



**ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE**  
A Member Institution of the Sydney College of Divinity

## B7231A Prophetic Literature

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### Semester Two, 2021

**Teaching Staff:**

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Consultation times:	by appointment; first contact by email preferred

## B7231A Prophetic Literature

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<b>Unit Weighting:</b>	9 credit points
<b>Type of Unit:</b>	Intermediate
<b>Mode of Study:</b>	Face-to-Face (synchronous learning)
<b>Pre-requisite unit:</b>	9 credit points in Biblical Studies
<b>Co-requisite units:</b>	None
<b>Units excluded:</b>	None

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#### Scheduled times and Venues:

Lectures will be delivered weekly on campus and via Zoom video conferencing on **Monday 10:00-1:00pm** and students are expected to participate in real time. To complete a unit a student must have been present for at least 80% of all prescribed contact hours, as per attendance policy ([www.sagotc.edu.au/page/attendance](http://www.sagotc.edu.au/page/attendance)).

<b>Teaching Staff:</b>	Name:	Lydia Gore-Jones (PhD Macquarie)
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Consultations available by appointment; first contact by email preferred.

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<b>Workload:</b>	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study & assignments:	9 hours
	Total Workload/week:	12 hours

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#### Curriculum Objectives

This course unit builds on the knowledge and skills developed in the prerequisite Biblical Studies units. It examines the literary forms and theological content of Israel's prophetic books, with due consideration of their historical, cultural and religious settings/contexts.

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## Learning Outcomes

At the end of this unit students will be able to:

1. demonstrate knowledge of the critical issues associated with the study of prophetic literature
2. show how various prophetic literary forms communicate their theological content
3. exegete selected passages from prophetic books
4. utilise the relevant secondary literature in a critical manner
5. apply insights of prophetic literature to various aspects of teaching, ministry, and spirituality

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## Learning Activities

Lectures and discussion, face-to-face and/or online.

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## Content

1. Developing an appropriate context for the study of prophetic literature
2. Study of prophetic literary forms and their content/themes
3. Exegesis of selected texts from prophetic books
4. Aspects of the theology of prophetic books

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## Weekly Program (2021, Semester 2)

<b>Topic 1</b>	Prophecy in the Bible and the Ancient Near East; Moses and Balaam
<b>Topic 2</b>	Former Prophets: Elijah and Elisha
<b>Topic 3</b>	Hosea and Amos
<b>Topic 4</b>	The Great Isaiah
<b>Topic 5</b>	Micah and Jeremiah
<b>Topic 6</b>	Jeremiah and Baruch
<b>Topic 7</b>	Nahum, Zephaniah, Habakkuk and Obadiah
<b>Topic 8</b>	Ezekiel
<b>Topic 9</b>	Deutero-Isaiah, Zechariah 1-8, Haggai and Malachi
<b>Topic 10</b>	Trito-Isaiah, Zechariah 9-14, Joel and Jonah
<b>Topic 11</b>	Daniel, and prophecy in the Second Temple period
<b>Topic 12</b>	Nachleben of the Prophets: Prophets outside the HB and in the NT

## Learning Resources

Required text:

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Updated edition. Chicago: Moody Publishers, 2007.

*The preferred Biblical texts for study through English is the NRSV translation. Short weekly readings will be posted on Moodle.*

*This is not an exhaustive bibliography, but good introductory readings. Check the library catalogue for commentaries on specific prophetic books and online databases.*

- Blenkinsopp, J. *A History of Prophecy in Israel*. (2<sup>nd</sup> ed.). Louisville: John Knox Press, 1996.  
 Branick, V. P. *Understanding the Prophets and Their Books*. NY: Paulist Press, 2012.  
 Brueggemann, W. *The Prophetic Imagination*. Minneapolis: Fortress Press, 2001.  
 Childs, B. S. *Isaiah*. Old Testament Library. Louisville: Westminster John Knox Press, 2001.  
 Chisholm, R. B. *Handbook on the Prophets*. Grand Rapids: Baker, 2002.  
 Clements, R. E. *Old Testament Prophecy from Oracles to Canon*. Louisville: John Knox Press, 1996.  
 Davies, P. R. *The Prophets*. The Biblical Seminar 42. Sheffield: Sheffield Academic Press, 1996.  
 Dempsey, C. J. *The Prophets*. Minneapolis: Fortress Press, 2000.  
 Lundbom, Jack R. *Jeremiah*. 2 Vols. Anchor Bible. New York: Doubleday, 1999, 2004.  
 Matthews, V. H. *Social World of the Hebrew Prophets*. Peabody: Hendrickson, 2001.  
 Miller, J. W. *Meet the Prophets: A Beginner's Guide to the Biblical Prophets*. New York: Paulist Press, 1987.  
 Sweeney, M. A. *The Prophetic Literature*. Nashville: Abingdon Press, 2005.  
 Westermann, C. *Basic Forms of Prophetic Speech*. London: Lutterworth Press, 1967.

## Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. Summary of a scholarly work on prophetic literature. [Outcome 1, 4]
2. An essay showing the development of a particular theological theme in one of the prophetic books. [Outcomes 1, 2 and 4]
3. Exegesis of a prophetic passage using an accepted methodology. [Outcomes 3, 4 and 5]

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Reading Response (800 words)	20%	Mon 23 August	Outcome 1, 4

Thematic Essay (1,200 words)	30%	Mon 27 September	Outcomes 1, 2, 4
Exegetical Essay (2,000 words)	50%	Mon 15 November	Outcomes 3, 4, 5

## Detailed information on assessment tasks and assessment standards

### 1. Reading response (800 words – 20%)

Write a reading response to the “Introduction,” pages 13-46 in C. Hassell Bullock’s *An Introduction to the Old Testament Prophetic Books* (2007), addressing the following questions in particular:

- Who are the prophets and what is prophetic literature?
- What approaches are adopted in modern scholarship of prophetic literature?

Then offer your own reflection on why Old Testament prophetic literature should be studied today.

### 2. Thematic essay (1,200 words – 30%)

Examine how one of following prophets – Amos, Hosea, Isaiah or Jeremiah – conveys his understanding of divine characteristics. Focus on one or more of the following themes:

- Justice
- Judgment
- Mercy
- Faithfulness
- Creator

*Notes:*

- Your essay should present a directly relevant response to the essay question you choose. The focus is theological theme(s).*
- You should present a clear thesis statement, backed up by textual evidence from biblical texts. Remember you are not writing a commentary.*
- Be succinct and get to the point. You can treat of only one prophet, but you can choose one or more themes, but remember your word limit.*
- Use a minimum of 5 scholarly works (monographs or journal articles); do not use websites unless they are scholarly works.*

### 3. Exegetical Essay (2,000 words – 50%)

Give an exegesis on one of the following passages. Pay attention to its literary and historical contexts. In what way(s) does the passage convey an eschatological message? How does the passage bear relevance to the Church and/or Christian faith today?

- Ezekiel 36:24-28
- Isaiah 54:1-8
- Joel 3:9-16
- Zechariah 2:1-13
- Malachi 4:1-6

*Notes:*

1. Read your chosen passage in several translations carefully and formulate your own questions and thoughts. Since you are writing an essay, develop your own thesis statement, which is then developed with your own reading of the text.
  2. This is not an exercise in simply extracting a pious meaning from the passage; try to think about the context in which the prophet spoke and how it might have been received by his audience. After your own analysis, apply your findings to the Church and Christian faith today.
  3. Consult at least 5 modern scholarly works, e.g. commentaries, monographs or articles in peer-reviewed journals, to help you refine your understanding of the passage. However, remember it is your own reading and in-depth engagement with the biblical text that counts most.
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## Marking Criteria

Please read carefully about how your essays are graded.

1. **Comprehension & Method:** Demonstrates a clear understanding of the principles of critical biblical analysis and proficiency in their application to a specific text; demonstrates a clear understanding of key concepts, terminology, and issues related to the selected text. (30% of grade)
  2. **Content & Research:** Demonstrates proficiency in selecting and organising information relevant to the topic under discussion; informed conclusions supported by relevant evidence. (30% of grade)
  3. **Critical Engagement:** Engages critically with a wide range of modern scholarship; reaches informed and original conclusions based on critical reflection; fair and acknowledged use of current scholarly interpretations. (20% of grade)
  4. **Communication & Style:** Clear communication of ideas and arguments; accurate use of subject specific terminology; correct grammar; clear sentence and paragraph structure; accurate spelling; correct referencing. (20% of grade)
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## Course Unit Revision

The material for this course unit was last revised on 13 July 2021.

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## Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

## Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

## Example:

*Student submits an assignment worth 50 marks 4 days late.*

*Total mark available=50*

*Penalty: 4 days late = 5% of 50x4 = 10 mark penalty*

*The student's original mark is 40.*



*Final mark =40-10=30*

## **Grounds for Extension**

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

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## **Plagiarism**

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to section 6.1 in the Handbook.

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## **Library**

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at <http://www.sagotc.edu.au/library>.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice.

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## **Demand Hours, Grading System and Attendance**

The student workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

- a. set aside an appropriate number of private study periods in the week of 2-3 hours duration
- b. select study times when you are not likely to be tired or interrupted
- c. space your study out over the week
- d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
- e. plan some rest from study during the mid-semester recess
- f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Typically, undergraduate students should expect to devote 4 hours per week to actual assessment preparation (approx. 13 hours preparation per 1,000 words of written assessment or almost 20 hours preparation for a 1.5 hour examination).

Typically, postgraduate students should expect to devote 5 hours per week to actual assessment preparation (approx. 16 hours preparation per 1,000 words of written assessment or 25 hours preparation for a 1.5 hour examination).

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

Please see Section 6 of the College's Handbook, available online at [www.sagotc.edu.au](http://www.sagotc.edu.au) for information about the grading system.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work, residential school programs and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.



## General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
<b>Subsidiary Descriptions</b>					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills

					<i>(Continued on next page)</i>
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others