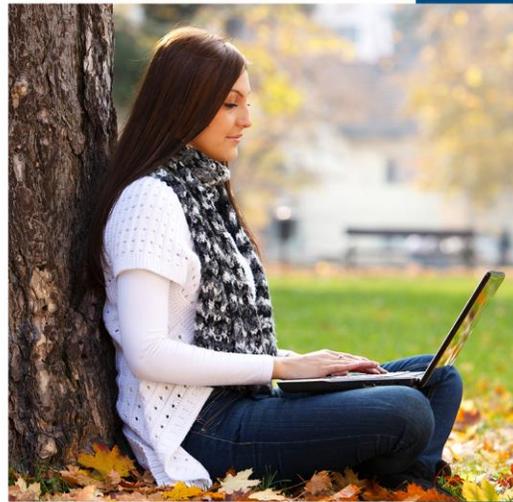




School of
Distance Education
Andrews University

SYLLABUS



**RELB 274 Prophetic Writings of
the Old Testament
Summer 2021**

RELB 274 Prophetic Writings of the Old Testament

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme.

Required Text/Material

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Publishers, 2007. ISBN-13: 9780802441546

Nichol, Francis D., ed. *The Seventh-day Adventist Bible Commentary: Isaiah to Malachi, Vol. 4*. Hagerstown, MD: Review and Herald Publishing Association, 1977. ISBN-10: 0828011516

White, Ellen G. *Prophets and Kings*. Nampa, ID: Pacific Press Publishing Association, 2005. ISBN-13: 9780816320943 Also available free at https://egwwritings.org/?ref=en_PK.7|=88.8

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, writing short quizzes, essays and reflections on readings as well as two exams.

A recommended weekly schedule to divide your time is provided:

Readings: 2.5 hours

Lectures: 2 hours

Interactive Discussions: 1 hour

Essays: 1 hour

Art Project: 0.5 hour

Bible Study Assignment: 1 hour

Studying for Upcoming Exams: 1 hours

Program Learning Outcomes

Graduates of this program will be able to:

1. Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective (Seek Knowledge)
2. Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (Affirm Faith)
3. Exhibit growth in awareness of Christian values and life skills. (Affirm Faith)
4. Document service experiences and skills in community and cross cultural contexts. (Change the World)

Student Learning Outcomes

1. Evaluate the prevalent theories concerning the dating and authorship of the prophetic books.
2. Apply to practical living concepts in the prophetic books.
3. Synthesize a model for interpreting the literature in the prophetic books.
4. Summarize the basic messages of the prophetic books.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, discussions art project, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Write each type of assessment with a short description.

Discussion Forums

There are eight discussions in this course. Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

The successful student is expected to post a 1 page long first post, 250-300 words, and well-thought-out response to the question. The student is expected to make connections to the readings, cite the sources, but also connect the information to personal Prophetic Writings of the Old Testament Further instructions appear in the discussions.

Essay Assignment

There are seven essay assignments in the course. These require you to write one page structured answer to a given question. Please, check the essay example in Learning Hub to be sure to reach the required quality.

Bible Study Assignment

Choose one of the prophetic books covered in this course. Write a 15-question Bible study, with answers to the questions. Be sure to name which book you're covering and what your audience is. . You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socioeconomic strata, etc.). Your Bible Study needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. Imagine that you have invited these people to your home to study this book. This Bible study would be the first lesson you would deliver. At the end of your Bible Study include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your Bible Study includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

Art project

Choose one of the prophetic books covered in this course and create an art project that represents this book. (not the same book selected for the bible study assignment). This is where the successful student posts the artistic results of about 5 hours of class study time. A project could be an MP3 of a song a student wrote and recorded, a Power-Point slide show, a poetry, a video showing a sculpture the student made, a photo of a painting the student made, or any other such art project. One who does not feel artistically inclined may spend the time writing some devotional thoughts on the selected book. These could be presented in written form or as radio-spot-style audio portions. A good length for the total amount of devotional material would be 2 double-spaced pages typed, or 5 minutes of audio. Students are very encouraged to explore other forms of artistic talent, though and to only do the devotional project if nothing else seems to work. A brief summary of the art project idea is to be presented as part of the fulfillment of this assignment.

Reading Requirements

Students are expected to read the materials listed below.

- Required text materials as described above.
- Online lessons, and assigned articles.
- Assigned Bible passages.

Rubrics

Written assignments rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Exams

The midterm exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam. To the midterm exam you may bring an unmarked Bible.

The final exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 17 – 20	Overview/Introduction	Davidson Bible Authority Revelation	Discussion 1 Due Thurs, May 27	SLO1
2 May 21 – 27	Jonah and Amos	<p>Jonah c. 790 B.C. (?) - Prophet from Israel</p> <ul style="list-style-type: none"> Bullock: Preface to the Prophets p. 45 – 63 SDA BC: p. 993 – 1007 “The God of the Second Time: Another Look at the Jonah Story” by J. Davidson p. 18-26 <p>Amos c. 767-753 B.C.- Prophet from Judah to Israel</p> <ul style="list-style-type: none"> Bullock: Call for Moral Obedience p. 64 – 98 SDA BC: p. 951 – 984 Article: “The Alleged ‘No’ of Amos and Amos’ Eschatology” by G. Hasel 	Essay 1	SLO1,2,3
3 May 28 – June 3	Hosea and Micah	<p>Hosea c. 755 – 725 B.C. – Prophet of Israel</p> <ul style="list-style-type: none"> Bullock: A Prophet’s Dilemma p. 99 – 124 SDA BC: p. 883 – 933; 1174 Article: “The Function of the City of Jezreel and the Symbolism of Jezreel in Hosea 1–2” by S. Zelig-Aster p. 31 – 46 <p>Micah c. 740 – 700 B.C. – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Judgment, Hope, and Promise p. 99 – 124 SDA BC: p. 1009 – 1031 Article: “Asherah in the Hebrew Bible and Northwest Semitic Literature” by J. Day 	Discussion 2	SLO1,3,4

Week	Lessons	Readings	Assignments	Outcomes Met
4 June 4 – 10	Isaiah Part 1 Isaiah Part 2	<p>Isaiah c. 745 – 685 B.C. – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Prophet Par Excellence p. 151 – 178 SDA BC: p. 341 – 463 Articles: “Practical Spirituality in Isaiah 1:10-20” by P. Gregor p. 16 – 27 Readings: <i>Prophets and Kings</i>, Chpt. 25, “The Call of Isaiah” by E. White <p>Isaiah c. 745 – 685 B.C. – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Prophet Par Excellence p. 179 – 196 SDA BC: p. 229 – 339; 1137 – 1154 Articles: Excerpt from <i>The Origin and Early History of the Remnant Motif in Ancient Israel</i> by G. Hasel p. 461 – 472 “‘Sabbath is a Happy Day!’ What Does Isaiah 58:13 – 14 Mean?” by E. Christian 	Essay 2 Discussion 3	SLO1,2,3,4
5 June 11 – 17	Nahum & Habakkuk Zephaniah & Joel	<p>Nahum c. 640 B.C. (?) – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: The Reality of Judgment p. 261 – 273 SDA BC: p. 1033 – 1043 Article: “Nahum, Nineveh, and the Nile: The Description of Thebes in Nahum 3:8–9” by J. Huddlestun p. 97 – 111 <p>Habakkuk c. 630 B.C. (?) – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Prophet of Transition p. 1045 – 1058 SDA BC: p. 1045 – 1058 <p>Zephaniah c. 630 B.C. (?) – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Profile of a People p. 195 – 208 SDA BC: p. 1059 – 1069 <p>Joel c. 620 B.C. (?) – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: The Day of Decision p. 390 – 402 SDA BC: p. 935 – 950 	Essay 3 Discussion 4 Bible Study Assignment Due	SLO1,2,3,4
6 June 18 – 24	PROCTORED MIDTERM EXAM			SLO1,2,3
	Jeremiah Part 1	<p>Jeremiah c. 627 – 580 B.C. – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Prophet to the Nations p. 223 – 243 SDA BC: p. 341 – 463 <p>Readings: <i>Prophets and Kings</i>, Chpt. 34 “Jeremiah” by E. White</p>	Essay 4	
7 June 25 – July 1	Jeremiah Part 2	<p>Jeremiah c. 627 – 580 – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Prophet to the Nations p. 243 – 260 SDA BC: p. 463 – 539; 1154 – 1160 <p>Article: “Why does the Way of the Wicked Prosper? Human and Divine Suffering in Jeremiah 11:18 – 12:13 and the Problem of Evil” by D. Melvin, p. 99 – 106</p>	Discussion 5	SLO1,3,4
8 July 2 – 8	Lamentations Obadiah	<p>Jeremiah c. 627 – 580 – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Lamentations, Reflections of the Soul p. 319 – 331 SDA BC: p. 541 – 563 <p>Obadiah c. 586 B.C. – Prophet of Judah</p> <ul style="list-style-type: none"> Bullock: Edom’s Day of the Lord p. 308 – 318 SDA BC: p. 985 – 992 <p>Articles: “Nabonidus, as-Sila, and the Beginning of the End of Edom” by B. Crowell “Edom and the Fall of Jerusalem, 587 B.C.” by J. Bartlett</p>	Essay 5 Discussion 6	SLO1,2,3,4

Week	Lessons	Readings	Assignments	Outcomes Met
9 July 9 – 15	Ezekiel Part 1 Ezekiel Part 2	Ezekiel c. 593/92 – 570 B.C. – Prophet of Judah <ul style="list-style-type: none"> Bullock: The Merging of Two Spheres p. 274 – 296 SDA BC: p. 565 – 663 Articles: “Even if Noah, Daniel, and Job’ (Ezekiel 14:14, 20) – Why These Three?” by J. Davidson Ezekiel c. 593/92 – 570 B.C. – Prophet of Judah <ul style="list-style-type: none"> Bullock: The Merging of Two Spheres p. 296 – 307 SDA BC: p. 663 – 739; 1160 – 1166 Articles: “Toward the Fulfillment of the Gog and Magog Prophecy of Ezekiel 38 – 39” by J. Moskala	Essay 6 Discussion 7	SLO1,2,3,4
10 July 16 – 22	Haggai and Zechariah	Haggai c. 520 B.C. – Prophet of Judah <ul style="list-style-type: none"> Bullock: The Temple and the Future p. 362 – 372 SDA BC: p. 1071 – 1081; 1175 – 1177 Zechariah c. 520 – 518 B.C. – Prophet of Judah <ul style="list-style-type: none"> Bullock: Prophet of the New Kingdom p. 373 – 389 SDA BC: p. 1083 – 1118; 1177 – 1180 	Essay 7	SLO1,3,4
11 July 23 – 29	Malachi	Malachi c. 425 B.C. (?) – Prophet of Judah <ul style="list-style-type: none"> Bullock: Prophet of Covenant Love p. 403 – 413 SDA BC: p. 1119 – 1134; 1180 – 1184 Reading: <i>Prophets and Kings</i> , Chpt. 59, “The House of Israel,” by E. White	Discussion 8 Art Project Assignment Due	SLO1,2,3,4
12 July 30 – August 6	PROCTORED FINAL EXAM (Must be completed by Thursday, August 5, 11:59 pm)			SLO1,3,4

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15	Discussions
15	Essays
10	Bible Study Assignment
10	Art Project
25	Midterm Exam
25	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.

3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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