Either IT 501: Biblical Hermeneutics or IT 502: Foundations of Bible Study is a prerequisite for this course. You may not enroll in this course without the prerequisite.

This course utilizes an online component (Angel) as the sole teaching medium. Access to a computer and the Internet is required, as is familiarity with the use of Angel. Online education is not for everyone, so it is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress.

I. COURSE DESCRIPTION

Introductory issues and the content of the prophetic books will be surveyed with special emphasis upon theological themes. The role of the prophet and the prophetic message will be explored in the context of the religion of Israel and the Ancient Near East.

II. RELATIONSHIP TO CURRICULUM MODEL

This course, with the other biblical core courses, forms a foundation for the commitment to Scripture, which is one of ATS’s core values. The course will reinforce previously established approaches to reading Scripture, which include a close reading informed by theological reflection, in a way that will impact a student’s personal formation and ministry. The 4C model is not a formative structuring influence on this course, but aspects of the four will be encountered in the context of the Prophets in some of the following ways:

- **Core identity**- we encounter humanity as fallen creatures living in a dynamic covenant relationship with God
- **Character**- we observe biblical characters as they practice (or not) such fundamental biblical virtues as love, obedience, justice, hesed, and we read God’s words of judgment and encouragement as expressed by the prophets.
- **Calling**- we note the personal encounters which individual prophets had with God and how they embodied that encounter and call.
- **Competence in the disciplines and skills relevant to Christian ministry.** As the student reads the Prophets, participates in class discussion, and completes assignments (below), he/she will acquire information and skills that are necessary for exegesis and for bringing the word of God to His people.
III. STUDENT LEARNING OUTCOMES
As a result of this course, the student will be able to:

A. **Core Identity rooted in Christ, as the source from which life and ministry flow.**
   1. Identify and trace key theological motifs as they run through the Prophets, particularly those that relate to humankind’s identity and relationship with God.

B. **Character that reflects maturity in Christ.**
   2. Express hesed, an important character trait found in the Prophets, to another person.

C. **Calling that is foundational for servant leadership in the church, community and world.**

D. **Competency in the disciplines and skills relevant to Christian ministry.**
   3. Demonstrate a working knowledge of important people and events in the Prophets.
   4. Demonstrate a working knowledge of key scholarly issues related to the study of the Prophets.
   5. Interpret the meaning of individual Scripture passages carefully and communicate that meaning clearly.
   6. Apply cultural exegesis to one’s life and ministry: Relate the message the Prophets to its historical and cultural background as a means for understanding its relevance for today’s culture.

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

CLASS STRATEGIES
This course will consist of lectures available on-line, online discussions, and student reading.

ONLINE ASSIGNMENTS
This course will be organized through Angel in the following ways:
1) Lecture material will be available here.
2) Directions and guidelines for all writing assignments will be posted here.
3) All written work for the course must be submitted online.
4) All written work will be returned and grades posted here.

V. COURSE REQUIREMENTS

A. **Textbooks- Required**
   4. *Holy Bible*, most preferably a modern translation which prints poetic sections of the OT in poetic layout, e.g. NIV, NRSV, New Jerusalem, Tanakh.

6. Exegetical Process at Ashland Theological Seminary (EPATS; available in Angel)

B. **Participation**

Lecture material will be available through MediaSite and/or PowerPoint. It is expected that the student will be familiar with it as well as the assigned readings from the Heschel and Meier textbooks, since all of it is examinable material.

C. **Assignments/Assessment of Student Learning**

1. **Bible Reading Log:** Keep a type-written log of all of the Scripture passages you read this quarter. Be sure to include the following information for each entry: 1. Date read. 2. Passage read (book, chapter, and verse[s]).

   5% of grade  Due by 11:59 pm, August 25

2. **Online Discussions:** Every week there will be at least one discussion question to which each student must respond at least three times during the course of the week. Discussions will close at midnight on the Sunday of each week. The first response will be in answer to the question raised. The second and third will be responses/interactions with points or answers raised by another student. Grades will reflect the amount and clarity of thought and insight shown. The best approach would be to post your first response early in the course week (by Wednesday or Thursday) and then go back a few days later to monitor the ongoing discussion and make your second and third contributions. I will probably not be actively involved in the discussions. I might observe in the background, even occasionally entering into the discussion, but this will probably not be on a regular basis.

   10% of grade  Due by 11:59 pm, each Sunday

3. **Reading Quizzes:** Quizzes on the assigned readings and the MediaSite lectures will be posted on Angel, where they will be closed at 11:59 pm of the Sunday of each week for which the reading and lectures were assigned. They might be multiple choice, fill in the blank, true-false, essay, or matching. The lowest quiz score will be dropped for grading purposes. **An initial quiz covers this syllabus and the Bibliography Citation Form Guidelines. It is ‘open-book’ and must be passed with a grade of 100% in order to allow access to subsequent quizzes. It is not timed and can be taken multiple times. I suggest you print out the syllabus and guidelines and consult them while taking the quiz. One question, which must be answered in the affirmative, asks whether you have watched the MediaSite presentation on ‘Plagiarism’. Subsequent quizzes will not open until this one has been passed with a grade of 100%.

   10% of grade  Due by 11:59 pm, each Sunday
4. Reflection Paper: Read Peterson’s *Under the Unpredictable Plant*. Select the three points which you find most important pertaining to your own life and ministry. On a separate page for each point, number, summarize, and interact with the point. Style is to be essay rather than research. Paper must be typed, double-spaced, minimum of 3 pages. 10% of grade **Due by 11:59 pm, August 4**

5. Exegetical Papers: The student will write a series of short exegetical papers on a passage selected from one of the writing prophets (Isaiah – Malachi, excluding Lamentations and Jonah chapter 1). The passage should be a self-contained unit of 12-15 verses. (Those who wish to use their own translation of the original Hebrew may choose a passage that is 8-10 verses in length.) **Detailed instructions for each paper are located in Angel > Content > Writing Resources > Exegetical Assignments.**

**Paper #1: Selection and Presuppositions (2-3 pages)**
1. Why did you choose this passage? What do you hope to learn from it?
2. How you know this passage is a self-contained unit?
3. Survey/educated guess as to the meaning of the passage.

5% of grade **Due by 11:59 pm, June 23**

**Paper #2: Resources and text (1-2 pages)**
1. Preliminary bibliography of resources available (2 approved commentaries, 1 article from an approved journal, 3 others)
2. Text: What is the text? Compare at least 5 versions/translations and list significant differences. (Those translating from the Hebrew may compare 3 versions plus their Hebrew translation.)

5% of grade **Due by 11:59 pm, June 30**

**Paper #3: Inner-textual analysis (3-4 pages)**
1. Structure of the passage
   a. Detailed outline of passage (at least 1/3 of a page single-spaced)
   b. Brief description of the structure of your passage, based on the outline
2. Terms and concepts
   a. List all significant words and concepts
   b. Explain at least 3 of the most important
3. Flow of thought connections

10% of grade **Due by 11:59 pm, July 14**

**Paper #4: Literary context, form and genre (2-3 pages)**
1. Literary/book context
   a. Outline of the book in which your passage is located (no more than 1 page in length, single-spaced)
   b. Discussion of the literary context, based on the outline
2. Literary genre
   a. What is (are) the genre(s) of your passage?
   b. How do you know?
   c. How does this help to understand your passage?

10% of grade **Due by 11:59 pm, July 28**
Paper #5: Historical context and composition (3-5 pages)

1. Composition/authorship
   a. Present at least 2 theories regarding authorship and date of composition
   b. Choose one of the 2 and support/defend your choice
   c. What are the implications of this author/date?

2. Socio-historical context of the text
   a. List all significant terms/concepts of history, geography, sociology, religion, etc.
   b. Explain the 3 most important

3. Socio-historical context of the audience
   10% of grade Due by 11:59 pm, August 11

Paper #6: Intertexture, extra-biblical and others (2-4 pages)

1. Intertexture
   a. Describe use of earlier Scripture in your passage. How is it used?
   b. Use of your passage in later Scripture. How is it used?

2. Extra-biblical literature

3. Other interpreters
   a. Works frequently cited (by commentators and others)
   b. What do others say?
   c. Which do you like/agree with?
   10% of grade Due by 11:59 pm, August 18

Paper #7: Lenses, summary, application (2-3 pages)

1. Describe your hermeneutical lenses

2. Summary and revisiting
   a. Summarize your current understanding of the passage
   b. Have your presuppositions changed? How?

3. Application
   a. To you personally
   b. To your ministry
   c. To the world at large
   10% of grade Due by 11:59 pm, August 25

6. Hesed Project: Throughout the OT, we see God demonstrating his hesed, his loyalty and unfailing love, to his people, in spite of their disobedience. He continues to love them, even when they cannot or will not love him in return. God calls us to demonstrate the same love to those around us. ATS as an institution wants not only to affirm but support this love in relationship. Therefore, each student is required, during the course of the quarter, to do the following:

1. Read the following passages which describe God’s loyal love (hesed) for his people in terms of human relationships:
   a. Spouse: Hosea 2:14-23
   b. Child: Deuteronomy 1:30-31; Hosea 11:1-11
   c. Underprivileged: Deuteronomy 10:17-18; Jeremiah 22:3; Hosea 14:3; Zechariah 7:9-10
2. Using the passages above as a guide, plan an activity that will demonstrate hesed. Be sure the activity:
   a. Does not involve the Seminary,
   b. Will take about 4 hours,
   c. Involves at least 1 other person (spouse, child, someone in the community who is underprivileged)
3. Take part in the activity.
4. Write a 1 paragraph description of the event, with a comment by and/or the signature of one other participant.
5. Write a 1-2 paragraph reflection on the depth of God’s hesed for you, based on your experience of giving hesed to someone else.

   5% of grade  Due by 11:59 pm, July 21

D. Calculation of Grade

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
<th>Due date (11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussions</td>
<td>1, 3, 4</td>
<td>10%</td>
<td>[Due each Sunday]</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>1, 3, 4</td>
<td>10%</td>
<td>[Due each Sunday]</td>
</tr>
<tr>
<td>Hesed project</td>
<td>1, 2</td>
<td>5%</td>
<td>July 21</td>
</tr>
<tr>
<td>Peterson Reflection paper</td>
<td>6</td>
<td>10%</td>
<td>August 4</td>
</tr>
<tr>
<td>Exegetical papers:</td>
<td>4, 5, 6</td>
<td>[60% total]</td>
<td></td>
</tr>
<tr>
<td>1. Selection and Presuppositions</td>
<td></td>
<td>5%</td>
<td>June 23</td>
</tr>
<tr>
<td>2. Resources and text</td>
<td></td>
<td>5%</td>
<td>June 30</td>
</tr>
<tr>
<td>3. Inner-textual analysis</td>
<td></td>
<td>10%</td>
<td>July 14</td>
</tr>
<tr>
<td>4. Literary context, form and genre</td>
<td></td>
<td>10%</td>
<td>July 28</td>
</tr>
<tr>
<td>5. Historical context and composition</td>
<td></td>
<td>10%</td>
<td>August 11</td>
</tr>
<tr>
<td>6. Intertexture, extra-biblical and others</td>
<td></td>
<td>10%</td>
<td>August 18</td>
</tr>
<tr>
<td>7. Lenses, summary, application</td>
<td></td>
<td>10%</td>
<td>August 25</td>
</tr>
<tr>
<td>Bible reading log</td>
<td>1, 3</td>
<td>5%</td>
<td>August 25</td>
</tr>
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VI. Course Schedule:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Bible, Textbook Reading (chapters)</th>
<th>Mediasite / Powerpoint presentation</th>
<th>Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 17-23</td>
<td>Introduction, syllabus, Jonah</td>
<td>Jonah; Heschel I/1 (What manner); Meier 1, 2</td>
<td>1, 2, 3</td>
<td>Quiz 1; discussion; Paper #1</td>
</tr>
<tr>
<td>2</td>
<td>June 24-30</td>
<td>Amos, Hebrew poetry</td>
<td>Amos; Heschel I/2 (Amos), II/10 (Examination), II/15 (Prophets Throughout); Meier 3</td>
<td>4, 5, 6</td>
<td>Quiz 2; discussion; Paper #2</td>
</tr>
<tr>
<td>3</td>
<td>July 1-7</td>
<td>Hosea</td>
<td>Hosea; Heschel I/3 (Hosea), II/1 (Theology of Pathos), II/4 (Anthropopathy), II/5 (Meaning… Wrath); Meier 4</td>
<td>7, 8</td>
<td>Quiz 3; discussion</td>
</tr>
<tr>
<td>4</td>
<td>July 8-14</td>
<td>Micah, Isaiah 1-39</td>
<td>Micah, Isaiah 1-39; Heschel I/4 (Isaiah 1–39), I/5 (Micah); Meier 5, 6</td>
<td>9, 10, 12</td>
<td>Quiz 4; discussion; Paper #3</td>
</tr>
<tr>
<td>5</td>
<td>July 15-21</td>
<td>Jeremiah, Joel</td>
<td>Jeremiah, Joel; Heschel I/6 (Jeremiah), I/9 (History); Meier 7, 8</td>
<td>11A and B, 17</td>
<td>Quiz 5; discussion; Hesed Project</td>
</tr>
<tr>
<td>6</td>
<td>July 22-28</td>
<td>Obadiah, Nahum, Habakkuk, Zephaniah</td>
<td>Obadiah, Nahum, Habakkuk, Zephaniah; Heschel I/7 (Habakkuk), I/10 (Chastisement); Meier 9, 10</td>
<td>13, 14</td>
<td>Quiz 6; discussion; Paper #4</td>
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<tr>
<td>7</td>
<td>July 29- August 4</td>
<td>Apocalyptic Literature, Daniel</td>
<td>Daniel; Meier 11, 12</td>
<td>21</td>
<td>Quiz 7; discussion; Peterson review</td>
</tr>
<tr>
<td>8</td>
<td>August 5-11</td>
<td>Isaiah 40-66</td>
<td>Isaiah 40-66; Heschel I/8 (2nd Isaiah); Meier 13, 14</td>
<td>15, 16</td>
<td>Quiz 8; discussion; Paper #5</td>
</tr>
<tr>
<td>9</td>
<td>August 12-18</td>
<td>Ezekiel</td>
<td>Ezekiel; Heschel II/13 (Explanations …Inspiration), II/14 (Event); Meier 15, 16</td>
<td>18, 19</td>
<td>Quiz 9; discussion; Paper #6</td>
</tr>
<tr>
<td>10</td>
<td>August 19-25</td>
<td>Haggai, Zechariah, Malachi</td>
<td>Haggai, Zechariah, Malachi: Evaluation</td>
<td>20, 22</td>
<td>Quiz 10; discussion; Paper #7; Bible reading log</td>
</tr>
</tbody>
</table>

VI. **About Writing**

Papers will be *descriptive* and *analytical* in focus, exhibit clear organization of thought, and give proper attention to style and grammar. Correct documentation of sources must be followed, as specified in the seminary’s approved guide for research papers: *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate Turabian. Papers are to typed and doubled-spaced with one inch margins. Set the font at 12 point Times New Roman (approximately 275 words per page).

Marks for the above papers will be based on the depth of critical interaction with the topic, organization of ideas, clarity of writing, and proper citation of sources.

Papers may receive a deduction in mark if:

- The paper is less than or significantly more than the assigned limits.
- The paper is handed in after the due date.
- The paper does not follow the correct format for documenting sources.
- *Late writing assignments will be accepted with deduction in grade of 2% per day, up to one week after the due date.* [Quizzes and discussions must be completed on time if they are to receive a grade.]

VIII. **Recommendations for Lifelong Learning.**

a. Make daily Scripture reading a priority.

b. Read sources listed in the bibliography (below) for ongoing growth and development.

IX. Seminary Guidelines

A. ATS Academic Integrity Policy
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Students with documented disabilities who require academic adjustments for this class are requested to contact me to discuss reasonable accommodations. While not required, it is in the best interest of the student to have this conversation early in the semester. In order to receive academic adjustments paperwork from Disability Services must be provided to document this need. Disability Services is located in 105 Amstutz, extension 5953 (419-289-5953).

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

**X. Selected Bibliography**


