

**North Park Theological Seminary Syllabus**  
**BIBL 5220 Old Testament 2: Prophets and their Legacy**  
**Spring 2025**  
Online & Intensive In-Person Week at Midwinter (Denver, CO)  
J Term: January 2 – March 14

**INSTRUCTOR INFORMATION:**

[J. Nathan Clayton, PhD](#), Associate Professor of Old Testament  
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Virtual office meeting: [Bookings link](#).

**COURSE DESCRIPTION**

Welcome to Old Testament 2! I look forward to our interaction together with the texts of 1-2 Kings and Isaiah—Malachi. 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) of these books, and their original cultural and historical settings (8th-5th centuries BC). Attention will be given to literary genres, certain critical issues, and inter-biblical connections 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 further prepare students to appreciate, interpret, teach, and preach from these books in the ministries of the Church.

The power and passion of the OT texts we will read are essential parts of the “Scripture” to which 2 Timothy 3:16 refers. You could begin by reading the primary biblical documents, starting with I and II Kings.

**THE COURSE “AT-A-GLANCE”**

*11 weekly modules in total* (January 3 – March 27; 3 pre-intensive online modules; 1 intensive in-person “module” week in Denver at the Midwinter ECC conference; 7 post-intensive online modules).

*Basic course requirements:*

1 week of in-person commitment (January 20-24)

Course readings

7 sets of online discussion posts & responses (online weekly modules 2-3, 5-7, 9-10)

1 exam

1 group presentation

1 exegetical paper

**REQUIRED TEXTBOOKS & READINGS**

Having a good study Bible is assumed. These textbooks are required:

**Brueggemann**, Walter. *The Prophetic Imagination. 40th Anniversary Edition*. Minneapolis, MN: Fortress, 2018. [125 pages]

**Ching Shao**, Rosa. *Jonah: A Pastoral and contextual Commentary*. Asia Bible Commentary. Carlisle, UK/Manila, Philippines: Langham Global Library/Asia Theological Association, 2019. [81 pages]

- Smith**, Gary V. *Interpreting the Prophetic Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2014. [192 pages]
- Tully**, Eric J. *Reading the Prophets as Christian Scripture: A Literary, Canonical, and Theological Introduction*. Grand Rapids, MI: Baker, 2022. [387 pages]

Several PDF readings, posted on Canvas:

1 chapter in:

- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids, MI: Baker, 2016.  
 “1-2 Kings” [41 pages]

7 essays in:

- Sharp, Carolyn J., editor. *The Oxford Handbook of The Prophets*. New York, NY: Oxford University Press, 2016.  
 Martti Nissinen, “Prophetic Intermediation in the Ancient Near East.” [17 pages]  
 Lester Grabbe, “Prophecy and Priesthood.” [14 pages]  
 H. G. M. Williamson, “History and Memory in the Prophets.” [16 pages]  
 Christl M. Maier, “Feminist Interpretation of the Prophets.” [15 pages]  
 Traci West, “The Prophets and Ethics.” [20 pages]  
 Michael S. Koppel, “The Prophets and Pastoral Care.” [16 pages]  
 Leonora Tubbs Tisdale and Carolyn J. Sharp, “The Prophets and Homiletics.” [24 pages]

*Important notes on course reading & study time:*

1. For a 3-hour course at NPTS, the standard is 1,000 pages of required reading. The above represents about 934 pages of required reading.
2. Students do not have any required Bible reading, but as a value-added benefit, it is strongly recommended that students read through the OT biblical texts covered in this course as well (see course schedule below).
3. Overall, students should plan to devote about 3 hours each week, per credit hour, for coursework outside of instructional hours (save for the intensive week in Denver).

## **SHORT BIBLIOGRAPHY**

Some further helpful sources (from a variety of methodological points of view) for the study of OT Prophetic literature include:

- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody, 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.
- Boda, Mark J., and J. Gordon McConville, editors. *Dictionary of the Old Testament: Prophets*. Downers Grove: InterVarsity Press, 2012
- Carroll R., M. Daniel. *The Lion Roars: Recovering the Prophetic Voice for Today*. Theological Explorations for the Church Catholic. Grand Rapids, MI: Baker, 2022.
- 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.
- 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.
- Weems, Renita J. *Battered Love: Marriage, Sex, and Violence in the Hebrew Prophets*. Overtures to Biblical Theology. Minneapolis, MN: Fortress, 1995.

### **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.”

### **LEARNING OUTCOMES**

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]

Students will write online posts, analyzing certain scholarly views and applying them to their current ministry settings. Students will also work on a group project, applying key theological themes in the OT prophets to a ministry context.

[Analysis, Application]

By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on key texts and themes in the Prophetic Books.

[Analysis, Synthesis]

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]

## GRADING

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

- |                          |     |
|--------------------------|-----|
| 1. Group presentation    | 10% |
| 2. 7 Discussion posts    | 15% |
| 3. Exam                  | 20% |
| 4. Exegetical paper      | 25% |
| 5. Reading report        | 20% |
| 6. Video lectures report | 10% |

*Late turn-in policy for the paper:*

Within one week of the paper's due date: I will accept the paper, with up to a 5% penalty on the paper's grade.

Within two weeks of the due date: I will accept the paper, with up to a 10% penalty on the paper's grade.

Beyond two weeks of the paper's due date: I will not accept the paper.

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

## COURSE ASSESSMENTS

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

### Group presentation:

1. Students will be divided into three groups. These groups will be identified on Thursday January 2 during the required opening Zoom session of the course (see course schedule below).
2. Each group will work on a presentation that will be given on Friday afternoon at the end of the intensive week.
3. This group presentation will be worth 10% of the final grade.
4. On Monday, Tuesday, Wednesday, and Thursday afternoons of the intensive week, from 4-5 pm, students will have the opportunity to work together in person on these presentations. Each group is also encouraged to work online, if possible, before the intensive week.
5. Each of the three groups will focus on select themes from the overall **5 themes** in chapter 6, "The Message of the Prophets," in the course textbook by Tully, *Reading the Prophets as Christian Scripture*, according to this breakdown:
  - a. **Group 1:** 1. Accusation of Covenant Unfaithfulness (Past) and 2. Warning of God's Judgment (Near Future)
  - b. **Group 2:** 3. Call to Repent and Prediction of Restoration (Near Future)
  - c. **Group 3:** 4. Announcement of Restoration (Eschatological Future) and 5. Announcement of Final Judgment (Eschatological Future)

6. Basic instructions (these will be explained in more detail as the course gets underway):
  - a. This group presentation is intended as an opportunity for students to put together material from the class in a practical ministry-focused presentation.
  - b. Each group should work on developing a presentation of around 35-45 min that effectively engages with these theme(s) assigned.
  - c. The goal is to come up with an activity, a teaching time, a worship service, etc., that would work in a church or ministry setting and that would effectively engage these major prophetic themes in **biblically rooted** and **practical** ways. Students are welcome to be creative with this!
  - d. Each student in each group should be actively involved in the preparation and in the final presentation.
  - e. See **Appendix A** below for the basic grading sheet for this group project.

**Discussion posts:**

1. 7 sets of discussion posts and responses; 15% of the final grade.
2. For online weekly modules 2-3, 5-7, and 9-10, students will have an initial online discussion post and one shorter response (to another student's post) to write.
3. Each of the initial posts should be 400-450 words in length.
4. The prompts for each post will be available on the relevant Canvas weekly course modules.
5. An initial post will be due by the Friday (midnight central time) of a given week's module. Students will upload this post at the discussion board of a given weekly Canvas module.
6. A brief response to one other student's initial post will be due by the Saturday (midnight central time) following the Friday due date of the original initial post. This shorter response should be 200-250 words in length.
7. Each overall post (initial post + response) will be graded on a 10-point scale, following the basic grading rubric found at **Appendix B** below.

**Exam:**

1. 20% of the final grade. A detailed study guide for the exam will be available on Canvas at the start of the course. Every question on the exam will flow directly from this study guide.
2. The exam will be available as a PDF to download on Canvas on Monday 2/17 at 8:00 am central time.
3. This exam will cover, in general, the lecture material related to 1-2 Kings and the Prophetic Book covered during the intensive in-person week at Midwinter, and in the online video lectures that students are required to watch before, and after, the intensive week.
4. The exam will consist of a mix of true/false, multiple choice, fill-in-the-blank, and short answer questions.

5. When ready, in one sitting (no time limit), students should print the PDF, take the exam “by hand” (with a pen) and then scan this completed exam as a single document PDF.
6. Students will have all of Week 8 of the course to prepare for, and take, the exam. Students should post their completed exam at the Week 8 Canvas module by midnight central time on Saturday 2/22.
7. This exam will be graded on a 100-point scale. Once students open and print the PDF of the exam, it should be taken without notes or helps. As the professor, I will assume that you will take it this way, on the honor method! You will be asked to sign a brief statement at the top of the exam stating that you are taking it without helps.
8. Note: the goal for this exam is to carefully review and more deeply learn/process the material covered during the in-person week and in the online lectures, so as to build basic biblical literacy when it comes to the OT prophetic books (literary structure, main historical/geographical issues, key canonical/theological issues).

### **Exegetical paper:**

1. *Passage choice:*

Each student, in consultation with the instructor, will choose a passage: either one from the prophetic books, or one from 1-2 Kings that has a clear prophetic focus. The shorter/concise the passage, the better!

This paper will be due posted on Canvas at the Week 11 module by Friday March 14 midnight central time.

2. *Formatting/Basic Research Instructions:*

This paper should be between 7-10 pages, formatted as follows: 12-point Times New Roman font, 1-inch margins, double-spaced.

Use at least 8 academic sources: commentaries, academic books, encyclopedia/dictionary entries/articles, journal articles, essays, etc.

Use simple in-text parenthetical notes in this paper, (Author, page #), like this: (Clayton, 243), and have a final bibliography. If you have more than one source by the same author, also include a short form of the title for that author in the parenthetical note, like this: (Clayton, *Symbol*, 250).

Your paper should have 4 sections (see below), plus a short introduction and conclusion, and a final bibliography. Follow the SBL style for the formatting of the *bibliography*. See **Appendix C** below and note this [website](#).

Generally, you may also consult the NPTS writing handbook [here](#). Contact the professor directly (and early in the term) if you would like to meet with a research/writing advisor to help with your exegetical paper.

3. *Writing Instructions:*

The goal of this paper is to carefully exegete a short passage relevant to this course, briefly consider various levels of biblical contexts for your passage, and briefly reflect on how you would generally apply your passage in a teaching or preaching Christian ministry context.

### Section 1: Passage Analysis

Here, your goal is to explain *what* your passage says and what the exegetical issues in the passage are. Consider these kinds of questions:

What is the main theme of your passage and how is this theme developed?

What are any key words? What variations do you observe when you look at your passage in different English versions?

What are the key issues brought up by commentators with your passage? On what issues are scholars disagreeing in this passage? Are there any key Hebrew language/grammar issues that scholars help you get at? Are there any key socio-cultural, historical and/or geographical issues?

Make sure you discuss at least 2 contrasting scholarly positions related to an issue in your passage and give your opinion on the issue.

Section 1: *4-5 pages, with a short introduction to the whole paper.*

### Section 2: Passage in Context of its OT Book

Here, your goal is to reflect on the way your passage relates to the Old Testament book in which it is set. Consider these kinds of questions:

What is the immediate literary context of your passage? Why is it set in this context?

What is/are the next literary/canonical layer(s) of your passage in its Old Testament book?

What is the broad function of your passage in the overall argument of the OT book in which it is set?

Section 2: *1-2 pages*

### Section 3: Passage in Broader Biblical Contexts

In this section, your goal is to bring together your work from the previous two sections and reflect on the way your passage connects to broader biblical themes. Respond to these questions:

What is one broader Old Testament theme that your passage contributes to? Discuss at least one other OT passage in support (one that is not in the OT book in which your passage is set).

What is one broader New Testament theme that your passage contributes to? Discuss at least one NT passage in support.

Section 3: *1-2 pages.*

### Section 4: Passage in a Ministry Context

Here, your goal is to quickly synthesize your findings from the previous three sections and briefly *apply* them to a specific ministry setting. Consider these questions:

Identify a current ministry setting that you are familiar with (or interested in), where you would preach or teach from your paper's passage.

Reflect briefly on how you would apply the truths of your passage to the audience you have identified in your ministry example.

Section 4: *about 1 page, with a short conclusion for the whole paper.*

4. *Grading Sheet:*

See **Appendix D** below for the exegetical paper grading sheet (and students will be asked to include a digital version of the grading sheet, posted on Canvas, as the final page in their posted exegetical paper). 25% of the final grade.

**Reading report:**

1. This reading report is worth 20% of the final grade.
2. Students will have required readings to complete for weekly modules 1-3, 5-7, and 9-10.
3. Students should keep track of the completion of these readings with the reading report that will be posted on Canvas as a Word document.
4. Students should track their reading completion for the required modules following the number scale on the reading report.
5. The completed reading is due posted on Canvas as a PDF, at the Week 11 module, by Friday 3/14 midnight central time.
6. See **Appendix E** below for an example of the reading report.

**Video lectures report:** 10% of final grade

1. This video lectures report is worth 10% of the final grade.
2. Students will have required video lectures to go through for weekly modules 2-3 and 5-7.
3. Students should keep track of the completion of these video lectures with the video lectures report that will be posted on Canvas as a Word document.
4. Students should track their reading completion for the required modules following the number scale on the video lectures report.
5. The completed video lectures report is due posted on Canvas as a PDF, at the Week 11 module, by Friday 3/14 midnight central time.
6. See **Appendix F** below for an example of the reading report.



## **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. Use of ChatGPT or other AI composition software to impersonate individual assignments.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–26.

## **ACCOMMODATIONS**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

## **TITLE IX**

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu) to learn more about reporting options, resources, and support services.

As members 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 members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or [counseling@northpark.edu](mailto:counseling@northpark.edu). Please refer to North Park’s [Safe Community](#) site for reporting, contact information, and further details.

## **INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from 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, student and instructor will submit the incomplete grade form and 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.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

## COURSE SCHEDULE

Note: All discussion posts and responses are due by **midnight central time** on a given due date. The specific prompts for each discussion post will be provided on Canvas.

### Weeks 1-3: [Online Weekly Modules](#):

#### Week 1: “Starter Week,” Thr 1/2 – Sat 1/4

Main topic: Course Introduction

1. **Attend: required Zoom session on Thursday 1/2 at 1 – 2:30 pm central time.**  
Topic: Lecture 1—Course Overview. [This is the Zoom link.](#)
2. Read, by Sat 1/4:
  - a. Tully, chs. 1-2
  - b. Brueggemann, chs. 1-2
  - c. Martti Nissinen, “Prophetic Intermediation in the Ancient Near East”

#### Week 2: Sun 1/5 – Sat 1/11

Main topics: Introduction to Prophets and to 1 & 2 Kings

1. Watch, by Sat 1/11: 2 online video lectures
  - a. Lecture 2: Orientation to OT Prophets & Prophecy
  - b. Lecture 3: Introduction to 1 & 2 Kings
2. Read, by Sat 1/11:
  - a. Tully, chs. 3-5
  - b. Brueggemann, chs. 3-4
  - c. Lester Grabbe, “Prophecy and Priesthood”
  - d. Value-added biblical text reading, not required: 1 Kings
3. Write:
  - a. Discussion post #1, by Fri 1/10
  - b. Discussion response #1, by Sat 1/11

#### Week 3: Sun 1/12 – Sat 1/18

Main topic: 1 Kings

1. Watch, by Sat 1/18: 2 online video lectures
  - a. Lecture 4: Deuteronomy & Prophecy
  - b. Lecture 5: 1 Kings 1-11: United Monarchy & Solomon
2. Read, by Sat 1/18:
  - a. Tully, chs. 6-8
  - b. Hess, “1-2 Kings”
  - c. Brueggemann, chs. 5-7 (and pages 121-132)
  - d. Value-added biblical text reading, not required: 2 Kings
3. Write:
  - a. Discussion post #2, by Fri 1/17
  - b. Discussion response #2, by Sat 1/18

Week 4: Intensive In-Person Week at the Midwinter Conference in Denver, CO:

**Week 4: Mon 1/20 – Fri 1/24**

**Notes:** it is important to be actively present at all class sessions throughout this intensive week. Please plan your travel to and from Denver accordingly. Also, students should at least bring the Tully, Brueggemann, and Smith textbooks with them to Denver (and a good study Bible).

Monday 1/20:

9:00 – 10:30 am: Lecture 6: 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North  
10:30 – 10:45 am: Break  
10:45 – 12:00 pm: Lecture 7: Biblical Eschatology & Isaiah, Part I  
12:00 – 1:00 pm: Lunch  
1:00 pm – 2:15 pm: Small Group Discussion: Brueggemann, chapters 1-3  
2:15 pm – 2:30 pm: Break  
2:30 – 3:45 pm: Lecture 8: Isaiah, Part II  
3:45 – 4:00 pm: Break  
4:00 – 5:00 pm: Group Work

Tuesday 1/21:

8:00 – 9:15 am: Lecture 9: Hosea  
9:30 – 11:15 am: No class session: attend the ECC Presidential Update  
11:15 am – 1:00 pm: Lunch  
1:00 – 2:15 pm: Small Group Discussion: Brueggemann, chapters 4-6  
2:15 – 2:30 pm: Break  
2:30 – 3:45 pm: Lecture 10: Amos  
3:45 – 4:00 pm: Break  
4:00 – 5:00 pm: Group Work

Wednesday 1/22:

9:00 – 10:30 am: Lecture 11: Joel  
10:30 – 10:45 am: Break  
10:45 am – 12:00 pm: Lecture 12: Jonah  
12:00 – 1:00 pm: Lunch  
1:00 – 2:15 pm: Small Group Discussion: a biblical text  
2:15 – 2:30 pm: Break  
2:30 – 3:45 pm: Lecture 13: 2 Kings 21-25: Fall of the South  
3:45 – 4:00 pm: Break  
4:00 – 5:00 pm: Group Work

Thursday 1/23:

9:00 – 10:30 am: Lecture 14: Micah  
10:30 – 10:45 am: Break  
10:45 am – 12:00 pm: Lecture 15: Nahum & Obadiah  
12:00 – 1:00 pm: Lunch  
1:00 – 2:15 pm: Small Group Discussion: a biblical text  
2:15 – 2:30 pm: Break  
2:30 – 3:45 pm: Lecture 16: Habbabuk & Zephaniah  
3:45 – 4:00 pm: Break  
4:00 – 5:00 pm: Group Work

Friday 1/24:

- 9:00 -10:30 am:           Lecture 17: Jeremiah 1-29
- 10:30 – 10:45 am:       Break
- 10:45 am – 12:00 pm:   Lecture 18: Jeremiah 30-52
- 12:00 – 1:00 pm:       Lunch
- 1:00 – 1:45 pm:         Group 1 Presentation
- 1:45 – 2:00 pm:         Break
- 2:00 – 2:45 pm:         Group 2 Presentation
- 2:45 – 3:00 pm:         Break
- 3:00 – 4:00 pm:         Group 3 Presentation

Weeks 5-11: [Online Weekly Modules](#)

**Week 5: Sun 1/26 – Sat 2/1**

Main Topics: Isaiah, Jeremiah, Ezekiel

1. Watch, by Sat 2/1: 2 online video lectures
  - a. Lecture 19: Ezekiel 1-32
  - b. Lecture 20: Ezekiel 33-48
  
2. Read, by Sat 2/1:
  - a. Tully, chs. 9-11
  - b. Smith, chs. 1-2
  - c. H. G. M. Williamson, “History and Memory in the Prophets”
  - d. Value-added biblical text reading, not required: Isaiah, Jeremiah, Ezekiel
  
3. Write:
  - a. Discussion post #3, by Fri 1/31
  - b. Discussion response #3, by Sat 2/1

**Week 6: Sun 2/2 – Sat 2/8**

Main topics: Daniel through Micah

1. Watch, by Sat 2/8: 2 online video lectures
  - a. Lecture 21: Daniel 1-6
  - b. Lecture 22: Daniel 7-12
  
2. Read, by Sat 2/8:
  - a. Tully, chs. 12-18
  - b. Smith, ch. 3
  - c. Christl M. Maier, “Feminist Interpretation of the Prophets”
  - d. Value-added biblical text reading, not required: Daniel through Micah
  
3. Write:
  - a. Discussion post #4, by Fri 2/7
  - b. Discussion response #4, by Sat 2/8

**Week 7: Sun 2/9 – Sat 2/15**

Main topics: Nahum through Malachi

1. Watch by Sat 2/15: 2 online video lectures
  - a. Lecture 23: Haggai & Zechariah
  - b. Lecture 24: Malachi
  
2. Read, by Sat 2/15:
  - a. Tully, chs. 19-24
  - b. Smith, ch. 4
  - c. Traci West, “The Prophets and Ethics”
  - d. Value-added biblical text reading, not required: Nahum through Malachi
  
3. Write:
  - a. Discussion post #5, by Fri 2/14
  - b. Discussion response #5, by Sat 2/15

**Week 8: Sun 2/16 – Sat 2/22**

Main topic: Exam

1. Exam will be available as a PDF to download on Canvas on Mon 2/17 at 8:00 am central time.
2. Students should print the exam, take it “by hand,” without notes/helps, and in one sitting (but no time limit).
3. Once the exam is done, students should scan it as a single PDF and upload it at the Week 8 Canvas module by midnight central time on Sat 2/22.

**Week 9: Sun 2/23 – Sat 3/1**

Main topic: Final course readings

1. Read, by Sat 3/1
  - a. Smith, ch. 5
  - b. Michael S. Koppel, “The Prophets and Pastoral Care”
  
2. Write by Sat 3/1
  - a. Discussion post #6, by Fri 2/28
  - b. Discussion response #6, by Sat 3/1

**Week 10: Sun 3/2 – Sat 3/8**

Main topic: Final course readings

1. Read, by Sat 3/8
  - a. Smith, ch. 6
  - b. Leonora Tubbs Tisdale and Carolyn J. Sharp, “The Prophets and Homiletics”
  
2. Write, by Sat 3/8
  - a. Discussion post #7, by Fri 3/7
  - b. Discussion response #7, by Sat 3/8

**Week 11: Sun 3/9 – Fri 3/14**

Main topics: Exegetical paper and final reports

By Fri 3/14, at the Week 11 Canvas module:

1. Post exegetical paper
2. Post reading report & video lectures report

## **APPENDIX A: Grading sheet for the group presentation**

/ 100 points

1. Overall, does the group presentation effectively describe the main Old Testament prophetic theme(s) assigned? Are these themes relevant for a Christian believer/for a non-Christian seeker?

/ 30 points

2. Are key biblical texts presented in a way that effectively illustrates the prophetic theme(s) assigned? Is it clear how the theme(s) fit into the OT's prophetic message and in God's overall redemptive plan as outlined in canonical Scripture?

/ 30 points

3. Is the ministry setting for the group presentation clear in the presentation? Is the ministry activity in the presentation effective in connecting the prophetic theme(s) with the intended ministry audience?

/ 30 points

4. Is it clear that each student in the group was equally involved in the presentation?

/ 10 points

**APPENDIX B: Discussion post & response grading rubric**

<b>CATEGORY</b>	<b>10 Points Excellent</b>	<b>9 Points Very Good</b>	<b>8 Points OK</b>	<b>1-7 Points Needs work</b>
<b>Key Principles</b>	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates well to key principles of the assignment	Reference made to key principles, but the post could be better integrated	
<b>Examples (from readings, from ministry, etc.)</b>	Examples are clearly well-integrated into response	Examples are generally well-integrated into response	Examples are either not present or do not support the key principles of the assignment	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment further.
<b>Writing Style</b>	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	Many of these are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	

## APPENDIX C: Formatting Your Exegetical Paper's Bibliography

The bibliography for your exegetical paper should follow the format of this guide:

*The SBL [Society of Biblical Literature] Handbook of Style: For Biblical Studies and Related Disciplines.* Second Edition. Atlanta, GA: SBL Press, 2014.

This is the standard formatting guide for writing in biblical studies.

A helpful online student summary of this guide, specifically prepared for students writing papers in biblical studies, may be found [here](#). Please read this online guide carefully (and remember, though, that I am *not* requiring footnotes for this paper, *just in-text parenthetical notes*—see above in the syllabus).

In this online student guide, make note especially of sections 1.2 Biblical Citations and 1.3 Working with Biblical Commentaries.

In general, follow the formatting instructions in this online student guide for structuring the paper: title page and headings, etc., but you do *not* need to have a table of contents page. The title page should *not* count towards the total page numbers of your paper.

Also, for your bibliography, make note of the following formatting examples for major types of sources:

1. A single book/monograph:

Gentry, Peter J. *How to Read & Understand the Biblical Prophets*. Wheaton, IL: Crossway, 2017.

2. An essay within an edited volume of essays:

Magonet, Jonathan. "Reading Psalms as Liturgy: Psalms 96-99." Pages 161-78 in *The Shape and Shaping of the Book of Psalms: The Current State of Scholarship*. Ancient Israel and Its Literature 20. Edited by Nancy L. deClaissé-Walford. Atlanta, GA: SBL Press, 2014.

3. A journal article:

Leyerle, Blake. "John Chrysostom on the Gaze." *Journal of Early Christian Studies* 1 (1993): 159-74.

4. A single volume commentary within a series:

Basically, treat this as a monograph within a series (cite the commentary series, as here, and with the volume number if there is one; there is no need here to cite the editor of the commentary series):

Craigie, Peter C. *Psalms 1-50*. Word Biblical Commentary 19. Waco, TX: Word, 1983.

5. A commentary essay within a multivolume, edited set:

Basically, treat this as an essay within an edited volume of essays (cite the commentary series, as here, and with the volume number if there is one; and as here, you should also cite the editor(s) of the commentary series):



Miller, Patrick D. "The Book of Jeremiah: Introduction, Commentary, and Reflections." Pages 553–926 in *Introduction to Prophetic Literature, Isaiah, Jeremiah, Baruch, Letter of Jeremiah, Lamentations, Ezekiel*. Vol. 6 of *New Interpreter's Bible*. Edited by Leander E. Keck. Nashville, TN: Abingdon, 2001.

6. A commentary essay within one edited volume:

Partain, Jack G. "Numbers." Pages 175–79 in *Mercer Commentary on the Bible*. Edited by Watson E. Mills et al. Macon, GA: Mercer University Press, 1995.

7. A dictionary article:

For his paper, treat a dictionary article just like an essay within an edited volume of essays (entry number 2 above):

Hilber, J. W. "Liturgy and Cult." Pages 513-24 in *Dictionary of the Old Testament Prophets*. Edited by Mark J. Boda and J. Gordon McConville. Downers Grove, IL/Nottingham, England: InterVarsity Press, 2012.

8. A dictionary article within a multivolume dictionary:

This would be cited similarly to a commentary essay within a multivolume, edited set (entry number 5 above):

Fretheim, Terence. "Yahweh." Pages 1293-96 in vol. 5, *Dictionary of Old Testament Theology and Exegesis*. Edited by Willem VanGemeren. Grand Rapids, MI: Zondervan, 1999.

**APPENDIX D:**

<b>Exegetical Paper Grading Sheet</b>	
<b>Formatting &amp; Bibliography:</b> <ul style="list-style-type: none"><li>• Is the paper between 7-10 pages?</li><li>• Is the paper formatted with 12-point Times New Roman font, with 1-inch margins and double spaced?</li><li>• Are at least 8 academic sources used? Are they properly cited <i>within the paper</i> with (Author, page #) in-text citations? Are short form titles (Author, <i>Short Title</i>, page #) used in the citations, if needed?</li><li>• Is the bibliography properly formatted in the SBL style?</li><li>• Does the paper have a short introduction and conclusion, and four clearly identified sections?</li><li>• Overall, is the paper well-written (no spelling mistakes, no typos, etc.), clear, properly formatted, and structured?</li></ul>	/ 15 pts
<b>Section 1: Passage Analysis</b> <ul style="list-style-type: none"><li>• Is the main theme of the passage clearly identified?</li><li>• Is the literary development of the passage properly discussed?</li><li>• Are any key words discussed? Are observations from various English versions of the passage brought forth? Are any relevant Hebrew/grammar issues discussed?</li><li>• Are the key issues of the passage effectively discussed?</li><li>• Are at least two contrasting scholarly positions on an issue with this passage discussed? Is the student's opinion clearly given for this issue?</li><li>• Are any significant contextual socio-cultural, historical and/or geographical issues presented?</li></ul>	/ 45 pts
<b>Section 2: Passage in Context of its OT Book</b> <ul style="list-style-type: none"><li>• Is the immediate literary context of the passage in its OT book properly identified?</li><li>• Are the next level contextual layers in the OT book briefly identified?</li><li>• Is the broad function of the passage in the overall argument of its OT book discussed?</li></ul>	/ 15 pts
<b>Section 3: Passage in Biblical Context</b> <ul style="list-style-type: none"><li>• Is one broader Old Testament theme related to the passage discussed? Is at least one other Old Testament passage briefly discussed in support?</li><li>• Is one broader New Testament theme related to the passage discussed? Is at least one New Testament passage briefly discussed in support?</li></ul>	/ 15 pts
<b>Section 4: Passage in a Ministry Context</b> <ul style="list-style-type: none"><li>• Is a current ministry setting clearly identified?</li><li>• Is the application of the passage in a teaching or preaching ministry setting effectively highlighted?</li></ul>	/ 10 pts
<b>Comments:</b>	TOTAL:          / 100 pts

**APPENDIX E:**

<b>OT2 Reading Report</b>	
Student Name:	
Raw score:     / 32 points     Final grade percentage: / 20%	
<p>For each week that reading is due, record a number between 0 and 4, according to this scale:</p> <p style="margin-left: 40px;">4 = 100% completed</p> <p style="margin-left: 40px;">3 = 75-99% completed</p> <p style="margin-left: 40px;">2 = 50-74 % completed</p> <p style="margin-left: 40px;">1 = less than 50% completed</p> <p style="margin-left: 40px;">0 = none of the readings completed</p>	
<p>NOTE: readings cannot be made up for credit (please don't go back and change your reading completion number after the due date for a given week).</p>	
Weeks:	Completion # (0-4):
1	
2	
3	
4	<i>Intensive week: No readings due</i>
5	
6	
7	
8	<i>Exam week: No readings due</i>
9	
10	
11	<i>Final week: No reading due</i>

**APPENDIX F:**

<b>OT2 Video Lectures Report</b>	
Student Name:	
Raw score:     / 20 points     Final grade percentage: / 10%	
<p>For each week that reading is due, record a number between 0 and 4, according to this scale:</p> <p>4 = 100% completed            3 = 75-99% completed            2 = 50-74 % completed            1 = less than 50% completed            0 = none of the readings completed</p>	
<p>NOTE: readings cannot be made up for credit            (please don't go back and change your reading completion number after the due date for a given week).</p>	
Weeks:	Completion # (0-4):
1	<i>No video lectures due</i>
2	
3	
4	<i>Intensive week: No video lectures due</i>
5	
6	
7	
8	<i>Exam week: No video lectures due</i>
9	<i>No video lectures due</i>
10	<i>No video lectures due</i>
11	<i>Final week: No video lectures due</i>