

North Park Theological Seminary Syllabus
BIBL 5220 Old Testament 2: Prophets and their Legacy
Spring 2025
Hybrid – Hyflex Format
Weekly synchronous session: Tuesdays 7:30 – 9:00 pm CST

INSTRUCTOR INFORMATION:

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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.

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. Carlise, 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:

2 chapters in:

Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids, MI: Baker, 2016.

“Deuteronomy” [29 pages]

“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 963 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 the course schedule below).
3. Overall, students should plan to devote about 3 hours each week, per credit hour, for coursework outside of instructional hours.

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]

By means of interactive oral discussions, students will analyze key themes in Old Testament prophetic literature and apply them to various ministry contexts.

[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. Midterm Exam: | 15% |
| 2. Final Exam: | 15% |
| 3. Exegetical Paper (30% total): | |
| a. <i>Paper topic & bibliography</i> | 3% |
| b. <i>Submitted exegetical paper</i> | 24% |
| c. <i>Summary/presentation of paper</i> | 3% |
| 4. Reading Report: | 25% |
| 5. Video Lectures Report: | 15% |

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.

Attendance policy:

Only two synchronous Tuesday sessions can be missed without penalty to your final grade. The impact of three to four missed sessions is at my discretion. Five absences will result in failure. As such, attendance to the synchronous sessions will be taken.

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

Unless otherwise indicated, the following criteria apply:

A to A- *Exceptional work.* The quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B+ to B- *Above average.* This grade applies to meritorious work, above average, applied to more than the fulfillment of requirements.

C+ to C- *Average.* This grade applies to average work that still fulfills the course requirements.

D+ to D- *Unsatisfactory.* This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

HYFLEX FORMAT GUIDELINES:

In hyflex classrooms, our learning community combines in-person students and students joining the classroom live online. Toward cultivating a respectful, accessible environment for mutual learning, we observe the following:

- All students come prepared for active, informed participation.
- Students joining live online: think of your physical space as an extension of the classroom. Ensure that you are in a private, stable location that is free of visual and audio distractions. It's important that we all respect the integrity of classroom discussion. (For this same reason, please do not record class sessions.) Please keep your camera and microphone on through the class session. Consider purchasing a microphone/headset to improve the quality of your sound. (Attendance in class assumes that you are present in this way.)
- Students joining in the classroom: Remember that the class and classroom extend to colleagues joining by live online; it's important to remain visible as well. Please engage the full learning community. Registering for the campus section entails a commitment to joining the class in person. If you are too sick to come in person, or if you have an unavoidable scheduling conflict, please use one of your excused absences for the semester.

COURSE ASSESSMENTS

1. Midterm Exam and Final Exam:

a. Midterm Exam: 15% of final grade

- i. A **midterm exam study guide** is posted at the Canvas Week 9 module. The study guide covers the lecture material from the first half of the course only: Lectures 2-14
- ii. The midterm exam will be posted on Canvas at the Week 9 module at 8 am central time on Tuesday 3/18. The completed midterm exam will be due by midnight central on Friday 3/21 posted on Canvas. Detailed instructions for taking and posting the exam are posted on Canvas at the Week 9 module.
- iii. The midterm exam will consist of objective questions: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the midterm exam study guide in preparation for this exam. No notes or Bible will be allowed when taking the midterm exam.

b. Final Exam: 15% of final grade

- i. A **final exam study guide** is posted at the Canvas Week 16 module. This study guide will cover the lecture material from the second half of the course only: Lectures 15-24.
- ii. The final exam will be posted on Canvas at the Week 16 module at 8 am central time on Monday 5/5. The completed final exam will be due by midnight central on Thursday 5/8 posted on Canvas. Detailed instructions for taking and posting the exam are posted on Canvas at the Week 16 module.
- iii. The final exam will also consist of objective questions: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the final exam study guide in preparation. No notes or Bible will be allowed when taking the final exam.

2. Exegetical Paper: 30% of final grade

- a. *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!
- b. **Three steps to completing work on the exegetical paper**:
 - i. By Week 12, class time, on Tuesday 4/8: students should submit a short document (as a PDF) that contains **their passage choice for the exegetical paper and their properly formatted bibliography** (see further details below on bibliography) for the paper. This assignment is worth 3% of the total 30% of the final grade for the overall work on the exegetical paper.
 - ii. By Week 14, by class time on Tuesday 4/15 students should post their **final exegetical paper** on Canvas as a PDF. This assignment is worth 24% of the total 30% of the final grade for the overall work on the exegetical paper.

- iii. Also, by Week 14, by class time on Tuesday 4/22, students should each post a **short 1-page outline summary** of their exegetical paper. This is in preparation for Week 15, on Tuesday 4/29, when students will each present a short oral debrief on their exegetical paper (and if needed, we will meet also on Tuesday 5/6 during the last week of the course, Week 16, to finish these student presentations.) This one-page summary/oral presentation is worth 3% of the total 30% of the final grade for the overall work on the exegetical paper.

c. *Formatting/Basic Research Instructions:*

- i. This paper should be between 7-10 pages, formatted as follows: 12-point Times New Roman font, 1-inch margins, double-spaced.
- ii. Use at least 8 academic sources: commentaries, academic books, encyclopedia/dictionary entries/articles, journal articles, essays, etc.
- iii. Use simple in-text parenthetical notes in this paper, (Author, page #), like this: (Clayton, 243) and have a final bibliography. *Do not* use footnotes. 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).
- iv. 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 A below** and note this website.
- v. Generally, you may also consult the NPTS writing handbook here. Contact the professor directly (and early in the semester) if you would like to meet with a research/writing advisor to help with your exegetical paper.

d. *Writing Instructions:*

- i. The goal of this paper is to (a) carefully exegete a short passage from one of the OT books covered in this course, (b) briefly consider various levels of biblical contexts for your passage, and (c) briefly reflect on how you would apply your passage in a teaching or preaching Christian ministry context.
- ii. Section 1: Passage Analysis
 1. Here, your goal is to explain *what* your passage says and what the exegetical issues in the passage are. Consider these kinds of questions:
 2. What is the main theme of your passage and how is this theme developed?
 3. What are any key words? What variations do you observe when you look at your passage in different English versions?
 4. 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?

5. 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.

iii. Section 2: Passage in Context of its OT Book

1. Here, your goal is to briefly reflect on the way your passage relates to the Old Testament book in which it is set. Consider these kinds of questions:
2. What is the immediate literary context of your passage? Why is it set in this context?
3. What is/are the next literary/canonical layer(s) of your passage in its Old Testament book?
4. What is the broad function of your passage in the overall argument of the book in which it is set? Section 2: 1-2 pages

iv. Section 3: Passage in Broader Biblical Contexts

1. Here, your goal is to bring together your work from the previous two sections and *briefly* reflect on the way your passage connects to broader biblical themes. Respond to these questions:
2. What is one broader Old Testament theme that your passage contributes to? Discuss at least one *other* OT passage in support.
3. 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.

v. Section 4: Passage in a Ministry Context

1. 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:
2. Identify a current ministry setting that you are familiar with, where you would preach or teach from your paper's passage.
3. Reflect briefly on how you would faithfully 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.

- e. *Grading Sheet*: See appendix B for the exegetical paper grading sheet (and students will be asked to include a digital version of the grading sheet, a version of which will be posted on Canvas at the Week 14, as the final page in their posted exegetical paper).

3. Reading Reports: 25% of final grade

- a. Students should keep a record of the completion of their weekly reading requirements, using the reading reports. See below for a copy of these reports, and the instructions for filling them out. Digital copies of the reading reports are posted at the Week 9 and Week 15 Canvas modules.

- b. The completed reading report is due in two stages: the first one (for weeks 1-9) is due posted at the Week 9 Canvas module by Friday 3/21; the second one (for weeks 10-16) is due posted at the Week 15 Canvas module by Tuesday 4/29.
- 4. Video Lectures Report: 15% of final grade**
- a. For the weeks that asynchronous lecture videos are due, students will keep a record of their completion of these lecture videos using the video lectures reports. See below for a copy of these reports, and the instructions for filling them out. Digital copies of the video lectures are posted at the Week 9 and Week 15 Canvas modules.
 - b. The completed video lectures reports are due in two stages: the first one (for weeks 1-9) is due posted at the Week 9 Canvas module by Friday 3/21; the second one (for weeks 10-16) is due posted at the Week 15 Canvas module by Tuesday 4/29.

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 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. 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: the topics of the interactive discussions for the Tuesday synchronous sessions will be posted at the relevant Canvas weekly modules. These will include discussion guides; these may also include, occasionally, some additional short readings.

Week 1, 1/14: Introductions

1. By Tuesday class time:
 - a. Watch: 1 online lecture video
 - i. Lecture 1: Orientation to OT Prophets & Prophecy
 - b. Read:
 - i. Tully, chs. 1-3
 - ii. Nissinen, "Prophetic Intermediation in the Ancient Near East"
2. Tuesday synchronous session: Interactive discussion

Note: there is no class on Tuesday 1/21 (ECC Midwinter Conference in Denver)

Week 2, 1/28: 1-2 Kings

3. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 3: An Introduction to 1-2 Kings
 - ii. Lecture 4: Deuteronomy & Prophecy
 - b. Read:
 - i. Hess, "Deuteronomy"
 - ii. Tully, chs. 4-6
 - iii. Smith, chs. 1-2
 - iv. Value-added Bible reading (not required): Deuteronomy 12-13, 16-18
4. Tuesday synchronous session: Interactive discussion

Week 3, 2/4: 1-2 Kings

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 5: 1 Kings 1-11: United Monarchy & Solomon
 - ii. Lecture 6: 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North
 - b. Read:
 - i. Hess, "1-2 Kings"
 - ii. Tully, chs. 7-8
 - iii. Smith, chs. 3-4
 - iv. Value-added Bible reading (not required): 1 Kings 1-11, 1 Kings 12-2 Kings 17
2. Tuesday synchronous session: Interactive discussion

Week 4, 2/11: Isaiah

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 7: Biblical Eschatology & Isaiah (& 2 Kings 18-20), part 1
 - ii. Lecture 8: Isaiah, part II
 - b. Read:
 - i. Tully, ch. 9
 - ii. Shao, pp. 1-20
 - iii. Smith, ch. 5
 - iv. Value-added Bible reading (not required): Isaiah 1-39, 2 Kings 18-20, Isaiah 40-66
2. Tuesday synchronous session: Interactive discussion

Week 5, 2/18: Hosea and Amos

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 9: Hosea
 - ii. Lecture 10: Amos
 - b. Read:
 - i. Tully, chs. 13, 15
 - ii. Shao, pp. 21-41
 - iii. Smith, ch. 6
 - iv. Maier, "Feminist Interpretation of the Prophets"
 - v. Value-added Bible reading (not required): Hosea, Amos
2. Tuesday synchronous session: Interactive discussion

Week 6, 2/25: Joel and Jonah

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 11: Joel
 - ii. Lecture 12: Jonah
 - b. Read:
 - i. Tully, chs. 14, 17
 - ii. Shao, pp. 41-81
 - iii. West, "The Prophets and Ethics"
 - iv. Value-added Bible reading (not required): Joel, Jonah
2. Tuesday synchronous session: Interactive discussion

Week 7, 3/4: Judah's End and Micah

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 13: 2 Kings 21-25
 - ii. Lecture 14: Micah
 - b. Read:
 - i. Tully, ch. 18
 - ii. Grabbe, "Prophecy and Priesthood"
 - iii. Value-added Bible reading (not required): 2 Kings 21-25, Micah
2. Tuesday synchronous session: Interactive discussion

Week 8: Reading Week – no class

Week 9, 3/18: Midterm Week & Reports

1. No synchronous class session this week.
2. Tuesday 3/18, 8 am, central time: midterm exam posted on Canvas.
3. Post by Friday, 3/21 midnight central time:
 - a. **Completed midterm exam**
 - b. **Reading report #1**
 - c. **Lecture videos report #1**

Week 10, 3/25: Nahum and Obadiah; Habakkuk and Zephaniah

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 15: Nahum and Obadiah
 - ii. Lecture 16: Habakkuk and Zephaniah
 - b. Read:
 - i. Tully, chs. 16, 19, 21
 - ii. Williamson, "History and Memory in the Prophets"
 - iii. Value-added Bible reading (not required): Nahum, Obadiah, Habakkuk, Zephaniah
2. Tuesday synchronous session: Interactive discussion

Week 11, 4/1: Jeremiah

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 17: Jeremiah 1-29
 - ii. Lecture 18: Jeremiah 30-52
 - b. Read:
 - i. Tully, ch. 10
 - ii. Koppel, "The Prophets and Pastoral Care"
 - iii. Value-added Bible reading (not required): Jeremiah
2. Tuesday synchronous session: Interactive discussion

Week 12, 4/8: Ezekiel

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 19: Ezekiel 1-32
 - ii. Lecture 20: Ezekiel 33-48
 - b. Read:
 - i. Tully, ch. 11
 - ii. Brueggemann, chs. 1-2
 - iii. Value-added Bible reading (not required): Ezekiel
 - c. Post:
 - i. In a short document (as a PDF), **your exegetical paper passage choice and your properly formatted bibliography.**
2. Tuesday synchronous session: Interactive discussion

Week 13, 4/15: Daniel

1. By Tuesday class time:
 - a. Watch: 2 online lecture videos
 - i. Lecture 21: Daniel 1-6
 - ii. Lecture 22: Daniel 7-12
 - b. Read:
 - i. Tully, ch. 12
 - ii. Brueggemann, chs. 3-4
 - iii. Tubbs Tisdale and Carolyn J. Sharp, "The Prophets and Homiletics"
 - iv. Value-added Bible reading (not required): Daniel
2. Tuesday synchronous session: Interactive discussion

Week 14, 4/15: Haggai and Zechariah

1. By Tuesday class time:
 - a. Watch: 1 online lecture video
 - i. Lecture 23: Haggai and Zechariah
 - b. Read:
 - i. Tully, chs. 22, 23
 - ii. Brueggemann, chs. 5-7 (and pp. 121-132)
 - iii. Value-added Bible reading (not required): Haggai, Zechariah
 - c. Post:
 - i. **Your exegetical paper on Canvas**
 - ii. **A one-page outline summary of your exegetical paper** (for student presentations on Week 15 [and if needed on Week 16])
2. Tuesday synchronous session: Interactive discussion

Week 15, 4/29: Malachi and Student Presentations

1. By Tuesday class time:
 - a. Watch: 1 online lecture video
 - i. Lecture 24: Malachi
 - b. Read:
 - i. Tully, ch. 24.
 - ii. Value-added Bible reading (not required): Malachi
 - c. Post:
 - i. Reading report #2
 - ii. Video lectures report #2
2. Tuesday synchronous session: Student Presentations
 - a. **Students will present a brief oral summary of their exegetical paper**

Week 16, 5/6: Final Exam (and Student Presentations)

1. Tuesday synchronous session (if needed): Student Presentations
 - a. **Students will present a brief oral summary of their exegetical paper (if needed)**
2. Final Exam:
 - a. The final exam will be available on Canvas on Monday May 5 at 8:00 am central time
 - b. Post by Thursday May 8 by midnight central time: **completed final exam**

APPENDIX A: 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 this 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 C: Reading Reports

OT2 Reading Report #1: Weeks 1-9

Student Name:

Raw score: / 28 points

For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the readings completed

Students are encouraged to make up late readings, but **please note** that for the purposes of grading, readings **cannot** be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)

Weeks:	Completion # (0-4):
1	
2	
3	
4	
5	
6	
7	
8	<i>No reading due: reading week</i>
9	<i>No reading due: midterm exam</i>

OT2 Reading Report #2: Weeks 10-16

Student Name:

Raw score: / 24 points

For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the readings completed

Students are encouraged to make up late readings, but **please note** that for the purposes of grading, readings **cannot** be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)

Weeks:	Completion # (0-4):
10	
11	
12	
13	
14	
15	
16	<i>No reading due: final week</i>

APPENDIX D: Video Lectures Reports

OT2 Video Lectures Report #1: Weeks 1-9

Student Name:

Raw score: / 28 points

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the videos completed

Students are encouraged to make up late lecture videos, but **please note** that for the purposes of grading, lecture videos **cannot** be made up for credit (i.e., please don't go back and change your lecture video completion number after the due date for a given week)

Weeks:	Completion (0-4):
1	
2	
3	
4	
5	
6	
7	
8	<i>No lecture videos due: reading week</i>
9	<i>No lecture videos due: midterm exam</i>

OT2 Video Lectures Report #2: Week 10-16

Student Name:

Raw score: / 24 points

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:
4 = 100% completed
3 = 75-99% completed
2 = 50-74 % completed
1 = less than 50% completed
0 = none of the videos completed

Students are encouraged to make up late lecture videos, but **please note** that for the purposes of grading, lecture videos **cannot** be made up for credit (i.e., please don't go back and change your lecture video completion number after the due date for a given week)

Weeks:	Completion (0-4):
10	
11	
12	
13	
14	
15	
16	<i>No lecture videos due: final week</i>