



B110 Introduction to the Old Testament

3 credits. Prerequisites: *None*.

This course is transferable to the University of Saskatchewan.

 Toronto East Hub

September 18–December 20, 2024
Semester A
Wednesday, 6pm–9pm ET

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*The Lord, the Lord, a God merciful and gracious, slow to anger,
and abounding in steadfast love and faithfulness. —Exodus 34:6*

Course Goals

Course Description

This course is a general introduction to the content and theology of the Old Testament/Hebrew Bible. It will survey key portions according to the ancient near eastern cultural, social, religious, and literary environment and highlight the theological importance of the Old Testament, including the nature of God revealed, for Christian life and ministry in the present-day.

Relationship to MCS-Horizon's Missions

The Old Testament is a collection of documents that narrate and comment on God's plan to dwell with his people and bless all nations through them. For Christians, the Old Testament is the first part of a story that finds its climax in Jesus, the Jewish Messiah, who completes the narrative arc that began in Genesis. Understanding the Old Testament provides ministry leaders with a holistic perspective on the God who desires to make his home with his people, experienced through the indwelling presence and empowerment of the Spirit of Christ.

Core Competencies and Learning Outcomes



To demonstrate competency in *biblical and theological literacy*, students will:

1. Interpret the Old Testament in reference to the ancient Near Eastern context.
 - *Assessment:* Research and Reflection Paper, Reading and Response
2. Explain the character of God as revealed in the Old Testament.
 - *Assessment:* Research and Reflection Paper, Reading and Response

3. Use the entry-level resources necessary for researching the Old Testament.
 - *Assessment:* Biblical Narrative, Glossary Quizzes, Research and Reflection Paper
4. Explain or identify key terms in Old Testament studies.
 - *Assessment:* Glossary Quizzes, Research and Reflection Paper, Reading and Response
5. Apply the theological witness of the Old Testament to contemporary issues.
 - *Assessment:* Research and Reflection Paper, Reading and Response
6. Articulate the narrative structure of the Old Testament including how it anticipates New Testament developments.
 - *Assessment:* Biblical Narrative, Research and Reflection Paper

Course Work

Required Readings

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament*. 4th Edition. Grand Rapids: Zondervan Academic, 2023. ISBN: 9780310119562

[DTL Link](#)

* Note that not all chapters of the text are required reading. See the Reading and Response assignment below for details.

Selected chapters from the Old Testament. Students may use a modern translation of their choice (e.g., NRSV, NIV, NLT, ESV, etc.) but *not* a paraphrase (e.g., Passion, Message). Note that the professor will use the NRSV (updated edition) in class.

**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.

Course Assignments and Activities

1. *Biblical Narrative: Quiz and Video* – 20%

The Old Testament tells a complex story that spans centuries. In order to understand where the details of the Old Testament fit into the bigger picture, students will complete this two-part assignment.

Part One—Populi Quiz (10%): Students will complete a 20-minute closed-book quiz on Populi where they will be required to place events and literature from the Old Testament into chronological order. Students who receive less than 80% in the Populi Quiz will be required to prepare a written summary of the biblical narrative by the date specified below. This document should be no more than 500 words and should refer to every item listed in the quiz. No footnotes or citations are necessary for this resubmission.

Part Two—Video Report (10%): Students will follow up this quiz by recording a video report where they explain three ways that the New Testament fulfills the Old Testament story.

This assignment will enable students to increase their competency in biblical and theological literacy by assessing their capacity to see the big picture of the Old Testament and understand how the details fit into the broader story. For this assignment to be considered complete, the following points must be observed:

- Populi Quiz:
 - The quiz is closed-book: students will close all study aids before beginning the quiz.
 - The quiz will be conducted during class time
 - Video Report:
 - The video must be 5–7 minutes long.
 - The video should be uploaded to a cloud service of the student’s choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.
 - Students should choose three discrete narrative themes that are completed in the New Testament.
 - Students should quote appropriate Old Testament and New Testament scripture references for each of the three chosen themes.
- Related learning outcomes: #3, 6.
 - **Assignment length:** 20 minute quiz, 5–7 minute video.
 - **Quiz due date:** Wednesday December 11, 7:35pm ET, 6:35pm SK.
 - **Quiz revision date** (if necessary): Wednesday December 18, 11:59pm ET, 10:59 SK.
 - **Video due date:** Saturday December 14, 11:59pm ET, 10:59 SK.

2. *Glossary Quizzes – 20%*

Study of the Old Testament will introduce students to unfamiliar terminology. New vocabulary will be introduced both in the classroom sessions as well as in the assigned readings. Students’ understanding of these terms will be evaluated in two quizzes where they will match the term to its definition. The first quiz covers classes 1–5, the second covers classes 6–10. Students are encouraged to make note of unfamiliar terms as they encounter them during class or in the required readings. This assignment will enable students to increase their competency in biblical and theological literacy by improving their vocabulary and enabling them to read Old Testament scholarship with increased understanding. For this assignment to be considered complete, the following points must be observed:

- The quizzes are closed-book: students will close all study aids before beginning each quiz.
 - Quizzes will be available at the end of module week. Students may complete the quiz any time before the due date.
 - Students who receive less than 75% in each Glossary Quiz will be required to prepare a glossary by the date specified below. This glossary should contain a brief definition (no more than 30 words per term) in the student’s own words of each term marked wrong in the quiz. No footnotes or citations are necessary for this submission.
- Related learning outcomes: #3, 4.
 - **Assignment length:** 2 x 30 minute quizzes

- **Due dates:**
 - Quiz 1: Friday October 25 (11:59pm ET, 9:59 SK)
 - Quiz 2: Friday December 13 (11:59pm ET, 10:59 SK)
 - Revision Glossary (if necessary): Friday December 20 (11:59 ET, 10:59 SK)

3. *Research & Reflection Paper* – 35%

Students will write a research and reflection paper centered on an attribute of God. The research portion of the paper will explore this attribute by drawing on material from the Law, Prophets, and Writings as well as scholarly sources. The reflection portion of this paper will explore how the chosen attribute of God can speak to a specific contemporary situation. This assignment will enable students to increase their competency in biblical and theological literacy by gaining a deeper understanding of God's character as revealed throughout the Old Testament and exploring how that can inform daily life. For this assignment to be considered complete, the following points must be observed:

- The student will choose one characteristic of God as listed in ch. 45 of the textbook:

○ Creator	○ Righteous and Just
○ Wise	○ Compassionate and Gracious
○ Only God	○ Covenant-Making God
○ Holy	○ Loyal
○ Transcendence	○ Redeemer
- The character of God should be supported with three well-researched scripture passages from each part of the Old Testament: Law, Prophets, and Writings.
- Scripture passages should be understood within their historical-cultural and narrative context.
- Sources:
 - Students are expected to use a minimum of four academic sources, not including the Bible and textbook. These should include biblical commentaries to aid in understanding the chosen passages in context and at least one book that explores the chosen characteristic of God.
 - Sources should be current. Publication dates should be at least post 1990 and ideally post 2000.
 - Sources should be scholarly. Websites and online commentaries (e.g., Enduring Word, Got Questions, etc.) are not acceptable. The online [Digital Theological Library](#) should be your first stop for research material.
- The submission should include a title page, paper, and bibliography as specified in the [MCS-Horizon Format Guide](#). The paper portion should include:
 - A brief introductory paragraph that sparks interest in the theme
 - A clear thesis statement
 - Two headings: Research and Reflection
 - A conclusion that briefly summarizes the paper and points forward
- The reflection portion of the paper should describe a specific situation (personal, or church-related) faced by the student and explore how God's character as researched in the first section relates to the situation. This section should be no more than 400 words.
- The assignment should be submitted to Populi by the date specified as a Word Document (.docx or .rtf). Pages and pdf files will not be accepted.

Alternate Assignment Option:

Students may choose to fulfil the reflection portion of this paper by having a 5–10 discussion with the professor. Note that should this option be chosen, students are still required to write a shorter essay as specified below.

- Related learning outcome(s): #1–6.
- **Assignment length:** 2,000 words, excluding footnotes and bibliography or 1,600 words if a conversation with the professor is chosen for the reflection portion.
- **Due date:** Friday, December 6, 11:59pm ET, 10:59 SK. Students who choose the conversation option should book their conversation with the professor by Wednesday, December 11.

4. *Reading & Response* – 25%

There are two types of required readings in this class: the Old Testament and the textbook. This assignment will enable students to increase their competency in biblical and theological literacy by introducing them to a representative sample of Old Testament scripture and prompting them to engage in critical evaluation.

Old Testament: Students will *listen* to passages from the Old Testament as assigned in the Class and Reading Schedule below. All Old Testament passages must be *heard* prior to the beginning of the class to which they are assigned.

Textbook: Students will read all chapters as assigned in the following schedule. After completing the reading for each day of class, students will choose *one* chapter and respond to any *one* of the “Questions for Further Study and Discussion” at the end of that chapter in a brief video report.

For this assignment to be considered complete, the following points must be observed:

- Old Testament:
 - Students should listen to the assigned chapters from the Old Testament (see the Class & Listening Schedule on page 8 of the syllabus). This can be accomplished by listening to the chapters from a Bible website or app or gathering as a group and taking turns reading out loud. Note that Bible.com provides free audio for select translations on both their website and app.
- Textbook
 - Students must read all the assigned textbook chapters from the schedule below.
 - Video submissions must include a response to the question from the textbook that includes reference to specific Old Testament scripture passages.
 - Video submissions should be a maximum of three minutes.
 - Students are welcome but not required to comment or leave feedback on their classmates’ video submissions.
 - The videos should be submitted on Padlet, using the Reading and Response link under the syllabus tab on the course page.
- Related learning outcomes: #1, 2, 4, 5.
- **Assignment length:** 5x3 minute videos.

- **Due date:** Old Testament prior to class, Textbook according to the following schedule:

Class	Chapters	Due Date
1	1. Approaching the Old Testament	Saturday Sept 28 (11:59pm ET, 10:59pm SK)
2	3. Introduction to the Pentateuch (optional) 4. Genesis	
3	5. Exodus 6. Leviticus 7. Numbers 8. Deuteronomy	Saturday Oct 12 (11:59pm ET, 10:59pm SK)
4	10. Introduction to the Historical Books (optional) 11. Joshua 12. Judges	
5	14. 1–2 Samuel 15. 1–2 Kings	Saturday Oct 26 (11:59pm ET, 10:59pm SK)
6	27. Introduction to Prophetic Literature (optional) 28. Isaiah	
7	29. Jeremiah 31. Ezekiel 33. Hosea 34. Joel 35. Amos 36. Obadiah 37. Jonah 38. Micah 39. Nahum 40. Habakkuk 41. Zephaniah 42. Haggai 43. Zechariah 44. Malachi * Note: Students may choose to only read one of the twelve minor prophets (chs. 33–44)	Saturday Nov 23 (11:59pm ET, 10:59pm SK)
8	20. Hebrew Poetic and Wisdom Literature (optional) 22. Psalms 23. Proverbs	
9	21. Job 13. Ruth 18. Esther 24. Ecclesiastes 25. Song of Songs 30. Lamentations * Note: Students may choose to only read two of the five Megillot (chs. 13, 18, 24–25, 30)	Saturday Dec 7 (11:59pm ET, 10:59pm SK)

10	16. 1–2 Chronicles 17. Ezra–Nehemiah 32. Daniel	
11	There are no required readings for Week 11	

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	N/A
1. Biblical Narrative: Quiz and Video	5 hrs		20%
a. Quiz		Dec 11	
b. Video		Dec 14	
2. Glossary Quizzes	5 hrs		20%
a. Quiz 1		Oct 25	
b. Quiz 2		Dec 13	
3. Research and Reflection Paper	20 hrs		35%
a. Conversation option		Dec 11	
4. Reading and Response	35 hrs	Dec 7	25%
Total = 95 hrs			

Assessment Rubrics

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

Class & Listening Schedule

Unit	Class	Topic	Listening
Intro.	Class 1: Sept 18	<ul style="list-style-type: none"> Getting to know each other Why the Old Testament? 	
Law	Class 2: Sept 25	<ul style="list-style-type: none"> The Tanakh Introduction to the Torah Genesis 	<ul style="list-style-type: none"> Gen 1–4, 12:1–8, 50:15–26
	Class 3: Oct 2	<ul style="list-style-type: none"> Exodus Leviticus–Deuteronomy 	<ul style="list-style-type: none"> Exod 3, 20, 34 Deut 6
Prophets	Class 4: Oct 9	<ul style="list-style-type: none"> Introduction to the Former Prophets Joshua Judges 	<ul style="list-style-type: none"> Josh 3–4 Judg 13–16
	Class 5: Oct 16	<ul style="list-style-type: none"> Samuel Kings 	<ul style="list-style-type: none"> 1 Sam 8 2 Sam 7 1 Kgs 11–12 2 Kgs 25
	Class 6: Oct 23	<ul style="list-style-type: none"> Introduction to the Latter Prophets Isaiah 	<ul style="list-style-type: none"> Isaiah 6–7, 40, 53, 61
<i>Oct 30 and Nov 6 No classes—Reading Break and Module Week</i>			

	Class 7: Nov 13	<ul style="list-style-type: none"> • Jeremiah • Ezekiel • The Twelve 	<ul style="list-style-type: none"> • Jer 20 • Ezek 36 • Joel 2 • Mal 4
Writings	Class 8: Nov 20	<ul style="list-style-type: none"> • Introduction to the Writings • Psalms • Proverbs 	<ul style="list-style-type: none"> • Psalm 1–2, 13 • Prov 1, 8, 10
	Class 9: Nov 27	<ul style="list-style-type: none"> • Job • The Megillot 	<ul style="list-style-type: none"> • Job 1–2, 38, 42 • Ruth 1–4
	Class 10: Dec 4	<ul style="list-style-type: none"> • Chronicles • Ezra-Nehemiah • Daniel 	<ul style="list-style-type: none"> • 1 Chr 16 • Ezra 1, 9–10 • Daniel 7
Conc.	Class 11: Dec 11	<ul style="list-style-type: none"> • Revisiting the Timeline • Conclusions 	N/A

- First submissions of assignments will not be accepted after Friday December 13.
- Revision week runs from Monday December 16–Friday December 20.
- No resubmission of assignments will be accepted after Friday December 20.

Academic Policies

General Assignment Guidelines

Please see the [MCS-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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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

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.

MCS-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.

MCS-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 all 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 MCS-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 one or more 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 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

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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

MCS-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 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.

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