



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **OT5311 The Prophetic Books**

3 credit hours

👤 On Campus 'A' Live-Stream 📺 Video on Demand

March 7-11, 2022  
Module D  
Monday-Friday, 9:00am-4:00pm

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*Please note: This course includes reading before and during the module.*

### **Course Goals**

#### **Course Description**

Focusing on the books of Isaiah, Jeremiah, and Ezekiel, this course examines the method and message of the Old Testament prophets in light of the scholarly understanding of the social, religious, and political dynamics of Israel and Judah during the Assyrian, Babylonian, and Persian periods. Consideration will also be given to the relevance and implications of the Old Testament prophetic books for religious life and faith in the contemporary period.

#### **Relationship to Horizon's Mission**

Through understanding the Old Testament books of the Prophets, students become more fully equipped so as to competently use those biblical texts and the literary genre of prophecy within the context of ministry and personal life.

#### **Core Competencies and Learning Outcomes**

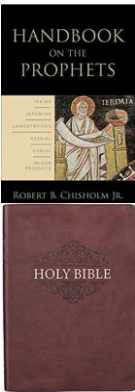
To demonstrate competency in Biblical and Theological Literacy, students will

1. Interpret the Old Testament Prophetic Books in light of their literary and socio-historical contexts and distinct theological perspectives with the assistance of relevant secondary literature.
  - *Assessment:* Exegetical Essay; Thematic Study; Presentation
2. Describe the key interpretive issues that are critical for understanding the Old Testament Prophetic Books.
  - *Assessment:* Exegetical Essay; Thematic Study; Presentation

3. Identify and explain key emphases and their significance within the Old Testament Prophetic Books.
  - *Assessment:* Exegetical Essay; Thematic Study; Observations and Questions; Reading Reflections; Presentation
4. Explain how the theological witness of the Old Testament Prophetic Books speaks to the way we think, live, and minister today.
  - *Assessment:* Thematic Study; Reading Reflections; Presentation

## Course Work

### Required Readings



Chisholm, Robert B., Jr. *Handbook on the Prophets: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Minor Prophets*. Grand Rapids, MI: Baker Academic, 2009. ISBN: 978-0801038600.

An English translation of the Bible. A translation that is more literal (e.g. LSB, NASB, ESV, CSB, etc.) is preferable to one that is more paraphrased (NIV, NLT, MSG, etc.). In class, the professor will use the ESV.

Various chapters/articles. See schedule below. These will be posted on Populi.

*Recommended:* Whether as a hard copy or through a program such as Logos or Accordance, students are encouraged to invest in a commentary on each of the Old Testament prophetic books to build their personal library. See the bibliography for ideas.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

#### *Part I: Pre- and Mid-Module Assignments*

##### 1. *Observations and Questions.*

On select readings, students will do the following: 1) Carefully read the passage; 2) Reflect on the passage; and 3) Write two critical observations and two questions that arise from the reading. These observations and questions should reflect meaningful engagement with the text. These readings and accompanying observations and questions are to be completed before the corresponding lectures. At times, these will be used for group/class discussions. While the student will complete these before the corresponding class, the student will submit them all at

once as a single assignment on the final day (Friday) of the module week. Apart from the Bible passages, the rest of the readings will be posted on Populi. The passages are outlined as follows (*note: for each passage, students will write two observations and two questions. For example, before class on Monday, each student will have prepared a total of six observations and six questions*):

Monday	<ul style="list-style-type: none"> <li>Hays, <i>The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament</i>. Grand Rapids, MI: Zondervan, 2010. (Read Chapter 2: “The Prophets in History”)</li> </ul>
	<ul style="list-style-type: none"> <li>Isaiah 1</li> </ul>
	<ul style="list-style-type: none"> <li>Isaiah 6</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>Goldingay, John. “Servant of Yahweh.” In <i>Dictionary of the Old Testament Prophets</i>, eds. Mark J. Boda and Gordon McConville, 700-07. Downers Grove, IL: InterVarsity Press, 2012.</li> </ul>
	<ul style="list-style-type: none"> <li>Isaiah 39</li> </ul>
	<ul style="list-style-type: none"> <li>Isaiah 52:13-53:12</li> </ul>
	<ul style="list-style-type: none"> <li>Isaiah 66</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Friebel, Kelvin G. “Sign Acts.” In <i>Dictionary of the Old Testament Prophets</i>, eds. Mark J. Boda and Gordon McConville, 707-13. Downers Grove, IL: InterVarsity Press, 2012.</li> </ul>
	<ul style="list-style-type: none"> <li>Jeremiah 1</li> </ul>
	<ul style="list-style-type: none"> <li>Jeremiah 7</li> </ul>
	<ul style="list-style-type: none"> <li>Jeremiah 20</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>Goldingay, John. <i>The Theology of the Book of Jeremiah: The Book, the Man, the Message</i>. Downers Grove, IL: InterVarsity Press, 2021. (Read Chapter 8: “Being a Prophet,” 115-26).</li> </ul>
	<ul style="list-style-type: none"> <li>Jeremiah 44</li> </ul>
	<ul style="list-style-type: none"> <li>Ezekiel 4</li> </ul>
	<ul style="list-style-type: none"> <li>Ezekiel 11</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Block, Daniel I. <i>By the River Chebar: Historical, Literary, and Theological Studies in the Book of Ezekiel</i>. Cambridge, UK: James Clark &amp; Co, 2014. (Read Chapter 1: “Preaching Ezekiel,” 1-24).</li> </ul>
	<ul style="list-style-type: none"> <li>Ezekiel 23</li> </ul>
	<ul style="list-style-type: none"> <li>Ezekiel 36</li> </ul>
	<ul style="list-style-type: none"> <li>Ezekiel 37</li> </ul>

- Related learning outcome(s): #3.
- **Assignment Length:** Varies (the goal is thoughtful engagement rather than a particular length)
- **Due date:** Friday, March 11.

## 2. *Presentation.*

Each student will teach on a passage from Ezekiel to the class. The presentation should cover the most pertinent historical, literary, and theological aspects of the passage. Leading from this exegesis, the student should also discuss the passage's application for the way we think, live, and minister today. Students should consult at least four scholarly sources (include citations and bibliography in the written presentation notes). The presentation should be between 10-15 minutes in length and will be followed by Q&A. The use of tools such as PowerPoint, handouts, and other teaching aids are optional; it is up to the student to determine how best to teach the material. Presentation notes (a **minimum of 3 pages**—format can vary) are to be submitted to the instructor along with any handouts by **5pm Wednesday, March 9**. These notes will comprise a key part of the student's mark and will aid the professor in evaluating the presentation. A particular passage for presentation will be assigned to each student by the instructor. Each student should contact the professor regarding their assigned passage well in advance.

- Related learning outcome(s): # 1, 2, 3, 4.
- **Assignment Length:** 10-15 min.
- **Due date:** Written portion due by 5pm Wednesday, March 9. Presentations will be on Thursday and/or Friday.

## *Part II: Post-Module Assignments*

### 3. *Reading Reflections.*

From the course text, Chisholm's *Handbook on the Prophets*, students are to read the chapters on Isaiah, Jeremiah (not including the section on Lamentations), and Ezekiel. After the module week has been completed, students are to read the books of Isaiah, Jeremiah, and Ezekiel in the Bible. For each of the books, students will write a short reflection (1.5-2 pgs. for each of the three Bible books). *The assignment should begin with a short initial statement confirming that the student has read the sections of Chisholm and the Bible books of Isaiah, Jeremiah, and Ezekiel.* The reflection should be guided by the following questions: Now that the lectures have been completed, do these books make more sense? Do you see the various sections in a new light? Do you better see how the diverse parts fit together? What stands out to you now? What new insights have you gained through this reading? What questions remain for you about the book? The reflection should demonstrate meaningful engagement with the book, being sure to touch on some of the key emphases and their significance and how the message of these books speaks to us today. While students are encouraged to read the course text ahead of the module week, students are asked to wait until after the module week to write their reflections.

- Related learning outcome(s): #3, 4.
- **Assignment Length:** 1.5-2 pages for each biblical book; 5-6 pages total.
- **Due date:** Friday, March 18.

#### 4. *Exegetical Essay.*

Each student will write an exegetical essay on the sign of Immanuel from Isaiah 7. This paper will consist of three sections (use the following headings for your paper and note the page length/weight given to each section):

*Part I: The Sign of Immanuel in Context* (5 pgs.) In this first section, examine the sign of Immanuel in its historical and literary context. *First*, look at the introduction and meaning of the sign in Isaiah 7. *Second*, look at the role and connection of this sign within the literary context of Isaiah 1-12. *Third*, consider the connection of this sign with the book of Isaiah as a whole. Note: since this section is concerned with the historical and literary context of the sign, do not talk about Jesus nor New Testament connections in this section!

*Part II: The Sign of Immanuel and the New Testament* (0.5-0.75 pgs.) In this section, briefly touch on the connection of this sign to the NT. And yes, this is the place where you can start talking about Jesus.

*Part III: Theological Insights* (0.5-0.75 pgs.) Discuss the major theological insights that rise from your study of the sign of Immanuel in Isaiah 7. Here are some helpful questions to jumpstart your thinking: What does this tell us about God and his character? What does this tell us about the nature of God's actions in history? What does this tell us about humanity and its character?

Students are encouraged to study the passage first by themselves before turning to secondary sources. Cite at minimum of five scholarly secondary sources.

- Related learning outcome(s): # 1, 2, 3.
- **Assignment Length:** 6-7 pages.
- **Due date:** Wednesday, March 30.

#### 5. *Thematic Study.*

The final paper for this course will be a thematic paper on the theme of covenant in the book of Jeremiah. This paper will consist of three sections (use the following three headings in your paper and note the page length/weight given to each section):

*Part I: Summary Statement of the Theme* (0.25 pgs.) In this section, provide a short and concise overview of the shape and role of this theme in the book of Jeremiah. I want to see that you are not only able to identify various traces of the theme throughout the book (i.e., *Part II*) but that you are also able to put the pieces together and succinctly state the role, development, and message of the theme as represented in the whole book of Jeremiah. Although this is the first section of the paper, in practice, students should work on *Part II* first and thoroughly study the theme, after which the student will be prepared to evaluate the whole of their research and formulate this summary statement.

*Part II: Analysis of the Theme* (5 pgs.) Trace the theme through the book of Jeremiah. Here are some helpful questions to ask in your study: How is it used? How is it explained? Does this theme progress through the book and if so, how? How does this theme connect to the writer's various sections and central message? Note: do not discuss the theme's connections with the NT and Jesus in this section; leave that for *Part III*!

*Part III: The Theme, the NT, and Us* (1 pg.) Address the progression of this theme into the New Testament and how it speaks to us today.

While a significant portion of the paper should consist of the student working with the biblical text, secondary resources will be helpful for understanding key passages. Use a minimum of four scholarly sources.

- Related learning outcome(s): #1, 2, 3, 4.
- **Assignment Length:** 6-7 pages.
- **Due date:** Friday, April 8.

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have different due dates for the following two assignments:
  - **Observations and Questions:** **Due Mon, April 11**
  - **Reading Reflections:** **Due Fri, April 15**
- Including the module week, each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module.
- By Monday at 11:59 pm each week (**Mar 14, 21, 28, Apr 4, 11**), VOD students will submit either as a written statement on Populi (100-250 words) or FlipGrid video (1-3 min) the following: 1) confirmation of having watched the class recordings and completed the corresponding readings; and 2) brief thoughts about what stood out most from the class, what the student has learned, and/or questions that have risen. These should demonstrate engagement with the course material. Alternatively, the student may wish to meet the professor live over Zoom. This is encouraged in place of at least one of the weekly submissions, preferably one of the initial ones (e.g., Mon, Mar 14).
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

### Course Outline / Class Schedule

*\*The following schedule is a guideline. Adjustments may occur.*

Day	Time	Topics
<b>Monday</b>	9:00 – 9:30	• Course Introductions
	9:30 – 12:00	• Introduction to the OT Prophets and Prophetic Books
	1:00 – 4:00	• Introduction to Isaiah • Isaiah 1-12: The call of Isaiah and the message of judgment and hope
<b>Tuesday</b>	9:00 – 12:00	• Isaiah 13-39: Messages of judgment • Isaiah 40-55: God’s servant and the message of hope
	1:00 – 4:00	• Isaiah 40-55 cont. • Isaiah 56-66: Good news and the kingdom
<b>Wednesday</b>	9:00 – 12:00	• Introduction to Jeremiah • Jeremiah 1-25: Israel’s broken covenant

	1:00 – 4:00	• Jeremiah 26-45: Judgment and hope for Israel
<b>Thursday</b>	9:00 – 10:30	• Jeremiah 46-52: Judgment and hope for the nations
	1:15 – 4:00	• Introduction to Ezekiel • Ezekiel 1-11: The call of Ezekiel and the message of judgment and hope
<b>Friday</b>	9:00 – 12:00	• Ezekiel 12-33: The message of judgment
	1:00 – 4:00	• Ezekiel 34-48: The message of hope

- Assignments will not be accepted after Monday, May 2, 2022.

### **Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	N/A	N/A
1. Observations and Questions	8 hrs	Mar 11	5%
2. Presentation	12 hrs	Mar 9	20%
3. Reading Reflections	20 hrs	Mar 18	15%
3. Exegetical Essay	25 hrs	Mar 30	30%
4. Thematic Study	25 hrs	April 8	30%
Total =	~120 hrs		

## **Academic Policies**

### **General Guidelines for the Submission of Written Work**

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### **Late Assignments and Extensions**

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

## Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

## Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

## Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

## Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to



extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Campus Health Policy**

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Bibliography

### General

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### Isaiah

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### Jeremiah

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- Wright, Christopher. *The Message of Jeremiah*. The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 2014.

### Ezekiel

- Allen, Lesli C. *Ezekiel*. 2 Vols. WBC. Dallas, TX: Word, 1990-94.
- Block, Daniel I. *The Book of Ezekiel*. 2 Vols. NICOT. Grand Rapids, MI: Eerdmans, 1997-98.

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