



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

September 4-8, 2023
Module A
Monday-Friday, 9:00am-4:00pm

Ambrose Thomson, Ph.D.
athomson@horizon.edu

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; Class Preparation and Participation; 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; Exegetical Essay

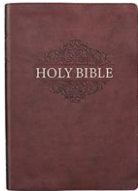


To demonstrate competency in **Spiritual Maturity**, students will

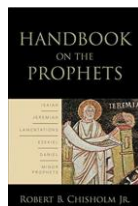
5. Cultivate their spiritual ears to hear the Lord speaking his living word to them in and through the Old Testament Prophetic Books of Scripture.
 - *Assessment:* Reading Reflections

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 many of 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

1. *Class Preparation and Participation: Bible Reading and Engagement* – 15%

In order to cultivate a cooperative learning community, students will prepare for class days during module week by reading select passages in the Old Testament prophetic corpus and by identifying questions and observations that can be used to interact during lectures, group discussions, and other classroom activities. The passages assigned for each class day of module week are as follows:

Day	Bible Readings
Monday	Isa 6; Jer 3; Ezek 1
Tuesday	Isa 1-2; 39-42; 66
Wednesday	Jer 1; 20; 44
Thursday	Ezek 4; 11; 23
Friday	Mark 1; Matt 1; 1 Cor 14

1) Carefully read the assigned passages for each day *before* class; 2) identify one critical question and one observation about the assigned passage *before* class; 3) during each class session, identify an *additional two* critical observations and an *additional two* questions that arise from further engagement through the classroom lectures, group discussions, and other activities that day; 4) compile your questions and observations into a written format for submission at the end of module week. Your questions and observations should demonstrate meaningful engagement with the specific content and themes of the assigned passages and/or others discussed in class. Your question should be well-formed and clear, while your observation can range from a few sentences to a paragraph.

“Stealing” the observations and questions raised by fellow students during classroom times is encouraged! However, try to think of why another person’s contribution stood out to you as important. Make it your own, even if your thoughts were stimulated by others.

- To complete this assignment, students will follow these guidelines:
 - Include the stipulated number of questions and observations for each day.
 - Indicate the date on which the student completed each assigned reading.
- Related Learning Outcomes: #3
- **Assignment Length:** No set length in pages; *Do not overtax yourself with the writing aspect of this assignment.* It does not need to be polished or formatted in any particular way. Bullet points are fine and single sentences for questions and observations are sufficient—as long as the professor can understand what you’re saying and how it engages with specific passages and class times. The goal is to document that you prepared for class times as expected.

- **Due date:** Monday, September 11, 2023.

****Start Assignment 4 right after the module; do not leave it all until the end of the course.**

2. Exegetical Essay – 30%

Each student will write an exegetical essay on a passage from the list provided below, in which they will identify and interact with one major interpretive issue in the passage.

Passage Options for Exegesis Paper		
Isa 2:1–5	Jer 17:19-27	Ezek 1
Isa 7:1-17	Jer 29:1-14	Ezek 36:16-32
Isa 42:1-9	Jer 31:27-34	Ezek 37:1-14

1) Select a passage from the list provided. 2) Read the sections in the course recommended textbook and/or one/two other commentaries on that passage. 3) From these readings, identify one key interpretive issue in the passage; 4) Starting with any cited sources in what you have already read, identify and consult at least three more resources that discuss the interpretive issue you have identified. Make sure one is an article/chapter length source and one is a monograph; 5) Take notes from your reading, carefully marking down the source citation information for everything. 6) Based on your notes, write a paper addressing the interpretive issue in the passage you have identified clearly outlining the issue, how it has been approached, and its impact on the interpretation and application of the passage.

This essay should include the following sections:

Introduction: 1) Identify the passage. 2) Give a 1-2 sentence summary of what kind of text the passage contains and what it is about. 3) Identify the key interpretive issue you will be addressing and describe its significance in 1-2 sentences. 4) Clearly state your thesis about how you will address the interpretive issue in the rest of the paper and what conclusion(s) you will draw.

Body Section: 1) present an argument that supports your thesis statement. This argument should supply evidence from the passage of scripture and interact with the secondary sources you have consulted. What have people said about the interpretive issue you are working on? Why do you agree or disagree with their assessments? In the main text of your argument, try to avoid direct quotations of other authors. Instead, you should summarize their arguments in your own words, but make sure you mention the author you're summarizing and include a footnote indicating the source. Direct quotations of other authors can be included in the main argument once or twice in the paper if they are very short and make a key point stand out significantly in a way you cannot achieve in your own words. Direct quotations of other authors can also be included in the footnote where you cite the source of a summarized point in order to illustrate or clarify your summary/synthesis.

Conclusion: Given the brevity of the paper, there need not be any recap of your argument in the conclusion. Instead, reflect in several sentences on how your investigation of this interpretive issue has impacted your personal understanding of God’s word and the way you try to live out his teaching in the real world.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Include Introduction, Body, and Conclusion, as well as a thesis statement and supporting argument.
 - Select a passage from the list provided
 - Include a bibliography of at least five cited sources among which one is an article/chapter length source and one is a monograph. These sources must be cited in your paper.
 - Avoid direct citations, expect for once or twice, or in footnotes.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome(s): # 1, 2, 4
- **Assignment Length:** 5-6 pages.
- **Due date:** Tuesday, September 26, 2023.

3. Thematic Study – 30%

This assignment will be a written submission on the theme of idolatry in one of the three major prophets.

1) Read Deut 4:15-31 to get a picture of Israel’s foundational teaching about idolatry. 2) Select one of the three major prophets (Isaiah, Jeremiah, Ezekiel). 3) Read through the prophetic book you have chosen, taking special note of any passages that deal with the theme of idolatry. *It is strongly encouraged that you combine this reading with the reading you’re doing already for the Reading Reflections assignment.* Pay attention to how the theme develops within the book and how the different passages do or do not connect to Deut 4 and what it says about idolatry. 4) Find and read two or three scholarly resources that deal with the topic of idolatry in the OT and especially the prophets. A good place to start is a dictionary entry in something like *Dictionary of the Old Testament: Prophets*, the *Anchor Bible Dictionary*, or *New Interpreter’s Dictionary of the Bible*. It would be beneficial to use just one of these and then to find and consult another one or two resources from the bibliography provided in the dictionary article. Pay attention to how these scholarly discussions highlight things you either did or did not notice in your own reading. Finally, 5) complete the written submission by providing long-form answers to the following questions. Each question should be inserted as a “heading” in your submission.

- What is the basic nature of idolatry? (0.5-1 pgs.)
- Why is idolatry a problem for God’s people? (2-2.5 pgs.)
- What is God’s response to deal with the problem of idolatry? (2-2.5 pgs.)
- How could the Bible’s teaching about idolatry be applied in the modern/post-modern world where pagan temples and physical idols are no longer prevalent? (0.5-1 pgs.)

In your answers to these questions, you should make reference to specific passages in the prophetic book you have chosen that support your answer and you should interact with the 2-3 scholarly resources you consulted on the topic of idolatry.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Select one of the three major prophets
 - Include long-form responses to each question as indicated above, using the page lengths indicated. Each question should function as a “heading.”
 - Each question should be answered by making reference to specific passages in the prophetic book chosen.
 - Include a bibliography of at least two cited scholarly resources. These sources must be cited in your paper, in addition to the biblical text.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome(s): #1, 3, 4.
- **Assignment length:** 5-7 pages.
- **Due date:** Tuesday, October 10, 2023.

4. Reading Reflections – 25%

*****You should begin this assignment when the module ends; do not leave it all to the end of the term.***

This written submission of about five pages will involve reading and reflecting on the three major Prophets in the Old Testament: Isaiah, Jeremiah, and Ezekiel. After the module week has been completed, students will read the books of Isaiah, Jeremiah, and Ezekiel. Approach your reading as a devotional activity with prayer. The goal of this exercise is not only to learn what is in these books to support theological and biblical literacy, but to allow these books to function as divine revelation for your life right now. Since the word of the Lord does not return to him empty, you should expect and pray that this assignment will be transformative, as well as informative.

1) First, *before* reading for the assignment, develop your personal context for reading these prophetic books by identifying several questions you have in your life and learning right now. These can be questions about your personal life such as questions about decisions and direction or sense-making questions that you have as you try to understand what God is doing in your life through the circumstances and experiences you have encountered. The questions can also be related to your current level of biblical and theological understanding, such as questions about theological issues or Church practices and patterns of thought that you are wrestling with and need greater insight and clarity over. You should write down some of these questions as you begin the reading and add to them as you go. 2) Read the books of Isaiah, Jeremiah, and Ezekiel, praying that the Holy Spirit will speak his living word to you through these Scriptures. 3) As you read, look for ways that the things you learned during module week impact the perspective you have on the text. 4) As you read, watch for thoughts and ideas that come into your mind about

the questions you identified in developing your personal context for reading. These may be promptings of the Spirit. Note these things and pray about them. Listen to what the Lord may want to say in or about those thoughts and ideas. 5) Write a short reflective essay highlighting how these books make sense to you now in light of the lectures you've heard (with special attention given to key emphases within the prophetic books) and how your experience of hearing from God through Scripture has been helped (or hindered) by the perspectives you've gained in the course. The essay should include specific discussion of your perspective on each of those three books (with special attention given to key emphases within the prophetic books) and how it has been impacted by the course as well as specific reflection on how God has or has not spoken into the questions you identified when developing your personal context of reading these Scriptures at the outset.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include a short initial statement confirming that you have read the books of Isaiah, Jeremiah, and Ezekiel.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources, if applicable. Include a bibliography, if applicable.
- Related learning outcome(s): #3, 4, 5.
- **Assignment Length:** \approx 5 pages. *Again, don't overtax yourself on the writing aspect of this assignment.* The goal of the submission is to provide evidence that you have gone through the process outlined above. The real "work" of the assignment is reading these books, listening for the Spirit's voice, and prayerfully reflecting on how the reading is impacting you in the context of what you have learned in class. The vast majority of what comes out of this exercise for you will not be contained in the five-page submission. In the essay, you're just trying to give an illustrative and brief account of having completed the exercise.
- **Due Date:** Friday, October 13, 2023.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent, 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 assignment:
 - **Class Preparation and Participation:** Due Fri, Oct 13. *Make sure to complete this assignment as you watch the lectures as indicated below.*
- Students will watch the lectures and complete the class preparation readings according to the following schedule:
 - Day 1 Lectures and Report due Sept 11, 2023
 - Day 2 Lectures and Report due Sept 18, 2023
 - Day 3 Lectures and Report due Sept 25, 2023
 - Day 4 Lectures and Report due Oct 2, 2023
 - Day 5 Lectures and Report due Oct 9, 2023

- VOD students will submit the following either as a written statement on Populi (100-250 words) or as a Flip video (1-3 min): 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 arisen. 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, and should be arranged with the professor in advance.
- 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. Class Preparation and Participation	4 hrs	Sept 11	15%
2. Exegetical Paper	20 hrs	Sept 26	30%
3. Thematic Paper	20 hrs	Oct 10	30%
4. Reading Reflections	24 hrs	Oct 13	25%

Total ≈ 98 hrs

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline / Class Schedule

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

Day	Time	Topics
Monday	9:00 – 4:00	Course Introductions Library Instruction (May happen at a different time) Introduction to Prophecy in the Old Testament Introduction to the Literary Prophets Study Calendar Time
Tuesday	9:00 – 4:00	Introduction to Isaiah Isaiah 1-39 Isaiah 40-55 Isaiah 56-66
Wednesday	9:00 – 4:00	Introduction to Jeremiah Jeremiah 1-25 Jeremiah 26-45 Jeremiah 46-52
Thursday	9:00 – 4:00	Introduction to Ezekiel Ezekiel 1-11

		(Chapel from 10:45am –12:00pm) Ezekiel 12-33 Ezekiel 34-48
Friday	9:00 – 4:00	Course Evaluations Seminary Student Presentations Presentation Q & A Old Testament Prophecy in the New Testament

- First submissions of assignments will not be accepted after **Friday, Oct 13, 2023**.

Revision Week	
Monday, Oct 16	Resubmission of Class Preparation and Participation Due and Exegetical Essay Due (as necessary)
Tuesday, Oct 17	Resubmission of Thematic Study (as necessary)
Wednesday, Oct 18	Resubmission of Reading Reflections Due (as necessary)
Thursday, Oct 19	Secondary resubmissions (as necessary)
Friday, Oct 20	Final opportunity for resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, October 20, 2023**.

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is

incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism.

Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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 with their camera on. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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

- Blenkinsopp, Joseph. *A History of Prophecy in Israel*. Revised ed. Louisville, KY: Westminster John Knox, 1996.
- Boda, Mark J., and Gordon McConville, eds. *Dictionary of the Old Testament Prophets*. Downers Grove, IL: InterVarsity Press, 2012.
- Chisholm, Robert B., Jr. *Handbook on the Prophets: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Minor Prophets*. Grand Rapids, MI: Baker Academic, 2009.
- Hays, Daniel J. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids, MI: Zondervan, 2010.
- Van de Mieroop, Marc. *A History of the Ancient Near East ca. 3000-323 BC*. 4th ed. Malden, MA: Wiley Blackwell, 2016.

Isaiah

- Childs, Brevard S. *Isaiah: A Commentary*. OTL. Louisville, KY: Westminster John Knox, 2001.
- Blenkinsopp, Joseph. *Isaiah*. 3 Vols. AB 19, 19A, 20. New York, NY: Doubleday, 2000-03.
- Goldingay, John. *The Message of Isaiah 40-55: A Literary-Theological Commentary*. New York, NY: T&T Clark, 2005.
- _____. *The Theology of the Book of Isaiah*. Downers Grove, IL: InterVarsity Press, 2014.

- Motyer, J. Alec. *The Prophecy of Isaiah: An Introduction & Commentary*. Downers Grove, IL: InterVarsity Press, 1998.
- Oswalt, John N. *The Book of Isaiah*. 2 Vols. NICOT. Grand Rapids, MI: Eerdmans, 1986-98.
- _____. *Isaiah*. NIVAC. Grand Rapids, MI: Zondervan, 2003.
- Smith, Gary V. *Isaiah*. 2 Vols. NAC. Nashville, TN: B&H Publishing, 2007-09.

Jeremiah

- Allen, Leslie C. *Jeremiah: A Commentary*. OTL. Louisville, KY: Westminster John Knox, 2008.
- Brueggemann, Walter. *The Theology of the Book of Jeremiah*. Old Testament Theology. New York, NY: Cambridge University Press, 2007.
- Dearman, J. Andrew. *Jeremiah, Lamentations*. NIVAC. Grand Rapids, MI: Zondervan, 2002.
- Fretheim, Terence E. *Jeremiah*. SHBC. Macon, GA: Smyth & Helwys, 2002.
- Goldingay, John. *The Book of Jeremiah*. NICOT. Grand Rapids, MI: Eerdmans, 2021.
- _____. *The Theology of the Book of Jeremiah: The Book, the Man, the Message*. Downers Grove, IL: InterVarsity Press, 2021.
- Kidner, Derek. *The Message of Jeremiah*. BST. Downers Grove, IL: InterVarsity Press, 1987.
- Longman III, Tremper. *Jeremiah, Lamentations*. Understanding the Bible Commentary Series. Grand Rapids, MI: Baker, 2008.
- O'Connor, Kathleen M. *Jeremiah: Pain and Promise*. Minneapolis, MN: Fortress Press, 2011.
- Thompson, J. A. *The Book of Jeremiah*. NICOT. Grand Rapids, MI: Eerdmans, 1980.
- 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.
- _____. *By the River Chebar: Historical, Literary, and Theological Studies in the Book of Ezekiel*. Cambridge, UK: James Clark & Co, 2014.
- Duguid, Iain M. *Ezekiel*. NIVAC. Grand Rapids, MI: Zondervan, 1999.
- Odell, Margaret S. *Ezekiel*. SHBC. Macon, GA: Smyth & Helwys, 2005.
- Tuell, Steven. *Ezekiel*. Understanding the Bible Commentary Series. Grand Rapids, MI: Baker, 2009.
- Wright, Christopher J. H. *The Message of Ezekiel*. BST. Downers Grove, IL: InterVarsity, 2001.