



Nazarene Theological Seminary

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

BIB790/890 — Jeremiah and Ezekiel (Module)
Spring, 2012

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 in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Degree Program 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
- *Handbook for Inclusive Language*

Instructor Information

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Office Hours: By appointment

Catalog Description

A study of selected issues in biblical literature. Repeat credit will be allowed for non-duplicated seminar subjects. (On this seminar, specifically, see below, "Course Narrative and Rationale.")

Course Narrative & Rationale

Jeremiah, from a priestly family, began his prophetic ministry as a young man living near Jerusalem in the latter part of the sixth century B.C., continuing until just past the destruction of Jerusalem and the Temple in 586 B.C. Ezekiel, also a priest, was carried away in (probably) the second wave of exile to the region of Babylon, about 597 B.C. His prophetic call came about five years later; Ezekiel's latest prophetic oracles are dated about 570 B.C.

Throughout our course, we will discover a number of reasons for studying these two prophets together. That their extensive ministries covered the crucial period of Judah's decline and fall--

Jeremiah as an “outsider” but still in Jerusalem, Ezekiel as an “insider” (in several important respects, at least) among those already exiled--is, in and of itself, an adequate reason and will suffice for now.

Degree Program Objectives

This course addresses particularly the following NTS Degree Program Objectives:

- MDiv Objective 2: Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments
- MACFD Objective 1: Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry
- MAICS Objective 4: Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting
- MA(TS) General Academic Track Objective 1: Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships
- MA(TS) General Academic Track Objective 2: Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons
- MA(TS) Research Track Objective 1: Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies
- MA(TS) Research Track Objective 2: Students will develop skill in academic research and writing as a basis for further graduate studies.

Course Outcomes

Upon completion of this course, the student will be able to:

1. Outline the content of the books of Jeremiah and Ezekiel
(Accomplished by course reading; class attendance/participation; assignments 1, 2)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and audience of Jeremiah and Ezekiel
(Accomplished by course reading; class attendance/participation; assignments 1, 2)
3. Identify the major theological themes of Jeremiah and Ezekiel, and discuss their contributions to Israelite, Jewish, and Christian theology
(Accomplished by course reading; class attendance/participation; assignments 1, 2, 3)
4. Exegete, understand, and interpret most passages in Jeremiah and Ezekiel, and use these insights in current and future ministry assignment(s)
(Accomplished by course reading; class attendance/participation; assignments 1, 2, 3).

Church of the Nazarene COSAC Competencies

The following competencies will be enhanced through your participation in this course:

- CN 1** Ability to identify the literary structure and the main story line of the Old Testament
- CN 2** Ability to identify the books of the Old Testament by genre(s)
- CN 3** Ability to identify the basic thrust of each major section of the Old Testament
- CN 5** Ability to describe the historical context of the major sections of the Old Testament
- CN 7** Ability to describe the major theological concepts of the Old Testament
- CN 15** Ability to describe how the Bible came into being, up to contemporary translations
- CN 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis
- CN 17** Ability to exegete a passage of Scripture using the steps referred to above
- CN 21** Ability to demonstrate understanding of the sources of theological reflection, its historical development, and its contemporary expressions
- CN 22** Ability to articulate the distinctive characteristics of Wesleyan theology
- CN 23** Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective
- CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- CP 10** Ability to synthesize, analyze, and reason logically for discernment, assessment, and problem solving, and to live with ambiguity
- CP 11** Ability to analyze the validity of arguments and to identify their presuppositions and consequences
- CP 22** Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways
(Variously accomplished by course reading; class attendance/participation; assignments 1, 2,3).

Required Texts

Thompson, David L., and Eugene Carpenter. *Cornerstone Biblical Commentary, Volume 9: Ezekiel, Daniel*. Carol Stream, IL: Tyndale House Publishers, Inc., 2010.

Varughese, Alex. *Jeremiah 1-25: A Commentary in the Wesleyan Tradition*. Kansas City: Beacon Hill Press, 2008.

Varughese, Alex, and Mitchel Modine. *Jeremiah 26-52: A Commentary in the Wesleyan Tradition*. Kansas City: Beacon Hill Press, 2010.

Course Outline (In-Module)

Jan. 24 — Syllabus; Introductions; Jeremiah 1-13
25 — Jeremiah 14-25
26 — Jeremiah 26-39
27 — Jeremiah 40-52

Jan. 30 — Ezekiel 1-11
31 — Ezekiel 12-24
Feb. 1 — Ezekiel 25-37
2 — Ezekiel 38-48
3 — Incarnations

Course Written Assignments

1. Two, 2,000-word, pre-module written text reviews constitute 20% of the course grade.

The parameters of this expectation are posted in the appropriate places in the Moodle course.
(Course outcomes: Numbers 1, 2, 3, 4, variously)

2. Five, 600-word, in-module exegetical (or other) essays constitute 50% of the course grade.

Essays are assigned daily; the five essays with the best grades will factor into the course grade.
(Course Outcomes: Numbers 1, 2, 3, 4, variously)

3. A post-module exegetical paper constitutes 30% of the course grade.

A 3,500-4,000-word exegetical paper is the culminating course assignment. The pericope for exegesis is to be cleared with the professor by **February 2**. The paper is due **March 16**.

(Course Outcomes: Primarily numbers 3, 4)

Distribution of Student Learning Hours

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		38	
Online Participation in forums, groups, etc.	0		0
Reading	35	10	20
Writing	15	15	24
Other Assignments and Learning Activities	0	0	0
Exams & Quizzes	0	0	0
TOTAL	50	63	44

Submitting Assignments; Posting Grades

All assignments are to be submitted in the “Assignments” section(s) of our Moodle course. All grades will be posted as letter grades in the “Grades” section of our Moodle course. Grade descriptions are included in the *NTS Student Handbook*.

Form and Style Expectations

All written work is to exhibit best practices for graduate-level academic writing. The NTS faculty have adopted Turabian as the Seminary standard; each student should own a copy of the latest edition of Turabian, and should use it conscientiously. A convenient summary of some of the more common issues of concern is included in the course materials in Moodle.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people often have used language to 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 writing. All written work presented to meet requirements of this course will use gender-inclusive language.

Policy Regarding Late Work

In justice to all students, **no** written work will be accepted late. Daily essays during the two-week module are due at class time—defined, for this purpose only, as 8:20 a.m.

Additional Costs

The professor does not anticipate additional costs for this course, beyond NTS tuition and fees, and the cost of textbooks.

Course Grading

Written work for the course is set forth in the section, “Course Written Assignments.” In addition, class attendance during the module will affect the course grade, as noted below in the section, “Class Attendance.”

Reasonable Modifications

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 accommodation(s) 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 that have been beneficial in the past.

Class Attendance

Class attendance is essential for realizing maximum benefit from this educational experience. If a student is absent for more than the equivalent of one full class session, the course grade will be lowered. Absence(s) totaling more than the equivalent of two full class sessions may cause a student to fail the course. Prior notification of any absence is expected, if possible; the professor is to be notified of the reasons for/circumstances of all absences as soon as possible.

Daily attendance records must be reported for those obtaining Veterans Administration and/or Department of Education benefits. It is the student’s responsibility to notify the professor if attendance is to be reported.

Course Calendar

Date	Week	Assignment
Dec. 12	1 Pre-Module begins	Begin reading of course texts.
Dec. 19	2	Continue reading of course texts.
Dec. 26	3	Continue reading of course texts.
Jan. 2	4	Continue reading of course texts. First text review due Jan. 2 ; see assignment in Moodle course.
Jan. 9	5	Continue reading of course texts.
Jan. 16	6	Continue reading of course texts. Second text review due Jan. 21 ; see assignment in Moodle course.
Jan. 23	7 Module face-to-face begins	Class attendance expected. Short (600-word) essays due. You may choose to submit 0, 1, 2, 3, or 4 essays during the first week, but none will be accepted late.
Jan. 30	8 Module face-to face continues	Class attendance expected. Short (600-word) essays due. You may choose to submit 1, 2, 3, 4, or 5 essays during the second week, but none will be accepted late. Pericope for the post-module exegetical paper is to be cleared with the professor by Feb. 2 .
Feb. 6	9 Post-Module begins	Begin work on post-module exegetical paper.
Feb. 13	10	Continue work on post-module exegetical paper.
Feb. 20	11	Continue work on post-module exegetical paper.
Feb. 27	12	Continue work on post-module exegetical paper.
Mar. 5	13	Continue work on post-module exegetical paper. Course evaluations to be released by the Dean's Office.
Mar. 12	14	Post-module exegetical paper due March 16 ; see assignment in Moodle course.