



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

## OT5311 The Prophetic Books

3 credit hours

 On Campus  Live-Stream  Video on Demand

Sept 4-8, 2023  
Module A  
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



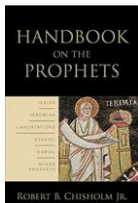
To demonstrate competency in **Biblical & Theological Literacy**, students will

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; Presentation

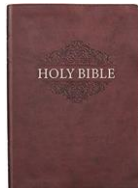
2. Describe the key interpretive issues that are critical for understanding the Old Testament Prophetic Books.
  - *Assessment:* Exegetical Essay; Presentation
3. Identify and explain key emphases and their significance within the Old Testament Prophetic Books.
  - *Assessment:* Thematic Study; Class Preparation and Participation; 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:* Reading Reflections; Thematic Study; 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 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

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

#### 1. Class Preparation and Participation: Bible Reading and Engagement – 5%

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 as well as supplementary reading from secondary sources and by identifying questions and observations that can be used to interact during lectures, group discussions, and other classroom activities.

After reading the assigned passages and supplementary readings for each day *before* class and in order to be prepared to engage in class activities, students will identify one critical question and one observation that arises from their engagement with the biblical text and in light of any supplemental reading. Then, during each class session, students will 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. These questions and observations will then be collected in a single document and submitted after module week for the assignment to be complete.

*Note: “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.*

Day	Scripture Readings	Supplementary Readings (Available through DTL)
Monday	Isa 6; Jer 1; Ezek 1	Pages 1-18 in Redditt, Paul L. <i>Introduction to the Prophets</i> . Grand Rapids, MI: Eerdmans, 2008.
Tuesday	Isa 1-2; 39-42; 66	Goldingay, John. “Servant of Yahweh.” In <i>Dictionary of the Old Testament: Prophets</i> , eds. Mark J. Boda and J. Gordon McConville, 700-707. Downers Grove, IL: InterVarsity, 2012.
Wednesday	Jer 7; 20; 44	Friebel, Kelvin G. “Sign Acts.” In <i>Dictionary of the Old Testament: Prophets</i> , eds. Mark J. Boda and J. Gordon McConville, 707-713. Downers Grove, IL: InterVarsity, 2012.
Thursday	Ezek 4; 11; 23	Pages 1-24 in Block, Daniel I. <i>By the River Chebar: Literary, and Theological Studies in the Book of Ezekiel: Historical, Literary, and Theological Studies in the Book of Ezekiel</i> . Cambridge: James Clarke, 2014.
Friday	Mark 1; Matt 1; 1 Cor 14	Evans, Craig A., ed. “Immanuel: Virgin Birth Proof Text or Programmatic Warning of Things to Come (Isa 7:14 in Matt 1:23)?” In <i>From Prophecy to Testament: The Function of the Old</i>

*Testament in the New*, 92-113. Peabody, MA: Hendrickson, 2004.

- 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 as long as the professor can understand what you're saying and how it engages with the reading and class times.
- **Due date:** Monday, September 11, 2023.

## 2. Presentation – 20%

Each student will teach on a passage from one of the three major prophets 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. Presenters will participate in a Q & A time following all the presentations together. 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 on Populi along with any handouts by **5pm Thursday, Sept 7, 2023**. Handouts should also be uploaded to the Discussion "Presentation Materials" for your classmates to access. 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 in advance of the module, if possible.*

- Related learning outcome(s): # 1, 2, 3, 4.
- Assignment Length: 10-15 min.
- **Due date:** Written portion due by 5pm Thursday, Sept 7. Presentations will be on Friday.

## Part II: Post-Module Assignments

### 3. 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. The assignment submission should include the following sections/content:

*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 one 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 one 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.

*Research:* Your paper should make clear references to and interact with 6-8 distinct scholarly resources. At least two of these should be journal articles or essays in edited volume. At least one of them should be a monograph. The remaining sources can be commentaries or introductory works such as the course textbook or dictionary articles. All sources should be documented in relevant footnotes and also listed in a bibliography at the end of the paper following the Horizon Format Guide.

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

- Related learning outcome(s): # 1, 2.
- **Assignment Length:** 6-7 pages.
- **Due Date:** Friday, September 29, 2023.

#### 4. Thematic Study – 30%

This assignment is a written submission on the theme of idolatry in one of the three major prophets. Begin by reading Deut 4:15-31 to get a picture of Israel's foundational teaching about idolatry. Then select one of the three major prophets (Isaiah, Jeremiah, Ezekiel) as the basis of your thematic study. *It is strongly encouraged that you leverage the Bible reading you are*

*already doing already for the Reading Reflections assignment.* Be sure to consult 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*. However, look at the bibliography provided in the dictionary article and consult more critical resources such as articles and monographs. Write an essay that addresses the following questions and integrates them into a coherent argument with an introduction, body section(s), and conclusion.

1. What is the basic nature of idolatry?
2. Why is idolatry a problem for God's people?
3. What is God's response to deal with the problem of idolatry?
4. How can the Bible's teaching about idolatry be applied in the modern/post-modern world?

Your paper should make clear references to and interact with 6-8 distinct scholarly resources, only one of which should be introductory in nature (e.g., stick to monographs, articles, book sections). All sources should be documented in relevant footnotes and also listed in a bibliography at the end of the paper following the Horizon Format Guide.

- Related learning outcome(s): #1, 3, 4.
- **Assignment Length:** 6-8 pages.
- **Due Date:** Monday, October 16, 2023.

##### 5. *Reading Reflections* – 15%

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:** Monday, October 30, 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 from 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:
  - **Class Preparation and Participation:** Due Friday, October 13. *Make sure to complete this assignment as you watch the lectures as indicated below.*
  - **Presentation:** Due Tuesday, September 26. *Submitted as a video recording using a video hosting site like YouTube, which can be shared with the rest of the class. Upload your YouTube link under the assignment “Presentation” on Populi, as well as under the Discussion “VOD Students’ Presentations.”*
- 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 (**Sep 11, 18, 25, Oct 2, 9**), 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, 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 as 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	N/A
1. Class Preparation and Participation	8 hrs	Sept 11	5%
2. Presentation	12 hrs	Sept 7/8	20%
3. Exegetical Essay	25 hrs	Sept 29	30%
4. Thematic Study	25 hrs	Oct 16	30%
5. Reading Reflections	20 hrs	Oct 30	15%
	Total	≈120 hrs	

### 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
<b>Tuesday</b>	9:00 – 4:00	Introduction to Isaiah Isaiah 1-39 Isaiah 40-55 Isaiah 56-66
<b>Wednesday</b>	9:00 – 4:00	Introduction to Jeremiah Jeremiah 1-25 Jeremiah 26-45 Jeremiah 46-52
<b>Thursday</b>	9:00 – 4:00	Introduction to Ezekiel Ezekiel 1-11 (Chapel from 10:50 –12:20) Ezekiel 12-33 Ezekiel 34-48
<b>Friday</b>	9:00 – 4:00	Course Evaluations Seminary Student Presentations Presentation Q & A Old Testament Prophecy in the New Testament

- Assignments will not be accepted after Monday, October 30, 2023.

## 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](#) explains how to submit assignments on Populi.

### **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 Integrity

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](mailto: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 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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### **Ezekiel**

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Block, Daniel I. *The Book of Ezekiel*. 2 Vols. NICOT. Grand Rapids, MI: Eerdmans, 1997-98.

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