

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	Spring/Summer, 2026
<b>Course Title</b>	<b>MINOR PROPHETS</b>
<b>Course Code</b>	OLDT 0516 1P / 1S
<b>Date</b>	MAY 4 – MAY 8, 2026 <b>MONDAY to FRIDAY</b>
<b>Time</b>	9 AM – 4 PM
<b>Delivery Format</b>	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION (Microsoft Teams)
<b>Class information</b>	The classes will be in person and livestreamed Monday to Friday, from 9am to 4pm.
<b>Instructor</b>	<b>PABLO SEGUEL-ITURRA, Ph.D. (Cand.)</b> Email: <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a>
<b>Office Hours</b>	Via MS Teams by appointment.  To book an appointment, use e-mail at <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a> with your preferred day and time, and a possible second choice, and I will confirm with you. General questions about the course should be addressed to me at <a href="mailto:pseguel@tyndale.ca">pseguel@tyndale.ca</a>
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

An exegetical and theological study of selected sections from the Book of the Twelve Minor Prophets. Attention will be devoted to the historical, literary, and cultural contexts of the various books and their contemporary relevance. Special topics include the use of the Minor Prophets in the NT and the study of the Twelve as a single corpus.

*Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

The terms “The Book of the Twelve” and “Minor Prophets” are being used interchangeably below.

This course is intended to provide students with an introduction to the nature, content, interpretation, and contemporary relevance of Israelite prophecy and Christianity. Our study

will focus primarily on every book as a whole. This aspect implies considering the literary devices and rhetorical strategies used by human authors. The course will also include the study of selected sections from every book of The Twelve. The texts chosen for detailed study will be paradigmatic, serving as models for the study of other texts.

The course will build upon the conceptual and methodological framework that students will have already received in earlier courses in Old Testament Theology and History and Biblical Interpretation. As such, this course seeks to integrate various skill sets and diverse bodies of knowledge. We will exegete individual texts, then go on to relate them to broader theological issues present in the particular book in which that passage is embedded, the Old and New Testaments, and then reflect upon their relevance to our own cultural context.

## II. LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Describe diachronic and synchronic approaches to The Book of the Twelve and discuss the impact of either approach on the message of the books.
2. Identify some of the literary genres present within The Book of the Twelve, along with other rhetorical strategies.
3. Analyze and evaluate each book of The Book of the Twelve with its primary theological concerns
4. Relate The Book of the Twelve with the rest of the prophetic literature of the Old Testament.
5. Recognize different theological topics that The Book of the Twelve addresses.
6. Determine and evaluate the theological message of The Book of the Twelve and its contribution to the rest of the Biblical message.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

It is *highly recommended* that students complete the readings **BEFORE** the course starts. It is also highly recommended for students to read the complete corpus of the Minor Prophets (i.e. the Book of Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi) **in at least two different translations**. The course will start on Monday morning.

Chisholm, Robert B. [\*Handbook on the Prophets: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Minor Prophets\*](#). Grand Rapids, Mich.: Baker Academic, 2002. **NOTE: READ ONLY THE MINOR PROPHETS SECTION (PP. 335-483)**

Stovell, Beth M., and David J. Fuller. [\*The Book of the Twelve\*](#). Eugene: Cascade Books, 2022.

Note: *For the discussion group (see below), we will go through Stovell and Fuller's book (SF).*

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Soulen, Richard N., and R. Kendall Soulen. [\*Handbook of Biblical Criticism\*](#). Fourth Edition. Louisville, KY: Westminster John Knox, 2011.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **C. ASSIGNMENTS AND GRADING**

***All assignments must be submitted via Moodle as pdf documents.***

**Important Notes:** Make sure your name, the course code, and the title of the assignment appear in the title of the pdf.

### **1. DISCUSSION GROUPS (20%).**

This assignment is related to learning outcomes numbers 1, 2, 3 and 6.

During the course, there will be four in-class discussion times of approximately 30-40 minutes each. On Monday, we will have a 30-minute conversation centered on Chisholm's assigned reading. This is not an assignment, nor is it marked. But for students who were able to read at least part of the readings, it will be an introductory conversation about the Minor Prophets and their topics. Evaluated discussions will run from Tuesday to Friday and will be guided by the groups.

The discussion groups will be quite straightforward, although all the students will be required to read Stovell-Fuller's book. On Monday, we will "cast lots" to distribute the groups and what portions of the book they will present. The discussion does not require PowerPoint or handouts. However, those responsible for the chapters to be discussed must be able to provide a written summary of each chapter. Questions for discussion are included in every chapter of Stovell-Fuller's, which every group will use to guide the conversations. The quality of the summary and comments will be evaluated by the instructor.

The distribution of the workload per group is as follows:

- Tuesday: Group 1; Chapter 2 (Theological Approaches to the Twelve) and Chapter 3 (Restoration of the Davidic Monarchy).

- Wednesday: Group 2; Chapter 4 (Repentance and Return) and Chapter 5 (The Day of the Lord).
- Thursday: Group 3; Chapter 6 (Creation, Nature, and Land) and Chapter 7 (Theodicy and Hope).
- Friday: Group 4; Chapter 8 (Literary, Linguistic, and Wisdom Approaches to the Twelve) and Chapter 9 (How Was the Twelve Written and Formed?).

**Missed discussion group sessions count as zero unless otherwise arranged with the professor *in writing*. Students will only be excused from these sessions on the same basis as extensions for assignments (on which see below), therefore students should verify that they are available for each group session date at the beginning of this Course.**

*It is not necessary to discuss each of the questions or to dwell on each one in equal detail. Try to balance general coverage of the material with careful discussion of important points.*

## **2. SHORT PAPER (30%). Due: May 26th, 11:59 PM.**

The paper will address one basic question: “Why are the books of the Minor Prophets relevant for Christianity?” In no more than 3-4 pages (double-spaced), you will address this question as if you are explaining it to two people. First, to someone who is not a Christian, but who is interested in knowing why a book, such as Jonah, for instance, is part of the Bible. Second, to a Christian who has never read a book such as Nahum. Some of the questions you can use to answer the central question are: “What makes this book prophetic, and why is it relevant?” “What do we learn about God in this particular book?” (let’s say, Obadaiah); or “What would we miss about God’s character/plans/purposes/ if we don’t read this particular book?” The purpose is to persuade both Christians and non-Christians about the deep and theological spiritual value of these twelve prophets. This assignment is related to learning outcomes numbers 4, 5, and 6.

## **3. MAJOR EXEGETICAL PAPER (50%). Due: Jun 30th, 11:59 PM**

This assignment is related to learning outcomes 1-6.

Each student will write an exegetical paper (6000 – 6500 words) on one of the passages presented below. A minimum of 10 distinct commentaries (GOOD commentaries, such as The New International Commentary on the Old Testament (NICOT) series or The Anchor Yale Bible Series) and articles (from peer-reviewed journals or lexicons) must be included in the bibliography.

### **Important requirements:**

- Papers must be submitted as pdf documents.
- Papers must be submitted in Chicago or SBL style NOT MLA, (aka author date, e.g. Chan, 2016, 45). For SBL style, see Billie Jean Collins, Bob Buller, and John F Kutsko, comps. *The SBL Handbook of Style*. Second Edition. Atlanta, GA: SBL, 2014 or the document “SBL Manual of Style” on the course page for this course. Please note especially pages 3-5. For

fuller details on correct citation formatting, see also <http://libguides.tyndale.ca/citations>. Alternatively, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, "Citing Sources in Theology"](#). See the fuller examples and discussion in the "Instructions for Essays" folder.

- c) Papers must use footnotes, not endnotes, and include a bibliography. See the further, important instructions in the document "Essays: Detailed Instructions" in the "Topical Essay Instructions" and/or "Exegetical Essay Instructions" folders on the course page.

### **Exegetical paper's general guidelines:**

The student will select one of the passages from the list below, then, prepare a paper based on it. The paper will include the following elements:

- 1) A brief description of the historical-cultural backdrop presupposed in the text, and a brief summary of the book's literary-redactional history (2-3 paragraphs, at most).
- 2) A verse-by-verse explanation of the meaning of the text (commentary).
- 3) Theological reflections on the text. The student will present the *key theological emphases* of the text. This means the text's distinctive perspective on: (1) what it means to be in relationship to God, to other members of the community of faith, and to the creation; (2) God's relationship to his people, the nations, and the creation; (3) the values and virtues (or their opposites) that the text seeks to inculcate. Similarly, these reflections may include thoughts on how this text shapes our understanding of issues such as one's individual identity and calling. It may seek to bring the text into dialogue with other biblical texts. It may include the student's personal response to the ideas in the text on a variety of levels.
- 4) A brief word study. Select one word or phrase that might be relevant to the argument of your paper.

A guideline for an exegesis paper (graciously shared by Dr. R. Idestrom) will be uploaded to the Moodle course page.

### **List of Texts for Exegesis Paper**

- Hos 6:1-10
- Hos 14:1-9
- Joel 2:28-32
- Amos 5:18-27
- Mic 7:14-20
- Nah 1:1-14
- Hab 2:1-5
- Zeph 3:14-20
- Hag 2:1-9

- Mal 1:1-14
- Mal 2:17-3:5
- Other passages with the professor's permission.

### Extensions and Due Date Changes

Extensions for assignments are granted only in exceptional circumstances. These include illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Requests for extensions must be submitted to the professor in writing.

Extensions will NOT be granted for: family or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading, computer or printer problems, etc. Remember, granting extensions is a matter of fairness to all students—the same standards must apply to all students.

*Try to follow the '24 hour rule' i.e., have a final version of your work ready 24 hours before it is due.*

### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Discussion Groups	Daily	20%
2. Short Paper	May 26	30 %
3. Major Exegetical Paper	Jun 30	50%
<b>Total Grade</b>		<b>100 %</b>

### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Every class will consist of commenting and discussing the different materials to be read weekly. It will also include analysis and comments of the most relevant elements of every book of The Twelve. More details, readings and handouts will be available on Moodle.

Since this is an intensive class, it will require extra energy and good preparation! The key is to have several breaks during the day, so I trust that we will have busy, but profitable days!

#### General schedule for each day:

Time Slot	Activity
09:00 – 09:20	Daily Devotions
09:20 – 10:10	Lecture Session 1

10:10 – 10:20	<i>Break</i>
<b>10:20 – 11:10</b>	<b>Lecture Session 2</b>
11:10 – 11:20	<i>Break</i>
<b>11:20 – 12:10</b>	<b>Lecture Session 3</b>
12:10 – 12:20	<i>Break</i>
<b>12:20 – 13:10</b>	<b>Lecture Session 4</b>
<b>13:10 – 13:40</b>	<b>LUNCH</b>
<b>13:40 – 14:30</b>	<b>Lecture Session 5</b>
14:30 – 14:40	<i>Break</i>
<b>14:40 – 15:20</b>	<b>DISCUSSION GROUP (40 mins)</b>
15:20 – 15:30	<i>Break</i>
<b>15:30 – 16:00</b>	<b>Lecture Session 6 / Daily Wrap-up</b>

**Detailed Daily Schedule Monday May 4th – Friday May 8<sup>th</sup>**

Day	Sessions 1–2	Sessions 3–4	Sessions 5	Discussion Group & Session 6
<b>Mon</b>	Intro & Syllabus	Hosea (1) & (2)	Amos (1)	General conversation on Chisholm’s readings/ Amos (2)
<b>Tue</b>	Joel (1) & (2)	Obadiah & Jonah (1)	Jonah (2)	<b>Discussion Group: FS, Chapters 2 and 3.</b> Catching up
<b>Wed</b>	Micah (1) & (2)	Nahum	Habakkuk (1)	<b>Discussion Group: FS, Chapters 4 and 5/ Habakkuk (2)</b>
<b>Thu</b>	Zephaniah (1) & (2)	The Exilic Gap	Review: 8th Century	<b>Discussion Group: FS, Chapters 6 and 7/ Persian Context</b>
<b>Fri</b>	Haggai	Zechariah (1) & (2)	Malachi (1)	<b>Discussion Group: FS, Chapters 8 and 9/ Malachi (2)</b>

**V. SELECTED BIBLIOGRAPHY**

**STRONGLY SUGGESTED**

Carroll, M. Daniel. “The Day of Yahweh.” In [The Book of Amos](#). New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 2020. 88-90.

House, Paul R. “Haggai.” In [Theological Interpretation of the Old Testament](#), edited by Kevin J. Vanhoozer. Grand Rapids, MI: Baker Academic, 2005.

Petterson, Anthony R. “The New Covenant in the Book of the Twelve.” In [Reading the Book of the Twelve Minor Prophets](#), edited by David G. Firth and Brittany N. Melton. Bellingham, WA: Lexham Press, 2022.

- Renz, Thomas. "Habakkuk." In [\*Theological Interpretation of the Old Testament\*](#), edited by Kevin J. Vanhoozer. Grand Rapids, MI: Baker Academic, 2005.
- Renz, Thomas. "Nahum." In [\*Theological Interpretation of the Old Testament\*](#), edited by Kevin J. Vanhoozer. Grand Rapids, MI: Baker Academic, 2005.
- Renz, Thomas. "Zephaniah." In [\*Theological Interpretation of the Old Testament\*](#), edited by Kevin J. Vanhoozer. Grand Rapids, MI: Baker Academic, 2005.
- Walton, John H. [\*The Lost World of the Prophets: Old Testament Prophecy and Apocalyptic Literature in Ancient Context\*](#). Downers Grove, Illinois: IVP Academic, an imprint of InterVarsity Press, 2024. (pp. 1-10; 35-44; 51-58)
- Wolters, Albert. "Zechariah." In [\*Theological Interpretation of the Old Testament\*](#), edited by Kevin J. Vanhoozer. Grand Rapids, MI: Baker Academic, 2005.

For an extensive bibliography on the Minor Prophets click the following link: <https://www.zotero.org/groups/twelvephets/items/itemPage/9/order/creator/sort/asc>

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@tyndale.ca)) before proceeding.

## **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

**F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

**G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](http://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).