

OT5311 The Prophetic Books

3 credits. Prerequisites: none.

 On Campus, Saskatoon  Livestream  Video on Demand



March 2–6, 2026

Module

Monday–Friday, 9am–4pm SK (10am–5pm ET)

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For as the new heavens and the new earth,
which I will make,
shall remain before me, says the LORD,
so shall your descendants and your name remain. —Isaiah 66:22

Please note: Students may wish to complete assignment #3 during Module Week. See below.

Course Goals

This class provides an introduction to 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

The Old Testament prophets knew God's heart and shared God's truth. By exploring the prophets' experience of God along with their messages, Christian leaders today can grow in their capacity to be prophetic witnesses in their own communities.

Course 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:* Book Review; Teaching; Exegetical Paper
2. Describe the key interpretive issues that are critical for understanding the Old Testament prophetic books.
 - *Assessment:* Book Review; Exegetical Paper

3. Identify and explain key emphases and their significance within the Old Testament prophetic books.
 - *Assessment:* Teaching; Reading & Discussion
 4. Explain how the theological witness of the Old Testament prophetic books speaks to the way we think, live, and minister today.
 - *Assessment:* Teaching; Exegetical Paper; Reading & Discussion
-  To demonstrate competency in *Spiritual Maturity*, students will
5. Practice hearing the voice of God through the Old Testament prophets and prophetically communicating God's passion with others.
 - *Assessment:* Teaching; Reading & Discussion

Course Work

Required Readings

Brueggemann, Walter. *The Prophetic Imagination*. 40th Anniversary Edition. Minneapolis: Fortress Press, 2018. ISBN: 9781506449302.

[DTL Link](#)

* Any edition of this book is acceptable. Newer editions have extra prefaces and afterwords.

Chisholm, Robert B. *Handbook on the Prophets*. Grand Rapids, MI: Baker Academic, 2009. ISBN: 9780801038600.

[DTL Link](#)

* Note that only the chapters on Isaiah, Jeremiah, and Ezekiel are required reading.

Holy Bible.

*Students may use a modern translation of their choice (e.g., NRSV, NIV, NLT, ESV, etc.) but *not* a paraphrase (e.g., Passion, Message). The professor will use the NRSVue in class.

* Note that only Isaiah, Jeremiah, and Ezekiel are required reading.

**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. *Book Review* – 20%

Students will write a book review of Walter Brueggemann's *The Prophetic Imagination*. The review should identify the thesis of the book, summarize, and critically interact with the content. For this assignment to be considered complete, the following points must be observed:

- The paper should include an introduction, body, and conclusion.
- No more than half the review should be dedicated to summarizing the content.

- Page (or location) references to the book should be placed in parenthesis before punctuation.
- A bibliography citing your edition of the book should be included following the [Format Guide](#).

This assignment will enable students to increase their competency in biblical and theological literacy through interacting with a major voice in Old Testament studies and wrestling with key interpretive issues for understanding the Old Testament prophets.

- Related learning outcome(s): #1, 2.
- **Assignment length:** 1000 words
- **Due date:** Friday, March 13.

2. Reading & Discussion – 10%

**Note: Students will work on assignments 2 and 3 at the same time.*

Students will read the books of Isaiah, Jeremiah, and Ezekiel in their entirety alongside the corresponding chapters from the textbook. These readings should be read with a posture of receptivity before God, seeking to hear God speak through the words of the Old Testament prophets into your life.

Students must indicate that they have read the scripture and textbook for each prophet in their entirety by completing the affirmation that is delivered via a Populi Test. Students will share one significant passage from each of the three prophets in the relevant Populi discussion forum and briefly explain why it's meaningful. Students should include the text of scripture along with the explanation in the post. Each student should respond to three of their classmates in a meaningful way. The response could include sharing specifically how the text resonates with their lives as well or by encouraging the student to think about the scripture in a new light. It is not sufficient to say, "I like your post."

This assignment will enable students to increase their competency in biblical and theological literacy and spiritual maturity by practicing sustained engagement with scripture and attunement to God's voice in community.

- Related learning outcome(s): #3, 4, 5.
- **Assignment length:**
 - Populi post: Scripture + 100 words/prophet
 - Populi responses: 3 x 50 words
- **Due dates:**
 - Isaiah Reading Confirmation (test): Friday, March 20.
 - Isaiah Post (discussion): Friday, March 20.
 - Isaiah Post Responses (discussion): Saturday, March 21
 - Jeremiah Reading Confirmation (test): Friday, April 3.
 - Jeremiah Post (discussion): Friday, April 3.
 - Jeremiah Post Responses (discussion): Saturday, April 4.

- Ezekiel Reading Confirmation (test): Friday, April 17.
- Ezekiel Post (discussion): Friday, April 17
- Ezekiel Post Responses (discussion): Saturday, April 18.

3. *Teaching* – 35%

Students will develop a teaching on one of the *minor* prophets entitled “Introducing [*insert prophet here*].” The teaching should be created for a young adult audience with a healthy amount of biblical knowledge. For this assignment to be considered complete, the following points must be observed:

- Each minor prophet may be chosen by only one student. Please email the professor with your choice—first come, first served! A chart indicating which student has chosen which prophet will be updated in Populi.
- Components of the Teaching:
 - Summarize the purpose of the book.
 - Indicate the cultural-historical context of the book.
 - Note any canonical anticipations or echoes of the book.
 - Explore the main theological themes of the book.
 - Provide contemporary application of the text.
- Sources:
 - Students are expected to use a minimum of five academic sources, not including the Bible and textbook. These may include biblical commentaries, Bible dictionaries, academic journal articles, and books on the topic.
 - 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.
- Submission:
 - *Teaching*: Students have two options: teach live in class or submit a video recording of their teaching:
 - Live: Seven time slots are available for students to teach live in class (classes 4–10). This is an optional opportunity for students to develop their teaching skills. Students should email the professor to sign up for one of the time slots which will be assigned on a first come, first served basis. Video on Demand students are welcome to sign up for this option, provided they are able to attend the class session live. **Since this is a Module Class, students who choose this option will either need to prepare ahead of time or quickly during the beginning of module week to choose this option.**
 - Recording: Students should find a group of at least 5 people to teach in front of. This can consist of friends and family, a group of seminary students, or even a church small group. The teaching should be recorded from the position of the audience. Should this option be chosen, 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.

- *Presentation*: A presentation file (e.g., PowerPoint, Canva, etc.) should be created to support the teaching and submitted to Populi by the due date.
- *Handout*: If students choose to prepare a handout (optional), it should include a bibliography and be submitted to Populi by the due date as a Word document.
- *Bibliography*: If no handout is provided, a separate bibliography should be prepared and submitted as a Word document by the due date according to the [Format Guide](#).

This assignment will enable students to increase their competency in biblical and theological literacy and spiritual maturity by having them learn a minor prophet in detail and communicate that knowledge to others.

- Related learning outcome(s): #1, 3, 4, 5.
- **Assignment length**: 15 minutes.
- **Due date**: Friday, March 27

4. *Exegetical Paper* – 35%

Students will write an exegetical essay on a passage from the following list.

- | | | |
|-----------------|---------------------|-------------------|
| • Isaiah 2:1–5 | • Jeremiah 17:19–27 | • Ezekiel 1:1–28 |
| • Isaiah 9:1–7 | • Jeremiah 20:7–12 | • Ezekiel 10:1–22 |
| • Isaiah 40:1–5 | • Jeremiah 28:1–11 | • Ezekiel 34:1–10 |
| • Isaiah 56:1–8 | • Jeremiah 31:27–34 | • Ezekiel 47:1–12 |

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

- Constructing the exegesis:
 - The essay should begin with an introductory paragraph that sparks interest in the topic.
 - The introductory paragraph should conclude with a thesis statement that anticipates what you are going to say about the passage and how you will get there.
 - The body of the exegesis should include consideration of the following:
 - Begin with a paragraph that describes any key interpretive issues that arise for the specific prophetic book you are interpreting.
 - Linguistics: What do the key words mean? How does the grammar work? Are there any significant poetic interpretive features?
 - Historical-cultural context: Which historical-cultural features impact the understanding of the text?
 - Literary-canonical context: What does this passage mean in the context of the book and the Old Testament in general?
 - The message: Summarize what the message of the passage would have meant to the original hearers.
 - Application: How should modern-day readers of God's word live out the message?

- A concluding paragraph should recap the main points of your exegesis, tie back to your thesis statement, and answer the “so what” question—why does this matter?
- Sources:
 - Students are expected to use a minimum of six academic sources, not including the Bible and textbook. These should include biblical commentaries, Bible dictionaries, academic journal articles, and books on the topic.
 - 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 [Format Guide](#).
- 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.

This assignment will enable students to increase their competency in biblical and theological literacy by exegeting a passage of scripture that requires significant awareness of the historical-cultural context.

- Related learning outcome(s): #1, 2, 4.
- **Assignment length:** 2,000 words.
- **Due date:** Monday, April 20.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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 the same assignment due dates as in-class students.
- VOD students are required to watch and engage with all lecture content and in-class activities from class. Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due Saturday, March 7
 - Day 2 Lectures and Report due Saturday, March 14
 - Day 3 Lectures and Report due Saturday, March 21
 - Day 4 Lectures and Report due Saturday, March 28
 - Day 5 Lectures and Report due Saturday, April 4
- VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- 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.

- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Book Review	25 hrs	Mar 13	20%
2. Reading & Discussion	25 hrs	Mar 20, 21	10%
• Isaiah • Jeremiah • Ezekiel		Apr 3, 4	
3. Teaching	20 hrs	Apr 17, 18	35%
4. Exegetical Paper	20 hrs	Mar 27	35%
		Apr 20	
Total =		120 hrs	

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Course Outline

Unit	Class	Topic
Intro	Class 1: Monday March 2 morn	• Why does prophecy matter? • Getting to know each other • Syllabus review • Three perspectives on prophecy
Isaiah	Class 2: Monday March 2 aft	• How did the writing prophets write? • Pre-exilic prophecy • Isaiah 1–39 • Call Narratives
	Class 3: Tuesday March 3 morn	• Isaiah 11:1–9: A Deep Dive • Prophecy and fulfillment • Isaiah 40–55 • The Servant
	Class 4: Tuesday March 3 aft	• Isaiah 56–66 • Post-exilic timeline • Post-exilic prophets
Jeremiah	Class 5: Wednesday March 4 morn	• Jeremiah's mission • Jeremiah in the last days of Jerusalem • The structure of Jeremiah's book • Compiling Jeremiah: Jerry & Baruch • Jeremiah's words, God's word
	Class 6: Wednesday March 4 aft	• Chapel: 1–2:15pm SK • The first temple sermon (Jer 7:1–15) • Prophets and politics
	Class 7: Thursday March 5 morn	• Power confrontation: Jerry & Zed • Jeremiah and the prophetic experience • Jeremiah's laments

Ezekiel	Class 8: Thursday March 5 aft	• The prophetic experience in OT perspective • Ezekiel: life in Babylon
	Class 9: Friday March 6 morn	• The structure of Ezekiel's book • The glory of Yahweh
	Class 10: Friday March 6 aft	• Course evaluations • Oracles against nations • The pride of Tyre • Ezekiel's hope • A water problem (Ezek 47:1–12)

- Assignments will not be accepted after April 27.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass

F	<60%	0	Failure
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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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edumailto:library@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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 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.

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