am: Lecture 20 and discussion: Haggai & Zechariah
 10:30 – 10:45 am: *Break*
 10:45 am – 12:00 pm: Lecture 21 and discussion: Malachi

 12:00 – 1:00 pm: *Lunch*
 1:00 – 2:00 pm: Reflection: What have you learned? Any questions or comments?
 2:00 – 2:30 pm: *Break*
 2:30 – 3:45 pm: Service of Lament, planned and conducted by the class
 3:45 – 4:00 pm: *Break*
 4:00 – 5:00 pm: Sharing of essay and creative project ideas, snacks and discussion

Eight Post-Intensive Weekly Modules

Week 5: Mon 1/30 – Sun 2/5

Topic:

Exam Week: Use the study guide that you filled in during the in-person week to study for your exam

Due by Sunday, 2/5:

- a. **Complete the exam, without notes or other resource helps** (give yourself plenty of time)

Week 6: Mon 2/6 – Sun 2/12

Topics:

10. Amos
11. Joel
12. Jonah (much of the reading this week covers Jonah because of the Shao text)

Read by Sun 2/12:

- a. Biblical text: **Amos, Joel & Jonah**
- b. Textbooks: **Shao, Jonah**, 1-41; **DOTP articles**: Sweeney, “Twelve, Book of the,” Möller, “Amos, Book of,” Garrett, “Joel, Book of,” Stuart “Jonah, Book of,”

Write:

- c. Forum post #3, between Thu 2/9 and Sun 2/12
- d. Forum post #3, 2 responses, by Mon 2/13

Week 7: Mon 2/13 – Sun 2/19

Topics:

13. 2 Kings 21-25: Fall of the South

14. Micah (much of the reading this week covers Jonah because of the Shao text)

Read by Sun 2/19:

- a. Biblical text: **2 Kings 21-25 & Micah**
- b. Textbooks: **Shao, *Jonah***, 41-81; **DOTP articles:** Schart, “Twelve, Book of the: History of Interpretation,” McConville, “Micah, Book of,” Dille, “Women and Female Imagery.”

Write:

- e. Forum post #4, between Thu 2/16 and Sun 2/19
- c. Forum post #4, 2 responses, by Mon 2/20

Week 8: Mon 2/20 – Sun 2/26

Topics:

15. Nahum & Obadiah

16. Habbabuk & Zephaniah

Read by Sun 2/26:

- a. Biblical text: **Nahum, Obadiah, Habbabuk & Zephaniah**
- b. Textbooks: **DOTP articles:** Baker, “Nahum, Book of,” LeCureux, “Obadiah, Book of,” Bruckner, “Habbakuk, Book of,” Boda, “Zephaniah, Book of,” Barker, “Day of the Lord,”

Write:

- c. Forum post #5, between Thu 2/23 and Sun 2/26
- d. Forum post #5, 2 responses, by Mon 2/27

Due by Sun 2/26:

- e. **Research-based essay or creative project using the Jonah commentary and other resources**
- f. **Your choice of prophetic passage for the final exegetical paper**

Week 9: Mon 2/27 – Sun 3/5

Topics:

17. Jeremiah 1-29

18. Jeremiah 30-52

Read by Sun 3/5:

- a. Biblical text: **Jeremiah**
- b. Textbooks: **DOTP articles:** Allen, “Jeremiah, Book of,” Dearman, “Jeremiah: History of Interpretation,” Brenneman, “True and False Prophecy,” Irwin, “Social Justice.”

Write:

- c. Forum post #6, between Thu 3/2 and Sun 3/5
- d. Forum post #6, 2 responses, by Mon 3/6

Week 10: Mon 3/6 – Sun 3/12

Topics:

- 19. Ezekiel 1-32
- 20. Ezekiel 33-48

Read by 3/13:

- a. Biblical text: **Ezekiel**
- b. Textbooks: **DOTP articles:** Tiemeyer, “Ezekiel, Book of,” Duguid, “Ezekiel: History of Interpretation,” Johnson, “Apocalypticism, Apocalyptic Literature.”

Write:

- c. Forum post #7, between Thu 3/9 and Sun 3/12
- d. Forum post #7, 2 responses, by Mon 3/13

Week 11: Mon 3/13 – Sun 3/19

Topics

- 21. Daniel 1-6
- 22. Daniel 7-12

Read by 3/20:

- a. Biblical text: **Daniel**
- b. Textbooks: **DOTP articles:** Lucas, “Daniel, Book of,” Tucker, “Daniel: History of Interpretation,” Firth, “Messiah,” Carroll, “Ethics,”

Write:

- c. Forum post #8, between Thu 3/16 and Sun 3/19
- d. Forum post #8, 2 responses, by Mon 3/20

Week 12: Mon 3/20 – Sun 3/26

Topics:

- 23. Haggai & Zechariah
- 24. Malachi

Read by Sun 3/26:

- a. Biblical text: **Haggai, Zechariah & Malachi**
- b. Textbooks: **DOTP articles:** Kessler, “Haggai, Book of,” Wolters, “Zechariah, Book of,” Hill, “Malachi, Book of,” Parker, “Marriage and Divorce,” Moore, “Wealth and Poverty,”

Write:

- c. Forum post #9, between Thu 3/23 and Sun 3/26
- d. Forum post #9, 2 responses, by Mon 3/27

Due by Sun 3/26:

- e. Exegetical paper
- f. Reading log for the course

Congratulations on completing OT2, Prophets and Their Legacy!

May the Lord bless you and keep you as you live and work for Him!