



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/333-6254

## OTL634—Minor Prophets Online Spring, 2008

### ***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 Blackboard course. Additional information can be found at <http://bbwiki.nts.edu>.

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

### ***Instructor Information***

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### ***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 foundational, 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 people, places, and events of the Minor Prophets;
2. Be able to summarize important scholarly positions regarding authorship, provenance, dating, occasion, and audience of these books;
3. Be able to identify these books' major theological themes, and discuss their contributions to the life and thought of God's people;
4. Have some experience with the exegesis of the Minor Prophets;
5. Use your knowledge of and "feel" for these books in your ministry assignments.

## **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
- 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 & Course Materials**

- Allen, Leslie C. *The Books of Joel, Obadiah, Jonah and Micah*. Grand Rapids: Wm. B. Eerdmans Publ. Co., 1976. ISBN 0-8028-2373-4
- Any good Bible atlas with gazetteer

## **Course Outline**

### **Unit 1: Introductions - Week 1**

- Course Introduction
- Syllabus
- Personal introductions

### **Unit 2: Amos, Hosea, Micah - Weeks 2-4**

- Amos: Preaching Justice in Israel
- Hosea: God's Love for God's Wayward People
- Micah: Preaching Justice in Judah

### **Unit 3: Nahum, Habakkuk, Zephaniah, Obadiah - Weeks 5-9 (including R & R week)**

- Nahum: Nineveh's Demise Foretold
- Habakkuk: How Long, O Lord?
- Zephaniah: Jerusalem's Doom at the Day of the Lord
- Obadiah: Yes, Edom, You Are Your Brother's Keeper

#### **Unit 4: Haggai, Zechariah, Malachi - Weeks 10-12**

- Haggai: Consider Your Ways
- Zechariah: An Early Apocalyptic
- Malachi: A Series of Disputations

#### **Unit 5: Joel, Jonah - Weeks 13-14**

- Joel: Local Disaster, Presaging Universal Cataclysm
- Jonah: A Ship, a Fish, a Town, and a Booth—God’s Universal Love and Compassion

### **Course Assignments & Requirements**

#### **1. Complete reading of the course text and of the Minor Prophets**

The course text (Allen) is to be read before or during the weeks of our work on Micah, Obadiah, Joel, and Jonah, respectively, and reported via e-mail to the professor. Also, each of the Minor Prophets is to be read completely three times, on three separate days, during the week each is the subject of our study. This reading will not count as a percentage of the course grade, but no student can earn a grade of “A” for the course without completing it in a timely manner. This expectation is non-negotiable, and will be applied uniformly, without exception. (Course Outcomes: Numbers 1, 2, 3; beginning also on numbers 4, 5)

#### **2. Online interaction (30% 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 the minimal expectation for the course:

- Each student is to write at least five (5) original posts or responses to others’ posts, spread over at least three (3) days each week (except R & R Week). Response posts will be to others’ weekly essays (see below) and/or to general discussion forums posted by the professor or by other students.
- 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.
- Unless other lengths are assigned, all posts should be at least one hundred (100) words for new topics, and at least seventy-five (75) words for responses to another’s post.
- Spelling, punctuation, grammar, syntax, usage, and other “best practices” of academic writing are expected for all posts, essays, and other written work.

Assessment of online participation will be posted at the end of Week 4, of Week 9, and of Week 14. (Course Outcomes: Numbers 2, 3; beginning also on numbers 4, 5)

#### **3. Ten (10) written six-hundred-word (600-word) essays (50% of course grade)**

Ten written six-hundred-word (600-word) essays are due on Mondays between Week 2 and Week 14 of the course. Essay topics will be posted no later than one week early for each essay, to keep them timely with course developments. As Week 7 is R & R Week, twelve (12) weeks are available for writing ten (10) essays. Each essay is to be posted in two places: 1.) First, through the corresponding link in the Learning Unit for the week; 2.) Second, into the appropriate Discussion Board Forum. If a student chooses to submit eleven (11) or twelve (12) essays, the top ten (10) essay grades will be considered when calculating the course grade. (Course Outcomes: Numbers 1, 2, 3, 4; beginning also on number 5)

#### 4. Final paper or other project (20% of course grade)

A thirty-five-hundred (3,500)- to four-thousand (4,000)-word exegetical paper, or other project cleared with the professor beforehand, is the culminating course assignment; it is due Thursday, May 8. The topic or subject of the paper or project is to be chosen in consultation with the professor, no later than Monday, March 31. (Course Outcomes: Numbers 1, 2, 3, 4, 5)

### Method for Submitting Assignments

Each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are not to be submitted as hard copy, via fax, via e-mail, or via the Blackboard Digital Dropbox.

### Policy Regarding Late Work

It is not possible to “make up” Discussion Forum postings in a later week. E.g., five (5) postings during Week 3 will not compensate for zero (0) postings during Week 2. Weekly essays are due each Monday, no later than 11:59 p.m. Central Time. A separate Discussion Forum will be created each week for posting these essays. Since response to weekly essays may become a significant portion of Discussion Forum interaction, weekly essays will be accepted no more than twenty-four (24) hours late, i.e., only until 11:59 p.m. Central Time, on Tuesdays. Essays received on a Tuesday will be marked down one full letter grade. Because of Commencement timelines, the final paper or project can be accepted only until 11:59 p.m. Central Time, Thursday, May 8.

### Course Grading

1. Complete reading of course texts will not be graded, but is required to earn a grade of “A.”
  2. Online interaction will constitute thirty (30) percent of the course grade.
  3. Ten (10) six-hundred (600)-word essays will constitute fifty (50) percent of the course grade.
  4. A final exegetical paper or project will constitute twenty (20) percent of the course grade.
- All grades will be posted as letter grades; descriptions of letter grades used at NTS (A, B, C, D, F) are included in the *NTS Student Handbook*.

### Course Calendar

Date	Week	Assignment
Feb. 4 Unit 1	1	<b>Forum:</b> Each student is to post a personal introduction by Tuesday, and is to respond to at least three other introductory posts by Friday. In your intro., please include: 1.) Pertinent/appropriate personal information; 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 the Minor Prophets of which you hope to gain a better understanding through the course. <b>The professor will provide</b> a basic overview of the course and will post at least one orienting lecture.
Feb. 11 Unit 2	2	<b>Texts:</b> Read Amos three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Feb. 18 Unit 2	3	<b>Texts:</b> Read Hosea three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Feb. 25 Unit 2	4	<b>Texts:</b> Read Allen on Micah. Read Micah two more times, on different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.

Mar. 3 Unit 3	5	<b>Texts:</b> Read Nahum three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 10 Unit 3	6	<b>Texts:</b> Read Habakkuk three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 17	7	Reading and Research Week
Mar. 24 Unit 3	8	<b>Texts:</b> Read Zephaniah three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 31 Unit 3	9	<b>Texts:</b> Read Allen on Obadiah. Read Obadiah two more times, on two different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 7 Unit 4	10	<b>Texts:</b> Read Haggai three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 14 Unit 4	11	<b>Texts:</b> Read Zechariah three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 21 Unit 4	12	<b>Texts:</b> Read Malachi three times, on three different days; report by e-mail. <b>Essay:</b> By Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 28 Unit 5	13	<b>Texts:</b> Read Allen on Joel. Read Joel two more times, on two different days; report by e-mail. <b>Essay:</b> If needed, by Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days.
May 5 Unit 5	14	<b>Texts:</b> Read Allen on Jonah. Read Jonah two more times, on two different days; report by e-mail. <b>Essay:</b> If needed, by Monday post your 600-word essay on the assigned topic. <b>Forum:</b> Five original and response posts on (at least) three different days. <b>Final Paper/Project:</b> Submit by Thursday, May 8; late submissions not accepted for this assignment.