



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

B420 Old Testament Prophets

3 credits. Prerequisites: Introduction to the Old Testament and Bible Study Methods

 On Campus  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 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 & 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
2. Describe the key interpretive issues that are critical for understanding the Old Testament Prophetic Books.
 - *Assessment:* Exegetical Essay

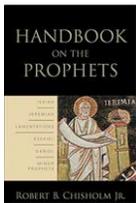
3. Identify and explain key emphases and their significance within the Old Testament Prophetic Books.
 - *Assessment:* Thematic Study; Observations and Questions; Reading Reflections
4. Explain how the theological witness of the Old Testament Prophetic Books speaks to the way we think, live, and minister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

Course Work

Required Readings

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.

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. As a single volume commentary that covers the span of the prophetic books, I would highly recommend the following:



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

**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

Portfolio Components. *Thematic Study.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Observations and Questions.*

On select Bible passages, 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 passage. 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. 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 four observations and four questions*):

Day	Readings
Monday	• Isaiah 1
	• Isaiah 6
Tuesday	• Isaiah 39
	• Isaiah 52:13-53:12
	• Isaiah 66
Wednesday	• Jeremiah 1
	• Jeremiah 7
	• Jeremiah 20
Thursday	• Jeremiah 44
	• Ezekiel 4
	• Ezekiel 11
Friday	• Ezekiel 23
	• Ezekiel 36
	• Ezekiel 37

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

2. Reading Reflections.

After the module week has been completed, students are to read the books of Isaiah, Jeremiah, and Ezekiel. For each of the books, students will write a short reflection (1-1.5 pgs. for each book). *The assignment should begin with a short initial statement confirming that the student has read the three books.* The reflections should be guided by the following questions: Now that the lectures have been completed, do these books make more sense? Do you see 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.

- Related learning outcome(s): #3, 4.
- **Assignment Length:** 1-1.5 pages for each book; 3-5 pages total.
- **Due date:** Friday, March 18.

3. *Exegetical Essay.*

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

Part I: The Sign of Immanuel in Context (4 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: Interpretive Issues (0.5-0.75 pgs.) Describe the key interpretive issues that affect one's understanding of this passage. (For example, are there interpretive issues concerning its historical or literary context, figurative language, identifying the fulfillment of the prophecy, multiple fulfillments, etc.) Facing the issues you choose to describe, how can one help ensure a correct interpretation?

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.
- **Assignment Length:** 5-6 pages.
- **Due date:** Wednesday, March 30.

4. *Thematic Study.*

The final paper for this course will be a paper on the theme of covenant in the book of Jeremiah. This paper will consist of three sections (please use the following three headings in your paper and please 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 students are not only able to identify various traces of the theme throughout the book (i.e., *Part II*) but 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 (4-5 pgs.) Trace the theme through the book of Jeremiah. Here are some questions to help 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 (0.75 pgs.) 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. Throughout your paper, be sure you are interpreting all passages from Jeremiah in light of the book's literary and socio-historical contexts.

- Related learning outcome(s): #1, 3, 4.
- **Assignment Length:** 5-6 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 date 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 pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Observations and Questions	4 hrs	Mar 11
2. Reading Reflections	24 hrs	Mar 18
3. Exegetical Paper	20 hrs	Mar 30
4. Thematic Paper	20 hrs	April 8
Total =	98 hrs	

Assessment Rubrics

Rubrics for each assignment will be available on Populi under the Lesson "B420 Assessment Rubrics."

Course Outline / Class Schedule

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

Day	Time	Topics
Monday	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
Tuesday	9:00 – 12:00	• Isaiah 13-39: Message 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
Wednesday	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
Thursday	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
Friday	9:00 – 12:00	• Ezekiel 12-33: The message of judgment
	1:00 – 4:00	• Ezekiel 34-48: The message of hope

- First submissions of assignments will not be accepted after **Friday, April 15, 2022**.

Revision Week	
Monday, Apr 18	Resubmission of Observations Due (as necessary) Resubmission of Reading Reflections Due (as necessary)
Tuesday, Apr 19	Resubmission of Exegetical Essay Due (as necessary)
Wednesday, Apr 20	Resubmission of Thematic Study Due (as necessary)
Thursday, Apr 21	Final opportunity for resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Thursday, April 21, 2022**.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must

submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62

NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at 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 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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