 ***Course Syllabus Spring 2021 Mod 4 (Portuguese)***

**OT-618 Major Prophets (3 Credit hours)**

Course Description

A study of the Old Testament major prophets (Isaiah through Daniel) with an emphasis on historical setting, message, purpose, genre, structure, dates, theological emphasis and application of these books. Special attention will be given to the history of Old Testament prophecy, the role of the prophets, divine judgment and salvation, and God’s plan for Israel and the nations.

Class Location

Online with weekly video conferences via Blue Jeans.

**Class Day/Time**

Mondays, 7–9pm BT, March 22–May10, 2021 (Module 4)

Instructor’s Contact Information

Nicholas Ellis, DPhil

Office Location: Woodlands Main Campus

Office Hours: By Appointment. Also available via e-mail/phone for student conferences

Instructor’s Phone Number: (713) 897-8028

Instructor’s Email Address: nellis@gsot.edu

Prerequisites

TH-560; RS-503

Required Textbooks

Hays, J. Daniel. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids, Michigan: Zondervan, 2010. (Hays hereafter)

An English Study Bible preferably formal equivalent translations such as NASB or NKJV.

Required Resources

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. Chicago: University of Chicago Press, 2018.

Optional Resources (For Collateral Reading: see page 3 below)

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Press, 1986.

Chisholm, Jr., Robert B. *Handbook on the Prophets*. Grand Rapids: Baker Academic, 2007.

Frank, Harry Thomas, ed. *Atlas of the Bible Lands*. Maplewood, NJ: Hammond Incorporated, 1977.

Freeman, Hobart E. *An Introduction to the Old Testament Prophets*. Chicago: Moody Press, 2000.

Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel.* 2nd ed. Grand Rapids: Baker Academic, 2008.

Smith, Gary V. *The Prophets As Preachers*. Nashville: Broadman & Holman Publishers, 1994.

Walvoord, John F., Roy B. Zuck, and Dallas Theological Seminary. *The Bible Knowledge*

*Commentary: An Exposition of the Scriptures*. 2 vols. Wheaton: Victor Books, 1983. (BKC hereafter)

Additional Materials for Learning

* Computer with basic audio and video equipment
* Internet access (broadband highly recommended)
* Microsoft Word

**Course Learning Outcomes**

| **Course Learning Outcomes** | **Assessment Instruments** |
| --- | --- |
| ***Upon completion of this course, the student will be able to . . .*** | ***The means for evaluating success in achieving these objectives are:*** |
| ***Cognitive Outcomes*** | * Reading Reports * Synthetic Chart * Final Exam * Discussion Board/ Mini-Papers |
| 1. Develop a thematic and synthetic outline of each book. |
| 1. Trace the development of the argument of each book. | * Research Paper * Discussion Board |
| 1. Explain the basic cultural, literary, social, political, historical, and geographical backgrounds of this period of Old Testament history. | * Research Paper * Discussion Board |
| 1. Explain the meaning of key difficult passages that includes the assessment of the strengths and weaknesses of differing views. | * Research Paper * Discussion Board |
| 1. Analyze literary features and devices employed in each book. | * Mini pager |
| ***Affective Outcomes*** | * Discussion Board/ Mini-Papers |
| 1. Appreciate the unique contribution of this section of the Old Testament in the overall process of divine revelation. |
| 1. *Articulate the importance of literal understanding of the texts of the Pentateuch* | * Reading Reports * Synthetic Chart * Final Exam * Discussion Board/ Mini-Papers |
| ***Behavioral Outcomes*** | * Verse Memorization & Application paper |
| 1. Apply the timeless principles of the biblical text to the student’s personal life. |

**Course Requirements and Assignments**

**Reading (21%)**

Read the chapters and pages each week as specified in the Course Schedule. The weekly reading assignment is set up so that you will have read the portions before they are discussed in class and you will thus be better prepared to participate in class discussions. A reading percentage report is due by **midnight Wednesday** prior to the session when the topic is discussed. In Canvas, report the percentage of your reading of the textbooks. Example: 100% of Isaiah 1-39; 85% of Hays chs. 1-6.

\* Course notes will be available on-line and need to be downloaded to your computer or printed out and brought to the online session. We will go over the majority of notes in class, but you may want to jot down any additional notes as the lectures progress.

**Study Assignments (**30%)

Unless noted otherwise, all written papers should conform to Turabian style footnotes, as opposed to endnotes, are required for documentation. All written assignments are to be a minimum of five pages in length (not including the front/back matters), double-spaced (12 point Times Roman) with one-inch margins and pages numbered.

Study Assignment 1(10%)

Isaiah 7:14

Considering the context of Isaiah 7:14 and its quotation in Matthew 1:23, is Isaiah 7:14 a direct Messianic prophecy in its historical context? Support your conclusion from the context of Isaiah 7:14 and explain how Matthew’s quotation influences or affects your interpretation. What was the meaning and significance of the “sign” to Ahaz and his contemporaries?

\*Consult at least five sources (including the textbook) to do this assignment.

Study Assignment 2 (10%)

Explain unique features of the Servant in each of the four Servant Songs (42:1-7; 49:1-6; 50:4-10; 52:13-53:12) by comparing and/or contrasting the person and the work of the Servant as presented in them.

Study Assignment 3 (10%)

Write a five-page argument summary (double-spaced) of Jeremiah. The goal of this assignment is to help you understand the overall message of Jeremiah. In this paper, you will briefly explain the book’s *historical background*, *purpose*, *structure*, *the development of the major theme, theological message* and *its* *contemporary significance*. Consult at least three sources to do this assignment.

**Discussion Board (16%)**

For sessions 1, 4, 6 and 7 the instructor will post discussion questions to be answered (and possibly debated) for that session. Each student must post the answers within the range of word count specified for the given questions. He must also post one substantial comment to two of other students’ responses with respect to that question.

Post your initial discussion Thursday through Sunday. Read each entry in the Discussion Board and respond to two of your classmates’ posts by Wednesday. Due to time-sensitive nature of this assignment no late postings will be accepted or credited.

The student is responsible for reading all of the posted comments each week, which have been posted by all other students or by the instructor. The responses are to be thoughtful, edifying and yet cordial discussions that are directly related to the topic under consideration. Normally, the length of your response is expected to be no less than a paragraph.

Discussion Board 1 (4%)

Based on your reading of Hays’s chapter 2 “The Prophets in History,” discuss why historical setting or context is important to your understanding of the prophets?  200-300 words.

Discussion Board 2 (4%)

Share one of the most significant lessons (applications) you’ve learned from this week’s reading of Jeremiah 1-29?  200-300 words  \* While you are free to select any topic or theme from these chapters, I would like to encourage you to reflect on God's reaction and Jeremiah's attitude while he was persecuted by his opponents for speaking the truth (cf. chapters 11, 12, 15; 17:15-18; 18:18-23; 20:1-2, 7).

Discussion Board 3 (4%)

Post a thread in the Discussion Board answering following questions:   
How did Ezekiel present his messages and how did his methodology relate to his times and the historical conditions? What lessons might we learn for communicating difficult or unwelcome truth in the contemporary world? 200-300 words.

Discussion Board 4 (4%)

Based on your reading the book of Daniel, highlight strengths of Daniel as he undertook the role of God’s spokesman and draw from them spiritual principle(s) for your application. Focus on the spiritual aspect of Daniel’s character. 300 words

**Verse Memorization and Application (8%)**

Memorize Isaiah 53:4-6 (either NABS or NKJV), and write out the verses from your memory, then write a half-page statement (about 125 words) of practical application based on the timeless principle(s) you have gained the passage.

**Final Exam (25%)**

The final exam will be available for a couple of days right after the final session. The exam questions will be objective, and mostly fact based focusing on biblical people, places, events, themes, ideas, dates, etc. This exam must be taken with books closed including the Bible.

**Course Grading & Policy**

Bible /Textbook Reading 210 points

Study Assignments (3x100) 300

Discussion Board (4x40) 160

Verse Memorization/App. 80

Final Exam 250

Total points possible 1000 points

The final grade is calculated as a weighted average. That is, one point on any of the items noted in the paragraph above is worth as much as one point on any other item. The total points are tallied and then the percentage grade is figured based on the total points possible.

Course Schedule

| Week | Date | Session Content | Assignment Due  (All weekly assignments are due the day before the next session date at 11:59 pm CT) |
| --- | --- | --- | --- |
| 1 | 3/22 | * Orientation to the Course * Introduction to the OT Prophets | * Reading: Isaiah 1-39; *The Message of the Prophets* (hereafter Hays): 22-106 (Part 1: chapters 1-5; Part 2: chapter 6) * Discussion Board 1 |
| 2 | 2/39 | * Exposition of Isaiah 1-39 | * Reading: Isaiah 40-66; Hays 109-43 (Part 2: chapters 7-9) * Study Assignment 1 |
| 3 | 4/5 | * Exposition of Isaiah 40-66 | * Reading: Jeremiah 1-29; Hays 145-71 (Part 2: chapters 9-11) * Study Assignment 2 |
| 4 | 4/12 | * Introduction to Jeremiah and Exposition of Jeremiah 1-29 | * Reading: Jeremiah 30-52; Hays 173-96 (Part 2: chapters 12-13) * Discussion Board 2 * Scripture memorization and application |
| 5 | 4/19 | * Exposition of Jeremiah 30-52 * Final Exam Guideline | * Reading: Lamentations 1-5; Ezekiel 1-32; Hays 174-219 (Part 2: chapters 14-15) * Study Assignment 3 |
| 6 | 4/26 | * Introduction and Exposition of Lamentations, Introduction and Exposition of Ezekiel 1-32 | * Reading: Ezekiel 33-48; Hays 222-230 (Part 2: chapter 16) * Discussion Board3 |
| 7 | 5/3 | * Exposition of Ezekiel 33-48; Introduction to Daniel | * Reading: Daniel 1-12; Hays 234-54 (Part 2: chapters 17-18) * Discussion Board 4 |
| 8 | 5/10 | * Exposition of Daniel 1-12 | * Final Exam due 5/17 |

**Advising**

Initial academic advisement for new students’ first semester is available through the Student Services’ personnel who will guide the student toward course registration. Once admitted, the Registrar assigns a faculty-qualified Academic Advisor to each student based on his or her enrolled program, language of study, and location. The name and contact information for the Academic Advisor is communicated to the student in the Registrar’s initial acceptance email. All students are encouraged to seek out their Academic Advisor in planning their educational program.

Academic Advisors counsel students on the best sequencing of their course selections based on each student’s unique personal needs and help them prepare to complete their chosen academic program within the stated time limit. Each student is responsible for being familiar with and following (as much as is possible) the recommended course sequence for their academic program. Course Progression Charts are found below in this Catalog and are available from the assigned Academic Advisor, appropriate Dean, and/or Registrar.

Academic Advisors have access to students’ files that displays contact information, current degree plan and degree audit, a history of documents archived, and comments made to the student since they first applied. Because advisors have years of ministerial experience and are expected to demonstrate a servant’s heart, Academic Advisors are encouraged to offer prayer and counsel as the Holy Spirit leads.

Attendance Policy

Grace School of Theology believes that interaction between the professor and students is a vital part of training. This interaction may occur in the classroom and/or online. All classes utilize Canvas as the online Learning Management System (LMS), whether the student is attending in the classroom, only online, or a blend of both. All students are expected to participate in/attend the course weekly. Faculty prepare assignments that are typically due on a weekly basis. Attendance at Grace is defined as academic participation in the coursework such as

1. attending class (on-ground) and/or watching the lectures in Canvas (online),

2. discussion boards (DB)

3. completing tests and quizzes, and,

4. submitting any other assignments as required in the course syllabus.

Clarifications:

1. Student communication (email or texting) to the professor does not in itself constitute attendance.
2. Those who are unable to watch videos synchronously must submit at least one of the required assignments to Canvas to be considered as attended.
3. Watching videos asynchronously will not be used as a basis for attendance unless the class requires its students to report their watching to Canvas in a verifiable manner.

If a student has planned absences for personal reasons, they should notify their professor as soon as it is known so that the student can work ahead and not fall behind. Professors will take into account personal, family emergencies, but it is the student’s responsibility to notify the professor as soon as possible of any potential disruption in their studies.

If a student does not attend a course for the first two weeks they will automatically be dropped by the Registrar. Their tuition will be refunded but the Administration Fee and Technology Fee are non-refundable.

If a student stops attending, then the Registrar will apply the Attendance Policy to determine the last date of attendance and will assign the notation F/A (Failure to Attend) to the student’s record. Students who do not use the Withdrawal Drop Form are not eligible to receive any refunds.

*Module Classes (8-weeks)*

Students enrolled in modular classes (8-weeks) who do not attend (as defined above) for 14 days in succession will receive a final grade of F/A (Failure to Attend) for the class.

*Semester Classes (16 weeks)*

Those students enrolled in semester-long classes who do not attend for 21 days in succession will receive the same final grade of F/A.

Note: A student’s GPA and financial aid benefits (if applicable) will be affected when a student receives the F/A grade. The professor determines attendance and is responsible for reporting attendance to the Registrar on a weekly basis.

*Intensive Classes (3-5 days within a Module)*

Intensives are defined as the presentation of lectures with appropriate assignments within an 8-week Module, condensed for 3-5 days. Professors who teach intensive courses determine attendance and are responsible for reporting attendance to the Registrar on a regular basis. Student communication (email or texting) to the professor does not, in itself, constitute attendance. Students enrolled in an intensive who do not attend (as defined above) for 14 days in succession will receive a final grade of F/A (Failure to Attend) for the class. A student’s GPA and financial aid benefits (if applicable) will be affected when a student receives the F/A grade.

Academic Integrity

*Plagiarism*

According to the American Heritage Dictionary, 2nd College Edition, plagiarism is defined as “taking and using as one’s own the writings or ideas of another.” Plagiarism includes failure to use quotation marks or other conventional markings around material quoted from another source, paraphrasing a specific passage from a source without indicating accurately what that source is, and/or letting another person compose or rewrite a student’s written assignment.

*Anti-Plagiarism*

Grace utilizes anti-plagiarism software within the Canvas LMS. Assignments submitted by students will be checked by the Turnitin software to look for content that is copied from other primary sources or other students’ work. Professors will then look for proper footnoted citations in Turabian format.

*Falsifying Information*

Falsifying information includes submitting another’s work as one’s own, or otherwise providing false or misleading documentation.

*Other Forms of Academic Dishonesty*

During examinations, academic dishonesty includes referring to written information not specifically permitted by the instructor or syllabus, receiving unauthorized written or oral information from a fellow student or proctor and/or stealing, buying, selling, or transmitting a copy of any examination.

Any student proven to have committed any type of academic dishonesty such as plagiarism, cheating, or falsifying information will receive disciplinary action. The degree of discipline will depend on the severity and pattern of the offense. The first infraction of academic integrity will result in either an automatic zero for the assignment or, at the discretion of the faculty member, the resubmission of the assignment with a grade reduction. The second infraction will result in automatic failure of the course. The third infraction will result in academic dismissal. A year from the dismissal, the student may be readmitted to his or her program on the condition that any further infraction will result in immediate and permanent expulsion from school.

**Late Assignment Policy**

Late assignment handed in late will be marked down one grade notch (e.g., from A- to B+) unless it is cleared and is excused, and marked accordingly as "Excused lateness because of (approved reason).” Assignments with more than two weeks late from the due date will not be accepted. An excuse for late assignment will be made for students who are under extenuating circumstances beyond their control. When extreme circumstances occur, students are responsible to contact the professor to make alternate arrangements at his or her discretion.

Explanation of Letter Symbols

A Work of exceptional quality.

B Work of commendable quality. Commendable means praiseworthy.

C Work of an acceptable but not distinguished quality. Such work is deemed a satisfactory and adequate completion of the course objectives.

Letter and Numerical Grade Scale

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A+ 99–100 | B+ 91–93 | C+ 83–85 | D+ 75–77 | F 0–77 | I Incomplete | AUD Audit |
| A 96–98 | B 88–90 | C 80–82 | D 72–74 | WP\* | IP Class in Progress |  |
| A- 94–95 | B- 86–87 | C- 78–79 | D- 70–71 | WF\*\* | F/A Failure to Attend |  |

\* Withdrawal during the first nine weeks of a 16-week course or first five weeks of an 8-week course.

\*\* Withdrawal after the first nine weeks of a 16-week course or first five weeks of an 8-week course.

\*\*\* C- is the lowest passing grade at the graduate level.

Disability Disclosure

The Disability Access Policy aims to remove administrative, procedural, and physical barriers that prevent equal access to services for people with disabilities. It is designed to reflect the Seminary’s commitment to independent access for all staff, faculty, students, board members, donors, and members of the community. The policy aims to integrate an awareness of disability issues into policies, practices and procedures in all areas of service provision. It also gives some guidance as to how this might be achieved and links to other polices and strategies where appropriate. It aims to improve access, prevent discriminatory practices and ensure compliance with the Americans with Disabilities Act (ADA) and other applicable federal and state laws and regulations.

This policy supports a social model view of disability where disability is defined as the loss or limitation of opportunity to take part in society on an equal level due to barriers in society and/or the environment.

*General Principles*

It is the Seminary’s policy to:

* Actively promote disability awareness and equality ensuring that it continues to be an integral part of our strategy, service delivery and future developments.
* Continue to audit current provision to ensure that the best opportunities are taken to improve physical access to premises, the built, transport and rural environments, and prioritize future works and refurbishments.
* Be aware that any change in services might have an effect on service delivery for disabled people.
* Ensure that current information is accessible and available in appropriate formats.
* Use all available guidance, examples of good practice and of best value to ensure a corporate response to disability access issues.
* Involve our staff and customers in the process of developing and delivering the policy and procedures.
* Develop ongoing training opportunities, monitor and share examples of good practice.

*Contact and Further Information*

If you require any further information, advice or guidance please contact the Executive Vice President and General Counsel.

Course Materials

Any instructional materials such as the instructor’s video lectures, course notes, and Power Point slides that are made available for the student either in classroom or online must not be shared with any individual or group of people outside the class. They must not be posted on the web or published in any fashion without a written permission from the professor.

**COURSE BIBLIOGRAPHY**

**Old Testament Introductions**

Arnold, Bill, and Bryan Beyer. *Encountering the Old Testament.* Grand Rapids: Baker Book House, 1999.

Archer, Gleason L. Jr. *A Survey of Old Testament Introduction.* Chicago: Moody Press, revised edition, 1994.

Dillard, B. Raymond and Tremper Longman III. *An Introduction to the Old Testament.* Grand Rapids: Zondervan, 1994.

Dyer, Charles, and Eugene Merrill. *Nelson’s Old Testament Survey.* Nashville: Word Publishing, 2003.

Harrison, R. K. *Introduction to the Old Testament*. Peabody, MA: Hendrickson Publishers, 2004.

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament.* Grand Rapids: Zondervan, 1991.

Jensen, Irving L. *Jensen’s Survey of the Old Testament.* Chicago: Moody Press, 1978.

LaSor, William, David Hubbard, and Fredric Bush, eds. *Old Testament Survey.* Grand Rapids: William B. Eerdmans Publishing, 1996.

Leggett, Donald A. *Loving God and Disturbing Men: Preaching from the Prophets.* Grand Rapids: Baker Book House, 1990. [chapters 2–4 deal with the topics “Who are the Prophets?” “Why Preach from the Prophets?” and “How to Preach from the Prophets.”]

Matthews, Victor, and James Moyer. *The Old Testament: Text and Context.* 2nd ed. Peabody, MA. Hendrickson Publishers, 2005.

Merrill, Eugene H. *An Historical Survey of the Old Testament.* Grand Rapids: Baker Book House, 1991.

———. *Kingdom of Priests: A History of Old Testament Israel.* 2nd ed. Grand Rapids: Baker Academic, 2008.

Satterthwaite, Phillip, and Gordon McConville. *Exploring the Old Testament.* Volume Two. Downers Grove, IL: InterVarsity Press, 2005.

Schultz., Samuel J., and Gary V. Smith. *Exploring the Old Testament*. Wheaton: Crossway Books, 2001.

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Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary: Old Testament.* Wheaton: Victor Books, 1985; reprint, Colorado Springs: David C. Cook, 1996.

Young, Edward J. *An Introduction to the Old Testament.* Grand Rapids: Eerdmans, 1958.

**General Works on Old Testament Prophets**

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Press, 1986.

\*Chisholm, Robert B., Jr. *Handbook on the Prophets*. Grand Rapids: Baker Academic, 2002.

\*Feinberg, Charles L. *The Minor Prophets*. Chicago: Moody Press, 1976.

\*Freeman, Hobart E. *An Introduction to the Old Testament Prophets*. Chicago: Moody Press, 1968.

\*Gaebeleln, Frank E., gen. ed. *The Expositor’s Bible Commentary. Volume 7: Daniel—Minor Prophets.* Grand Rapids: Zondervan Publishing House, 1985.

Green, Joel B. *How to Read Prophecy*. Downers Grove, IL: InterVarsity Press, 1984.

Hughes, Philip Edgcumbe. *Interpreting Prophecy: An Essay in Biblical Perspectives*. Grand Rapids: William B. Eerdmans Publishing Co., 1976.

Newsome, James D., Jr. *The Hebrew Prophets*. Atlanta: John Knox Press, 1984.

Gary V. Smith. *The Prophets as Preachers*. Nashville: Broadman and Holman, 1994.

\*Young, Edward J. *My Servants the Prophets*. Grand Rapids: William B. Eerdmans Publishing Co., 1952.

Wood, Leon J. *The Prophets of Israel.* Reprint. Grand Rapids: Baker Book House, 2001.

**Isaiah**

\*Archer, Gleason L., Jr. “Isaiah.” In *The Wycliffe Bible Commentary*, edited by Charles F. Pfeiffer, 605–54. Chicago: Moody, 1961.

Clements, R. E. “Isaiah 1-39.” In *The New Century Bible Commentary*. Grand Rapids: William B. Eerdmans Publishing Co., 1980.

Garland, D. David. “Isaiah.” In *Bible Study Commentary*. Grand Rapids: Zondervan Publishing House, 1968.

\*Grogan, G. W. “Isaiah.” In *The Expositor’s Bible Commentary.* Vol. 6. Eds. Frank Gaebelein and R. P. Polcyn. Grand Rapids: Zondervan, 1986.

Kaiser, Otto. *Isaiah 1-12*. The Old Testament Library. Philadelphia: Westminster Press, 1972.

———. *Isaiah 13-39*. The Old Testament Library. Philadelphia: Westminster Press, 1974.

\*Leupold, H. C. *Exposition of Isaiah*. 2 vols in 1. Grand Rapids: Baker Book House, 1971.

\*Lindsey, F. Duane. *The Servant Songs.* Chicago: Moody Press, 1985.

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Whybray, R. N. *Isaiah 40-66*. New Century Bible Commentary. Grand Rapids: William B. Eerdmans Publishing Co., 1980.

\*Young, Edward J. *The Book of Isaiah.* Grand Rapids: William B. Eedermans Publishing Co., 1965.

**Jeremiah**

Bright, John. *Jeremiah*. The Anchor Bible. Garden City, NY: Doubleday & Company, 1965.

Dearman, J. Andrew. *Jeremiah and Lamentations*. NIV Application Commentary, ed. Terry Muck. Grand Rapids: Zondervan, 2002.

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\*Feinberg, Charles L. *Jeremiah: A Commentary*. Grand Rapids: Zondervan Publishing House, 1982.

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\*Thompson, J. A. *The Book of Jeremiah.* New International Commentary on the Old Testament. Grand Rapids: William B. Eerdmans Publishing Co., 1980.

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**Lamentations**

Dearman, J. Andrew. *Jeremiah and Lamentations*. NIV Application Commentary, ed. Terry Muck. Grand Rapids: Zondervan, 2002.

Hillers, Delbert R. *Lamentations.* The Anchor Bible. Garden City, NY: Doubleday & Company, 1972.

\*Kaiser, Walter C., Jr. *A Biblical Approach to Personal Suffering*. Chicago: Moody Press, 1982.

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**Ezekiel**

\*Alexander, Ralph. *Ezekiel*. Chicago: Moody Press, 1976.

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———. *The Book of Ezekiel: Chapters 25–48*. New International Commentary on the Old Testament, ed. Robert L. Hubbard Jr. Grand Rapids: Eerdmans, 1998.

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Cooper, Lamar Eugene, Sr. *Ezekiel*. New American Commentary 17. Nashville: Broadman & Holman Publishers, 1994.

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Duguid, Iain M. *Ezekiel*. NIV Application Commentary. Grand Rapids: Zondervan, 1999.

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**Daniel**

Anderson, Robert A. *Daniel: Signs and Wonders.* International Theological Commentary. Grand Rapids: William B. Eerdmans Publishing Co., 1984.

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