

## **I. COURSE DESCRIPTION**

In this course, you will focus on the structure & context (historical, political, social, & religious) of each prophetic book, major theological passages/issues & the application of these texts to the life of a New Testament believer. The prophets proclaimed God's program for Israel & the nations during the monarchy, anticipating the redemptive work of Christ whose prophesied life and death would secure salvation for the world.

## **II. COURSE OBJECTIVES**

After completing this course, the student should be able to do the following:

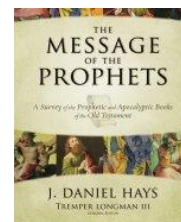
- A. Describe the prophetic office in Israel
- B. Discuss major views on interpreting the prophetic word
- C. Place each prophet and prophetic book studied in their historical, political, social and religious contexts
- D. Describe the overall structure of each prophetic book
- E. List key passages that contribute to developing biblical theology of mission and explain each passage's role in that development
- F. Identify & articulate major OT theological themes, with key passages for those themes in the prophetic books
- G. Describe the Great Commission implications of the prophets' messages
- H. Apply properly the prophets' messages to life in the 21<sup>st</sup> century

## **III. COURSE TEXTS**

Required:

(1) The Bible. Use the translation you prefer, but no paraphrases. International students may use a translation in their own language.

(2) J. Daniel Hays, *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament* (Zondervan, 2010).



## **IV. COURSE PROCEDURES & REQUIREMENTS**

- A. *Class Attendance & Participation* – Students are expected to attend every class session. Class sessions are vitally important to your learning. Though the SSM catalog does not allow any absences, one will be granted for this course. Two or more absences will result in a lowering of the final grade.

- B. *Course Reading* – Read the assigned portions of Scripture and Hays’ *Message of the Prophets (MP)* prior to coming to class. These assignments will prepare you for class lectures and discussions, helping you to synthesize the biblical material.
- C. *Exams* – This course will have three online exams. Exam #1 will cover the introductory material, Jonah, Hosea, Amos, Micah & Isaiah. Exam #2 will include Zephaniah, Nahum, Habakkuk, Jeremiah, Lamentations, and Obadiah. Exam #3 will cover Ezekiel, Daniel, Haggai, Zechariah, Joel & Malachi. The exams will be a mixtures of objective (multiple choice, book, and map identifications) and essay questions. Review frequently!
- D. *Reflection Papers* – Over the semester, you will write two essays reflecting on topics relating the Old Testament to the Christian life. See *Reflection Paper Rubric* below.
- E. *Exegetical Paper* – Prepare an 8-10 page exegetical paper on one of the listed topics. The paper should be based on your personal inductive study, using only your Bible (not a study Bible with copious notes!) and a concordance. See detailed instructions below.
- F. *Late Work* – To earn full credit, an assignment must be submitted online (or via email) before class on the listed due date. An assignment will be reduced 1 pt. for each day late.

## V. PLAGARISM

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students & your instructors. Plagiarism occurs when you present another person’s ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of your ideas.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students’ papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student’s paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share answers to exam questions you have composed in advance. Any of these will be considered plagiarism. Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action.

## VI. SSM STYLESHEET

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 145). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment. An electronic copy of the *Stylesheet* can be found on the course website.

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

## VII. ACADEMIC & DISABILITY SERVICES

Students with physical, emotional, ADD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, [academicsuccess@ciu.edu](mailto:academicsuccess@ciu.edu)). If you already receive services through ASC, please contact me so that we can make your academic experience in this class as successful as possible.

## VIII. COURSE GRADING

Class Time & Participation (45 hrs) – 5%				Reflection Papers (10 hrs) – 15%			
Exams & Reading (55 hrs) – 60%				Exegetical Paper (15 hrs) – 20%			
A	95-100	B	86-88	C	77-79	D	68-70
A-	92-94	B-	83-85	C-	74-76	D-	65-67
B+	89-91	C+	80-82	D+	71-73	F	0-64

## IX. CONTACT INFORMATION

My office is in Rm. #225 of the Schuster Building, and I am always available to talk with students whenever I am here. There is no need to make a specific appointment unless your schedule requires it. I'm normally quick to respond to either email or voicemail, if you cannot make it to campus to meet.

## X. COURSE SCHEDULE

Date	Session 1	Session 2
Jan. 30	Syllabus & Writing Tutorial	Intro. Issues (MP 22-30, [skim 34-57], 62-89)
Feb. 6	Jonah (MP 259-63, 299-307)	Hosea (MP 265-73)
Feb. 13	Amos (MP 285-94); <b>RP #1</b>	Micah (MP 310-17)
Feb. 20	Isaiah 1-39 (MP 96-118)	
Feb. 27	<b>WORLD CHRISTIAN WEEK - PRAYER NIGHT</b>	
Mar. 6	Isaiah 40-66 (MP 121-33)	
Mar. 13	Nahum (MP 319-22); <b>Exam #1 Due</b>	Zephaniah (MP 331-41)
Mar. 20	<b>NO CLASS – SPRING BREAK</b>	
Mar. 27	Habakkuk (MP 322-29); <b>RP#2</b>	Jeremiah 1-10 (MP 145-59)
Apr. 3	Jeremiah 11-33 (MP 160-83)	
Apr. 10	Jeremiah 34-52 (MP 184-93)	Lamentations (MP 193-97) & Obadiah (MP 298)
Apr. 17	Daniel (MP 234-55); <b>Exam #2 Due</b>	
Apr. 24	Ezekiel 1-32 (MP 200-19)	
May 1	Ezekiel 33-48 (MP 220-31)	Haggai (MP 355-59); <b>Exegetical Paper Due</b>
May 8	Zechariah (MP 343-53)	Joel (MP 275-83) & Malachi (MP 359-66)
May 15	<b>Exam #3 Due</b>	

**Possible Essay Questions (I will choose three from the following six essays for each exam):**

*Exam #1*

1. List and describe the five key elements common to the biblical prophets. Use specific examples from the 8<sup>th</sup> c. prophets to illustrate each element.
2. Describe the events of the book of Jonah, particularly how the two parallel panels (ch. 1-2 & 3-4) highlight the message of the book.
3. Summarize Hosea's family situation and explain how it profoundly shaped his message to God's people. Focus especially on the details of chapters 1-3.
4. Describe the various creative literary devices employed by the prophet Amos
5. Present an overview of the Syro-Ephraimite War (cf. Isa. 7 & 2 Kgs. 16-17). Include discussion of key people, issues, events, and the outcome.
6. Compare and contrast God's call on the lives of Amos, Hosea, and Isaiah.

*Exam #2*

1. Summarize the book of Nahum.
2. Summarize the book of Zephaniah.
3. Summarize the book of Habakkuk, including the changes in form & perspective.
4. Summarize the events/message of Jeremiah ch. 1-10, including (but not limited to) their correspondence to the common elements of a biblical prophet.
5. Discuss Jeremiah's complaints/dialogues with God, particularly in ch. 1, 12, 15, 20, 32.
6. Discuss thoroughly the reigns of Judah's last five kings.

*Exam #3*

1. Summarize the book of Daniel, particularly how the various stories and visions contribute to the book's dual theme.
2. Compare/contrast Ezekiel's everlasting covenant or covenant of peace (34:25-31, 36:22-32, 37:21-28) to the New Covenant described in Jeremiah (31:31-34)
3. Summarize the book of Haggai, citing key people, events, and prophetic speeches.
4. Summarize the book of Joel, citing the key event that profoundly impacted Joel's prophetic words and explaining how it did so with examples from the book.
5. Summarize the book of Malachi. Include a basic explanation of the approach Malachi takes in bringing his message to Judah.



**Reflection Paper Rubric**  
BIB 5113: Old Testament Prophets

**Reflection Paper #1: Social Injustice in Micah** (*due February 13*)

The first reflection paper should explore the importance of social justice, both for ancient Israel and Christians today. This paper should be 1000 words (minimum), double-spaced, and typed in a standard, 12 pt. font; it is worth 5% of your final grade (25 pts., 5 pts. each: consult text(s), biblical correlation, interpretation, personal applications, grammar/logic/style).

In Western churches, issues of social justice are either neglected entirely or substituted in place of the gospel message. Yet, the prophets can help us clarify the relative importance of such issues. Read the book of Micah as well as Hays' discussion on social injustice (website). According to Micah, what were the *specific* sins (vertical & horizontal) for which God rebuked His people? What is the relationship between these actions and God's covenant (Deuteronomy)? How should one's relationship with God impact one's treatment of others (cf. Micah 6:6-8, James 2:14-26)? What is one 'underclassed' group for which God has burdened you? In what tangible ways can you demonstrate the love of Christ to this group?

**Reflection Paper #2: Prayer & Faith in Habakkuk** (*due March 27*)

The second reflection paper should wrestle with the tensions of prayer and faith in Habakkuk. This paper should be double-spaced, typed with a standard, 12 point font, and should consist of 750 words (minimum); it is worth 5% of your final grade (25 pts., explanation of Habakkuk, personal applications, grammar/logic/style).

As humans, we struggle to understand God's plan and work in our world, particularly in our own lives. In the end, such futile attempts often result in anxiety and frustration. The life and message of Habakkuk provides an example for us, combining authentic prayer (with bold questions!) yet joyful faith in God. Trace the prophet's conversation with God. It has been said that *mature faith believes in God's supernatural power, accepts God's sovereign purposes, and trusts in God's settled promises*. How does the prayer and faith of Habakkuk illustrate this statement? What is an area of struggle in your own life about which you have cried out to God? How does Habakkuk's situation end (3:16-19)? From the book's conclusion, what lessons could be applied to your own situation?

## Exegetical Paper Instruction

### BIB5113: Old Testament Prophets

Prepare an 8-10 page paper (not including title page; 10 pages of text maximum, please!) on one of the topics below. The paper should be based on your personal inductive study, using only your Bible (*not* a study Bible with copious notes!) and a concordance.

#### Potential Topics

Social Justice in the 8 <sup>th</sup> c. Prophets	Hosea's Opposing Portraits of God
Mission in Isaiah	<i>Shadows of Jesus in Isaiah</i>
Jeremiah's Struggles as a Prophet	Calling in the Prophets
Isaiah/Jeremiah/Ezekiel/Daniel/Zephaniah and the Nations (choose one prophetic book)	

**Tools Permitted:** Bible (not a study Bible with notes), concordance (monograph or software; if you use a software program, be sure not to use any additional study tools it contains)

#### Strategy

- 1) Read through the passages you will need for your research. Familiarize yourself with them thoroughly. As appropriate, use a concordance to help you find the passages.
- 2) As you research, sort the information you gather into categories. These categories will be different depending on your topic, so think broadly and let the evidence speak for itself.
- 3) Ask the text lots of questions. What are the categories the text itself creates? What was the writer getting at? What's the bottom line meaning to each text? What themes continue to appear? How do the texts speak to God's people today?
- 4) Discuss your findings according to your categories. Include application as appropriate. The key is NOT to quote a bunch of long Scripture passages to take up space☺
- 5) Include appropriate introductory and summation/application sections for your paper. These should be about 1/3 to 2/3 of a page each in length. (Don't spend too much time in introduction. If one of these is longer, the summation/application section should be.)

*An exceptional paper* usually takes the first 2/3 page or so to introduce the topic, and spells out the major categories that will be investigated in the paper. These categories then become the paper's *main headings*. *Subheadings* often appear as well to provide clarity and easy readability. The *conclusion* is about a page or slightly less, and reviews briefly, then draws *pertinent application for today* from the material studied. What Great Commission results will come from your study? The exceptional paper is typically at least 9 full pgs long (not including title page).

**Due Date:** May 1. A penalty will be assessed for late papers. No papers accepted after May 15.

**Grading:** 10%, grammar & style (12 pt. font, double-spaced, paginate, 1" margins, follow the stylesheet); 20%, clarity, cogency, logical flow; 25% biblical accuracy, 20% thoroughness (including length), 15% organization & structure (material appropriately categorized), and 10% application; please submit your paper through the course website.

Remember—according to the syllabus, you get 15 hours to do this project, so your project should convince me you spent about that much time. Thanks in advance for your hard work.



