Essential Information
Please refer to the following resources for information essential to 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
Professor: Joseph Coleson, Ph.D.                      Email: jecoleson@nts.edu
Office: (816) 268-5482                                  Office Hours: By appointment

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.

**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
- **MDiv Objective 5**: Understanding of local and global [and temporal] diversity through the investigation of cultural contexts, to enable the church to proclaim effectively and to embody the mission of God
- **MACFD Objective 1**: A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church
- **MAICS Objective 1**: Knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions
- **MAICS Objective 2**: Articulation of the biblical-theological understandings of the *missio Dei* in ways that assist the church’s response to God’s call to participate in that mission
- **MA(TS) General Academic and Research Tracks Objective 1**: Skill in academic research and writing
- **MA(TS) General Academic and Research Tracks Objective 2**: Knowledge of the major theological disciplines and their interrelationships
- **MA(TS) General Academic and Research Tracks Objective 3**: Ability to use the theological disciplines to reflect and engage the world as informed, thinking, Christian persons
- **MA(TS) Research Track Objective 4**: Ability to do theological research, critical theological reflection, and graduate-level academic writing.

(Other degree program objectives also will be addressed, though not all so directly as these.)
Course Outcomes

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

1. Express, orally and in writing, the content of the books of the Minor Prophets
   (Accomplished by reading; class attendance/participation; written assignment 1)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and original audiences of these several books
   (Accomplished by reading; class attendance/participation)
3. Identify the Prophets’ major theological themes, and discuss their contributions to the life and thought of God’s people, both ancient and modern
   (Accomplished by reading; class attendance/participation; written assignments 1, 2)
4. Exegete, with developing skill and appropriate confidence, many of the pericopes of the prophets, and employ them suitably in a variety of ministry settings
   (Accomplished by reading; class attendance/participation; written assignments 1, 2).

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

**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 22** Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways
   (Accomplished by reading; class attendance/participation; written assignments 1, 2).

Required Texts

Course Outline

Feb
4 – Syllabus; introductions; Amos
11 – Hosea 1-6; first exegetical essay due--see assignment in Moodle
18 – Hosea 7-14; second exegetical essay due--see assignment in Moodle
25 – Micah; third exegetical essay due--see assignment in Moodle

Mar
4 – Nahum; fourth exegetical essay due--see assignment in Moodle
   Passage for final exegetical paper to be cleared with professor
11 – Video/CD “Honor/Shame” presentation; fifth exegetical essay due--see assignment in Moodle
18 – No class session (Reading and Research Week); no written assignment due
25 – Habakkuk; sixth exegetical essay due--see assignment in Moodle

Apr
1 – Zephaniah; Obadiah; seventh exegetical essay due--see assignment in Moodle
8 – Haggai; Zechariah 1-8; eighth exegetical essay due--see assignment in Moodle
15 – Zechariah 9-14; Malachi; ninth exegetical essay due--see assignment in Moodle
22 – Joel; tenth exegetical essay due--see assignment in Moodle
29 – Jonah; eleventh exegetical essay due--see assignment in Moodle

May
6 – In-class summaries and discussions of final exegetical papers

Course Written Assignments

1. Seven, 600-word exegetical (or other) essays constitute 70% of the course grade.
   Eleven essays will be assigned; for each student, the seven essays with the best letter grades will be factored into the course grade.
   (Course Outcomes: Numbers 1, 3, 4, variously)

N.B.: An important purpose of these short-essay assignments is to give students sustained opportunities to improve both the content and the mechanics of their writing. This is the major reason for the allotment of three hours of writing time per paper in the “Distribution of Student Learning Hours” in the chart below. Each student should schedule time for multiple proof-readings and, potentially, revision(s) of each of these short essays, before posting to Moodle. With respect both to content and to quality of writing, the bar purposely is set quite high. Fewer and shorter written assignments, with an emphasis on quality of writing, will make you a better writer--as longer assignments, often produced with less attention to quality of writing, usually cannot do.

2. A final exegetical paper constitutes 30% of the course grade.
   A 3,500-4,000-word exegetical paper is the culminating course assignment. The passage for exegesis is to be cleared with the professor by March 4. The paper is due May 6.
   (Course Outcomes: Primarily numbers 3, 4)
Distribution of Student Learning Hours

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<thead>
<tr>
<th></th>
<th>Hours</th>
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<tbody>
<tr>
<td>In-Class Hours</td>
<td>39</td>
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<tr>
<td>Reading</td>
<td>55</td>
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<tr>
<td>Writing</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
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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’s Manual of Style 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, “Better Academic Writing,” is included in the course resource 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

Weekly essays and the final exegetical paper are due at class time on their respective due dates. In justice to all students, no written work submitted late can earn an A grade. Because of Commencement timelines, the final exegetical paper cannot be accepted late.

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,” with details in the respective sections(s) of Moodle. In addition, class attendance may 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 professor--preferably 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 two full class sessions, the course grade will be lowered. Absences totaling more than the equivalent of three full class sessions may cause a student to fail the course. Prior notification of the professor for any absence is expected, when possible; the professor is to be notified of the reasons for/circumstances of all absences as soon as possible.

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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Feb 4</td>
<td>1</td>
<td>Amos; no written assignment due</td>
</tr>
<tr>
<td>Feb 11</td>
<td>2</td>
<td>Exegetical essay from Hosea 1-6; see assignment in Moodle</td>
</tr>
<tr>
<td>Feb 18</td>
<td>3</td>
<td>Exegetical essay from Hosea 7-14; see assignment in Moodle</td>
</tr>
<tr>
<td>Feb 25</td>
<td>4</td>
<td>Exegetical essay from Micah; see assignment in Moodle</td>
</tr>
<tr>
<td>Mar 4</td>
<td>5</td>
<td>Exegetical essay from Nahum; see assignment in Moodle Passage for final exegetical paper to be cleared with professor</td>
</tr>
<tr>
<td>Mar 11</td>
<td>6</td>
<td>Essay from final paper pericope; see assignment in Moodle</td>
</tr>
<tr>
<td>Mar 18</td>
<td>7</td>
<td>Reading and Research Week; no written assignment due</td>
</tr>
<tr>
<td>Mar 25</td>
<td>8</td>
<td>Exegetical essay from Habakkuk; see assignment in Moodle</td>
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<tr>
<td>Apr 1</td>
<td>9</td>
<td>Exegetical essay from Zephaniah; see assignment in Moodle</td>
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<tr>
<td>Apr 8</td>
<td>10</td>
<td>Exegetical essay from Haggai; see assignment in Moodle</td>
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<tr>
<td>Apr 15</td>
<td>11</td>
<td>Exegetical essay from Malachi; see assignment in Moodle</td>
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<tr>
<td>Apr 22</td>
<td>12</td>
<td>Exegetical essay from Joel; see assignment in Moodle</td>
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<tr>
<td>Apr 29</td>
<td>13</td>
<td>Exegetical essay from Jonah; see assignment in Moodle</td>
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<tr>
<td>May 6</td>
<td>14</td>
<td>Final exegetical paper due</td>
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