



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

OTL634—Minor Prophets Online Spring, 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available under the Syllabus link in the MOODLE course. Additional information can be found at

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Joseph Coleson, Ph.D.

Office: (816) 268-5482

Office Hours: Tues., 1:30-4:30 p.m., or by appt.

Email: jecoleson@nts.edu

Home: (816) 353-2301

Catalog Description

A study of the historical periods, the characters, and the messages of the twelve Minor Prophets, with special attention to the nature and concerns of the prophetic movement in ancient Israel and Judah.

Course Narrative & Rationale

The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as a foundational document, informing all the life of the church. The Minor Prophets, though largely unknown in the church, make a vital contribution to the whole of the Scriptures.

The prophetic ministries of the twelve whom Christians usually call the Minor Prophets clustered, generally, around three great crisis periods in the life of God's ancient people, Israel and Judah. Hosea, Amos, and Micah (along with Isaiah) all prophesied when Israel, the northern kingdom, was in process of losing their national existence, and Judah, the southern kingdom, was in real danger of losing theirs, in the Assyrian onslaught upon the small western nations in the second half of the Eighth Century B.C. Nahum, Habakkuk, Zephaniah, and Obadiah (along with Jeremiah and Ezekiel) all prophesied in the period of the Babylonian crisis, culminating in the destruction of Jerusalem

and Solomon's Temple in 586 B.C. Haggai, Zechariah, and Malachi, and probably Jonah and Joel, helped the Post-Exilic Judean community rediscover their bearings and re-establish themselves as the people of God under the vastly different conditions of Persian hegemony.

The Minor Prophets are unfamiliar territory, even to most devout Christians. But they are books of profound depth and insight, and of considerable emotional intensity in many of their parts. These small books will richly reward those willing to expend time and effort to understand their patterns and their messages. They are mines of hidden treasure; wealthy, indeed, are those who explore their depths.

Course Outcomes

Upon completion of this course, you will:

1. Be familiar with the content of the Minor Prophets; (Assignment 1)
2. Be able to summarize the important positions regarding authorship, provenance, dating, occasion, and audience of these several books; (Assignment 1)
3. Be able to identify the Prophets' major theological themes, and discuss their contributions to the life and thought of God's people; (Assignments 1,2)
4. Have experience with the exegesis of some of the Prophets; (Assignment 1,2)
5. Use your knowledge of and "feel" for the Prophets in ministry assignment(s). (Assignment 1)

Church of the Nazarene COSAC Competencies

While none of these will be realized completely, the following competencies will be enhanced, directly or indirectly, through your participation in this course:

- CN 1, 2, 3, 4, 5, 6, 7, 15, 16, 17, 18, 19, 20, 21, 22, 23
- CP 1, 2, 3, 7, 9, 10, 11, 12, 15, 16, 20, 21, 22, 23, 24
- CH 1, 2, 3, 4, 5, 6, 13, 14
- CX 3, 5, 6, 7, 8, 10, 11

Required Texts

- English (or other vernacular) Bible.
- Allen, Leslie C. *The Books of Joel, Obadiah, Jonah and Micah*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1976.
- Coleson, Joseph (ed.). *Treasure the Word*. Indianapolis: Wesleyan Publishing House, 2009.
- Patterson, Richard D. and Andrew E. Hill. *Minor Prophets: Hosea-Malachi*. Carol Stream: Tyndale House Publishers, 2008.

Course Outline

Unit 1: Introductions - Week 1

- Course introduction
- Syllabus
- Personal introductions

Unit 2: The Assyrian Crisis - Weeks 2-5

- Hosea's personal story - Hosea 1-3
- Hosea's national message - Hosea 4-14
- Amos's two-week "holiday" - Amos
- Micah, from *where?* - Micah

Unit 3: The Babylonian Crisis - Weeks 6-9 (including R & R week)

- Nineveh, you'll get yours - Nahum
- Where are you, God? - Habakkuk
- Two you've never read, probably - Zephaniah; Obadiah

Unit 4: A Different Kind of Crisis - Weeks 10-13

- Much is little; Little is much - Haggai; Zechariah
- Who's accusing whom of what? - Malachi
- An apocalypse of locusts - Joel
- Poor, pious, put-upon, apoplectic prophet - Jonah

Unit 5: Synthesis and Shalom - Week 14

- Preliminary "final" thoughts
- Shalom means "Goodbye"

Course Assignments & Requirements

1. Online interaction (70% of course grade)

Posting to Discussion Forums and reading the posts of other class members is the online equivalent of attending and participating in class in an on-campus course. In the online environment, precisely because face-to-face contact is not possible, professor-with-student(s) and student(s)-with-student(s) interaction is indispensable for a positive learning experience. With this in mind, the following practices are minimal expectations for the course:

- Remember: *minimal* does not mean "A" work, nor an "A" grade.
- Each student is to write at least five (5) quality posts or responses to the professor's or other students' posts in discussion forums. Posts are to be spread over at least three (3) days each week (except R & R Week), and are to be completed by Saturday each week.
- Students are strongly encouraged to read all new posts at least five (5) days per week.
- A "quality" post begins a new topic, brings to bear critical reflection on another's post, or moves discussion in a new direction. Both number and quality of posts will influence this section of the course grade.
- A "quality" post will reflect reading/study of the biblical text, and of the course texts.
- The professor has learned from experience that posts of fewer than one hundred fifty (150) words in length (about five lines in our Moodle system/format) almost never are "quality" posts. It simply takes that many words, or more, to develop most ideas in this dialogical format for others to see where you are going, so as to respond intelligently and wisely.
- Correct and appropriate spelling, punctuation, grammar, syntax, usage, and other "best practices" of academic writing are expected in all posts.
- Students who have taken classroom courses with this professor will recognize that this on-going assignment combines weekly essay (albeit with shorter "essays") and discussion components of his classroom courses, and will continue to improve their expository skills.

Assessment of online participation will be posted weekly, using letter grades.

(Course Outcomes: Numbers 1, 2, 3, 4, 5, variously throughout the course)

2. Final exegetical paper (30% of course grade)

A 3,000-3,500-word exegetical paper is the culminating course assignment. The passage chosen for exegesis is to be cleared with the professor by March 28 (following R & R week). The paper is due April 30.

(Course Outcomes: Primarily numbers 3 and 4)

Distribution of Student Learning Hours

	hours
Online Participation in forums, groups, etc.	45
Reading	65
Writing	25
Other Assignments and Learning Activities	0
Exams & Quizzes	0
TOTAL	135

Method for Submitting Assignments

All assignments should be submitted through Moodle.

Form and Style Expectations

Unless noted otherwise by the professor, all writing assignments should conform to Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* (Chicago Guides to Writing, Editing, and Publishing), Eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. University of Chicago Press, 2007

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work

It is not possible to make up Discussion Forum postings in a later week. E.g., five (5) “extra” postings during Week 3 will not compensate for zero (0) postings during Week 2.

Weeks 1 and 14 postings will not be graded, except that fewer than five postings, and/or postings that are obvious “fillers” will earn a grade of “F,” and will be averaged with the rest; the lowest grade of the other eleven weeks will be dropped when calculating the course grade.

Because of Commencement timelines, the final exegetical paper can be accepted only until 11:55 p.m., U.S. Central Time, Saturday, April 30.

Course Grading

1. Online interaction will constitute seventy (70) percent of the course grade.
2. A final exegetical paper will constitute thirty (30) percent of the course grade.

All grades will be posted as letter grades; descriptions are included in the *NTS Student Handbook*.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies, which have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
Jan. 31 Unit 1	1	Forum: Each student is to post a personal introduction by Tuesday, and is to respond to at least four other introductory posts by Friday. In your intro., please include: 1.) Pertinent/appropriate personal information, including photo(s), if you care to; 2.) A short description of your current ministry and/or volunteer position(s); 3.) Your reason(s) for taking this course; and 4.) One "Item" in one of the books of the Minor Prophets in/of/for which you hope to gain a better understanding through this course.
Feb. 7 Unit 2	2	Texts: Read Hosea 1-3; read Patterson on Hosea 1-3. Forum: Five original and response posts on (at least) three different days.
Feb. 14 Unit 2	3	Texts: Read Hosea 4-14; read Patterson on Hosea 4-14. Forum: Five original and response posts on (at least) three different days.
Feb. 21 Unit 2	4	Texts: Read Amos; read Hill on Amos. Forum: Five original and response posts on (at least) three different days.
Feb. 28 Unit 2	5	Texts: Read Micah; read Allen and Hill on Micah. Forum: Five original and response posts on (at least) three different days.
Mar. 7 Unit 3	6	Texts: Read Nahum; read Patterson on Nahum. Forum: Five original and response posts on (at least) three different days.
Mar. 14 Unit 3	7	Texts: Read Habakkuk; read Patterson on Habakkuk. Forum: Five original and response posts on (at least) three different days.
Mar. 21	8	Reading and Research Week.
Mar. 28 Unit 3	9	Texts: Read Zeph. & Obad.; read Allen on Obad., Patterson on Zeph. & Obad. Forum: Five original and response posts on (at least) three different days. Final Paper: Check passage for final paper with professor.
Apr. 4 Unit 4	10	Texts: Read Haggai and Zechariah; read Hill on Haggai and Zechariah. Forum: Five original and response posts on (at least) three different days.
Apr. 11 Unit 4	11	Texts: Read Malachi; read Hill on Malachi. Forum: Five original and response posts on (at least) three different days.
Apr. 18 Unit 4	12	Texts: Read Joel; read Allen and Patterson on Joel. Forum: Five original and response posts on (at least) three different days.
Apr. 25 Unit 4	13	Texts: Read Jonah; read Allen and Patterson on Jonah. Forum: Five original and response posts on (at least) three different days. Final Paper: Due Saturday, April 30, 11:55 p.m., CDT (U.S.).
May 2 Unit 5	14	Forum: Two original posts on two different topics, and three response posts. Final day to post, this week only, is Wed., May 4, 11:55 p.m., CDT (U.S.)