

OT 5100 ENGLISH BIBLE: MINOR PROPHETS
TRINITY EVANGELICAL DIVINITY SCHOOL
HUDSON, OH EXTENSION
SPRING SEMESTER 2021 (JAN. 29-30; FEB. 19-20; MAR. 26-27; APR. 23-24)
F 7:00-9:30 P.M.; S 8:30 A.M.-4:30 P.M.
DR. DENNIS R. MAGARY

* COURSE MODALITY: In light of the ongoing COVID public health situation and in order to maximize pedagogical effectiveness, TEDS is complying with local guidelines regarding social distancing. Due to the nature of this class, it is being offered in a remote synchronous video conference format only--face-to-face (F2F) sessions will not be offered. Class sessions will not be recorded for this course. All students should plan to attend at the regularly scheduled times. Students are expected to have video cameras turned on throughout the course sessions. Microphones should be muted, unless the student is contributing to the discussion, participating in a breakout room discussion, or asking a question.

COURSE SYLLABUS

Preliminary and Provisional (12.28.2020)

COURSE DESCRIPTION

A study of the Minor Prophets designed to acquaint the student with the literary, historical, and theological content of this corpus and these books. Attention will be given to matters of literary form and structure (looking at how the message of the book is presented) and to the historical, cultural, and theological content (looking at what message is being conveyed) with a view to understanding the distinctive meaning and message of these books for the people of God today.

COURSE GOALS AND OBJECTIVES

GOAL 1: The student will gain an understanding of the formal structures, literary conventions, and compositional techniques of Old Testament poetic text.

OBJECTIVE: By discussing in class at the very outset of the course the nature of biblical poetry as a form of representation and communication.

OBJECTIVE: By considering throughout the course the concept of meaning and the ways in which it is determined in the poetic text of the prophets.

OBJECTIVE: By reading and listening to the text of the Minor Prophets.

GOAL 2: The student will gain a working knowledge of the literary structure and historical and theological content of the Minor Prophets.

OBJECTIVE: By observing the distinctive structure and content of these books in daily reading and study.

OBJECTIVE: By discussing matters of content and structure as a vital part of each class period and lecture.

OBJECTIVE: By applying all acquired interpretative skills and methodologies to the careful analysis and exegesis of the English text of these books.

OBJECTIVE: By carefully reading and assimilating each assigned chapter in C. Hassell Bullock's *Introduction to the Old Testament Prophetic Books* and Robert B. Chisholm, Jr.'s *Interpreting the Minor Prophets*.

GOAL 3: The student will interact with key exegetical, historical, theological, and hermeneutical issues of these prophetic books.

OBJECTIVE: By making note of textual and interpretative problems encountered in close reading and study of the biblical text.

OBJECTIVE: By working through selected problematic portions in class.

OBJECTIVE: By interacting with the positions and presuppositions of your professor and assigned readings.

OBJECTIVE: By noting the relative strengths and weaknesses of opposing positions and the significant difficulties precipitated by "easy" answers.

GOAL 4: The student will understand the place and contribution of the Minor Prophets in the progress of revelation.

OBJECTIVE: By considering the meaning and message of these books in light of available and relevant historical, cultural, linguistic, literary, and theological evidence.

OBJECTIVE: By discussing throughout the course the use of the Old Testament in the Minor Prophets.

OBJECTIVE: By discussing throughout the course New Testament use of the Minor Prophets.

GOAL 5: The student will apply the concrete teaching and principles provided by the Minor Prophets to the pressing needs and concerns of the believer (and non-believer) today.

OBJECTIVE: By allowing the biblical text to set the agenda and define the parameters of our quest for meaning and significance in the Minor Prophets.

OBJECTIVE: By devoting yourself wholeheartedly to the diligent study of this early word and work of God.

OBJECTIVE: By asking the God of this revelation to give you an inquiring mind and a receptive heart and to enable you to see the profound relevance of this Scripture to your life; and then, by His grace, to live out the truth of this life-altering, God-breathed word.

COURSE TEXTBOOKS

REQUIRED

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Revised and expanded ed. Chicago: Moody Press, 2007. ISBN-10: 0802441548; ISBN-13: 978-0802441546

Chisholm, Robert B., Jr. *Interpreting the Minor Prophets*. Academie Books. Grand Rapids: Zondervan Publishing House, 1990. ISBN: 0-310-30801-1 [Available at ChurchSource.com; enter ISBN # 0310308011; \$17.49 ~~\$24.99~~ Sale]

COURSE REQUIREMENTS

1. ASSIGNED READINGS 30%

The following materials have been selected for required course reading because they provide a rich and necessary foundation for what we will be doing in class. These readings are of fundamental importance to the textual study of the Minor Prophets this semester. Read the pages or portions indicated in each of the following works. N.B. All assigned readings have been scheduled into the COURSE CALENDAR. If you follow the reading guide provided in the COURSE CALENDAR, not only will you be prepared for class discussion of the scheduled portion of text, but by the end of the semester, all assigned readings for the course will have been read.

a) BIBLICAL TEXT

- (1) Determine which version you are going to use for study. The following English versions are recommended study versions: *New International Version*, *New American Standard Bible*, *English Standard Version*, *New Revised Standard Version*.
- (2) Read each Minor Prophet and the corpus of The Twelve completely through as assigned in the Course Calendar in your chosen study version.

b) COURSE TEXTBOOKS

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Revised and expanded ed. Chicago: Moody Press, 2007.

Chisholm, Robert B., Jr. *Interpreting the Minor Prophets*. Academie Books. Grand Rapids: Zondervan Publishing House, 1990.

c) SUPPLEMENTARY READING

Baker, David W. "Israelite Prophets and Prophecy." In *The Face of the Old Testament: A Survey of Contemporary Approaches*, 266-294. Edited by David W. Baker and Bill T. Arnold. Grand Rapids: Baker Book House, 1999. TOTAL PAGES: 29

Heschel, Abraham A. "Introduction," and "What Manner of Man is the Prophet?" In *The Prophets: An Introduction*, ix-xv, 3-26. Harper Torchbooks. New York: Harper & Row, Publishers, 1962. TOTAL PAGES: 31

Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. "Genres of the Old Testament." In *Introduction to Biblical Interpretation*, 323-387. Revised and expanded ed. Nashville: Thomas Nelson Publishers, 2004. TOTAL PAGES: 65

Houston, Walter. "What Did the Prophets Think They Were Doing? Speech Acts and Prophetic Discourse in the Old Testament." In Gordon, Robert P., ed. *"The Place Is Too Small for Us": The Israelite Prophets in Recent Scholarship*, 133-152. Sources for Biblical and Theological Study. Winona Lake: Eisenbrauns, 1995. TOTAL PAGES: 20

At the end of the semester the student will submit a reading report. The instructor will provide a form on which the student will indicate those readings which have been read in their entirety, or in part, or not at all. The percentage of readings completed will determine the amount of credit to be received for fulfillment or partial fulfillment of this course requirement. The Report of Assigned Readings form is available on the class Moodle page. The form is downloadable and will be submitted electronically.

N.B. The assigned readings report is due no later than 11:00 P.M. on Friday, May 7. Assigned reading reports will not be accepted after 11:00 P.M. on Friday, May 7.

2. POETIC ANALYSIS 15%

Each student will select and prepare a poetic analysis of **one** approved text from the Minor Prophets. Text options will be provided by the professor.

Text selection should be made by the end of class on Saturday, January 30. Following the model and methodology presented in class, the analysis will include the following, in the order here designated. The student will use the headings provided for the development of the analysis:

- (1) Structured Translation

Using either the ESV or NASB version, identify the utterance units comprising each verse in the text you have chosen. An utterance unit is a basic unit of meaning (clause) in discourse. In poetry this will be a colon, also referred to as a stich, or verset. Segmenting a text into its utterance units usually starts from an identification of the verbal elements, since most other grammatical-syntactical adjuncts (e.g., subject, direct object, indirect object, adverbs) are governed by the verbal component. Utterance units will also be marked by the presence of certain particles and interrogative pronouns. Structure each unit so as to portray visually the semantic and syntactic relationship of each line of text, e.g., coordination, subordination, repetition, etc. The intent of this aspect of textual analysis is to identify the fundamental components of meaning and their syntactical relationship within a meaningful stretch of text.

(2) Identification of Parallelism and Poetic Techniques

Locate and identify (label) all types of parallelism--both semantic and grammatical--present in the passage. Locate and characterize compositional patterns, use of repetition (e.g., keywording), imagery, and figures of speech. These observations are essential, because they provide the raw data for ascertaining the meaning and significance of the text.

(3) Context and Cohesiveness of the Poetic Unit

Summarize your findings on parallelism and poetic technique, and explain the trajectory of meaning they produce. Summarize the context (immediate and extended) in which the text is found. How do these verses fit and function within the literary setting? What holds these verses together as a meaningful literary unit within the surrounding verses?

(4) Comparison of Versions and Translations

Observe what the English versions have done with the text. How have the translations understood and rendered these verses? Using the English versions to which you have access, create a vertical alignment of the texts, so that the similarities, differences, and omissions in translation are clear. In addition to your primary version, include one other standard translation, e.g., NIV, ESV, NASB, NJV, in your comparison. Include also one or two additional less formal versions for a sampling of what other translators have done, e.g., NLT, NEB, TEV, CEV, et al. From the alignment, identify the significant differences in translation, and provide an annotated description of the divergence. What are the implications of the differences observed? Comment briefly on the effect the differences might have on one's understanding and application the text.

(5) Bringing Truth to Bear on Life

What is the thematic focus of the verses you have chosen? Summarize the teaching of the passage based upon the structure of the passage. How do these verses contribute theologically to the development of the message of the book? What are *these words* presented in *this order* with *this over-arching structure* “getting at”? Taking into account the surrounding material, what instruction is this meaningful literary unit providing? And how might this instruction be appropriated in one’s life? Be specific!

The written Poetic Analysis will be submitted electronically as a PDF, uploaded to the class Moodle page before 11:00 P.M. on Friday, March 12.

Each student will then present a summary of his/her analysis to the class in a 20-minute presentation on the passage, utilizing PowerPoint, Prezi, or other visual presentation modes. N.B. The class presentation will *not* be a reading of the analysis, but rather a creative, visual summary of findings. Individual presentations will be made in conjunction with coverage of the Minor Prophet in which the poetic passage is found. Class presentations will be made on the weekends of March 26-27 and April 23-24.

3. E-QUIZZES 10%

Quizzes will be taken at intervals in the course to check the student’s comprehension and assimilation of material covered to date. Questions will be drawn from assigned readings, course handouts, lectures and class interaction. The format of the quizzes will vary somewhat, but each quiz will be objective in nature (*i.e.*, a combination of multiple choice, fill-in-the-blank, matching, and true/false questions).

N.B. Quizzes will be offered online on the OT 5100 Moodle page. Designated quiz times will be the only times the quizzes will be offered. The quizzes will not be available at any other time. N.B. There will be no make-up quizzes! Each student will be responsible to be available and online to take the quiz when it is given. Again, there will be no make-up quizzes!

4. REFLECTION AND RESPONSE 15%

In the final few weeks of the semester--as a way of bringing closure to our reading and study of the Minor Prophets--each student will prepare a brief reflection paper growing out of course readings, discussion and lectures. The paper, not to exceed 1,500 words, will include the following:

- (1) Identify which Minor Prophet has had the greatest impact on your thinking this semester. Which prophet most significantly increased your understanding of God? Which prophet challenged your perspective, confronted your theology (?), changed your mind (?), or even, perhaps, “called you out” in some way?
- (2) Describe your journey with that prophet, *i.e.*, how it began and in what ways that prophet became compelling. Be sure to include the textual and contextual factors that drew you to the prophet.

- (3) Explain how your engagement with this one prophet over the semester will affect your present ministry and involvement in the church and your community. In what concrete ways has this prophet affected the way you now see things and the way you will now do things? Be specific!

The Reflection and Response paper will be submitted electronically, uploaded to the class Moodle page before 11:00 P.M. on Friday, May 7. The paper will be evaluated on the basis of its completeness (identification of prophet, description of journey, explanation of impact on ministry), and conformity to the criteria of brevity (1,500 words) and substantive reflection. N.B. The Reflection paper will be read *only* by the professor!

5. CONFERENCING 5%

Each student will conference with the professor at the mid-point in the semester--during the week of March 8-13. Each conference will be conducted over Zoom and will last 15-20 minutes. The purpose of each conference will be to discuss progress in the course and to provide additional learning support to each individual student.

6. CLASS PREPARATION AND PARTICIPATION 10%

The student is expected to come to class prepared to interact with the course readings and basic interpretive dimensions of the biblical text. Students will be expected to respond when called upon and, as a result of personal preparation and study of course material, to offer pertinent observations and interaction on the relevant questions of textual and interpretive study. Absence from an evening, morning, or afternoon session will adversely affect this component of course credit.

7. FINAL EXAM 20%

The final exam will be cumulative and comprehensive for the course. Format and performance expectations for the final will be provided. The final exam will be written online during the TEDS final exam week, May 10-13. The exam will be available on the course Moodle page beginning Monday, May 10, 1:00 P.M. thru Thursday, May 13, 11:00 P.M. This will be the only time the final exam will be offered. The final exam will be worth 200 course points. The format of the exam will be as follows:

SUMMARY STATEMENT OF COURSE REQUIREMENTS

1.	ASSIGNED READINGS	30%
2.	POETIC ANALYSIS	15%
3.	E-QUIZZES	10%
4.	REFLECTION AND RESPONSE	10%
5.	CONFERENCING	5%
6.	CLASS PREPARATION AND PARTICIPATION	10%
7.	FINAL EXAM	20%

COURSE GRADING

% SCALE	GRADE	GRADE POINTS	(TEDS 2020-2021 Online Catalog)	
1000 - 950	A	A	4.0	outstanding work
949 - 930	A-		3.7	<i>superior</i> achievement of course goals
929 - 910	B+		3.3	good work
909 - 850	B	B	3.0	<i>commendable</i> achievement of course goals
849 - 830	B-		2.7	clearly above average performance
829 - 810	C+		2.3	acceptable work
809 - 750	C	C	2.0	<i>satisfactory</i> achievement of course goals
749 - 730	C-		1.7	average performance
729 - 710	D+		1.3	minimal work
709 - 650	D	D	1.0	<i>marginal</i> achievement of course goals
649 - 630	D-		0.7	below average performance
629 -	F		0.0	failure <i>unacceptable</i> work

COURSE CALENDAR

The course calendar found on the following pages of this syllabus contains:

1. A complete lecture/class schedule for the entire semester.
2. A complete schedule of all reading assignments for the class.
3. A complete schedule of due dates.

Stay with the course calendar! Even if we should on occasion fall behind or dovetail material in class discussion, it will be your responsibility to stay with the assignments as they are here scheduled. All assignments made are to be completed during the following week. There is no pre-course assignment. There is nothing is due for the first class period.

WEEK	DATE	LECTURE
3	F Jan 29	INTRODUCTION TO THE COURSE--EXPLANATION OF COURSE PROCEDURES AND EXPECTATIONS AN INTRODUCTION TO HEBREW POETRY AND THE STUDY OF POETRY IN THE OLD TESTAMENT
3	S Jan 30	INTRODUCTION TO THE MINOR PROPHETS DIVINATION AND REVELATION IN ISRAEL AND IN THE ANCIENT NEAR EAST