

“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.”

Semester, Year	WINTER, 2026
Course Title	OLD TESTAMENT BOOK STUDY: TWELVE MINOR PROPHETS 舊約書卷研讀: 十二小先知書
Course Code	OLDT CM19 XN (JOINT WITH BRE BSTH3133 YN) WI2026
Date Time Delivery Format	From January 5, 2026 to January 9, 2026 From 9:AM to 4:00 PM IN-PERSON ONLY
Class information	<input checked="" type="checkbox"/> The classes will be IN-PERSON on from Monday to Friday with fixed class time.
Instructor Contact Information	DR. CHEMAINE CHAN, D.DIV. 陳燕薇博士 Email: ymchan@tyndale.ca
Office Hours	<input checked="" type="checkbox"/> By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course explores the section of the Latter Prophets known as “The Book of the Twelve.” It considers the relationship of Hosea-Malachi and the problem of their ordering, as well as the reception history of these texts in the church and synagogue. 此課程綜覽後先知書裡的十二小先知書的信息, 注重從何西阿到瑪拉基書卷之間的關係和它們的次序安排, 以及它們的信息如何影響後世和適用於今天的信徒生活中。

II. LEARNING OUTCOMES

At the end of the course, students should be able to: 讀畢本科, 學生可以

1. Outline the structure of each book of the Twelve
寫出《十二先知書》的文學結構及其大綱

2. Understand the intertextuality of the Twelve and the issue regarding their ordering and the implications for reading the Minor Prophets
明白十二先知書裡的互文性和它們的排列, 以及其對閱讀策略的影響
3. Identify the main themes of each prophetic book
從每卷先知書中探索並明確指出其主旨及信息
4. Interpret each prophetic book effectively and faithfully, as well as appropriate their messages for today's use
忠於原著的解釋每卷小先知書, 並將其信息有效的適用於現今世代

III. COURSE REQUIREMENTS

A. REQUIRED READING

Lo, Alison. *Minor Prophet*. Hong Kong: The Evangelical Free Church of China, Evangel Press, 2014. 盧玉音著, 小先知書. 鮑會園牧師神學叢書出版基金—聖經釋讀. 香港: 中國基督教播道會文字部, 2014.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Craigie, Peter C. *Twelve Prophets*. Vol 1. The Daily Study Bible Series. Philadelphia: The Westminster Press, 1984. 克萊基著, 戴哲民譯 十二小先知書注釋上冊. 每日研經叢書. 香港: 基督教文藝出版社, 1997.

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Chan, Chemaine Y.M. ed. *Knowing Minor Prophets: Renewal and Hope*, 3D Bible Study Series, Toronto: Christian Communications Canada, 2016. 陳燕薇編, 認識小先知書—更新盼望, 3D 研經系列, 多倫多:加拿大福音證主協會, 2016.

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

1. Outline of the Prophetic Books 50% 聖經書卷大綱

In order to familiarize the students with the contents in each of the prophetic book, students are required to read and write the outline for all the twelve prophetic books. When writing an outline to a certain book, read the assigned book thoroughly in one setting. Demarcate the main sections and subsections (without reading any secondary sources: reference books, commentaries, etc.) by noticing the change of scenes, subject matters, characters, themes, and etc. Give descriptive title for each section. Cite verses for each section and use point form only.

為了要學生明瞭每卷先知書的內容，學生必須閱讀及寫下每卷書的大綱。在寫大綱之先，必須仔細讀遍所定書卷（但不可參考任何解經書）；然後以標題式寫出其大綱，並附以章節。

Due Date as follows:

Hosea: **January 5**

Joel & Amos: **January 12**

Obadiah, Jonah, Micah: **January 19**

Nah, Hab, Zeph: **January 26**

Haggai, Zech, Mal: **February 2**

呈交日期如下:

何西阿書: 1 月 5 日

珥, 摩: 1 月 12 日

俄, 拿, 彌: 1 月 19 日

鴻, 哈, 番: 1 月 26 日

該, 亞, 瑪: 2 月 2 日

2. Book Review 20% 書評 Due: February 14

Students are required to read the assigned text book by Alison Lo and write a review on it. When writing a book review, first, give a précis of the reading, then write things that impress you most and critiques that you would like to make against the reading, and state your reasons.

閱讀 盧玉音著《小先知書》並完成書評。字數限為 2000 字。書評應包括：簡介所讀內容，你最欣賞或最反對之處及其原因。於 7 月 21 日呈交。

3. Thematic Paper 30% 主題論文 Due: March 6 (choose either 3 or 4)

The student may select a major theme found in these books and trace their development and theological significance. The chosen theme must be found in at least 5 or more books out of the twelve. The paper (8-10 pages for BRE, 12-15 pages for Master level) should include the following elements:

學生可以在十二先知書中選取一個主題，寫一篇論文 (BRE: 8-10 頁, 碩士班 12-15 頁)。列出此主題的發展及重要性。所選的主題必須最少從五卷先知書的著作中引述。論文必須包括以下課題:

- A brief description of the historical-cultural background of the chosen theme. 這個主題在先知的歷史時期之中有何意義？
- Trace the development of the chosen theme through the various books. What similarity or controversy can be found in the Twelve? 比較這主題在各書卷中表達的異同及其發展的情況。
Theological reflections on the theme chosen: Why was this theme important? What is the relationship between this theme and the purpose of the Twelve as a whole?
神學反思：所選的主題有何重要？跟十二先知書整體的教導的有什麼關係？
- Re-contextualization of the chosen theme in our contemporary world: how do we appropriate the theological insights gained in this study? 如何將此主題的真理應用在我們的現實生活和教會裡？請舉例說明之。

4. Exegetical Paper 30% 釋經論文 Due: March 6 (choose either 3 or 4)

The student may select one of the two passages Hosea 11:1-11 or Amos 5:1-17 and write an exegetical paper on it. The paper (8-10 pages for BRE, 12-15 pages for Master level) should include the following elements:

學生可以在下列兩篇經文(何 11:1-11 或摩 5:1-17)選擇其中一份, 寫一篇釋經論文 (BRE: 8-10 頁, 碩士班 12-15 頁). 論文必須包括以下課題:

- A brief description of the historical-cultural background of the text 簡介經文的歷史文化背景
- A detail exposition of the text 詳盡解釋經文內容
- Theological reflections on the text: key theological emphases of the text; God's relationship to his people, nations, and creation; God's people's relationship to God, to other members of the community of faith, and to the creation; the values and virtues (or their opposites) that the text seeks to inculcate.
神學反思：經文的神學主旨為何？神跟祂子民, 跟列國, 及跟受造物的關係 為何？作為神的子民應如何對神, 對其他人, 及對其他受造物？聖經作者在這段經文中要教導的是什麼？
- What is the relationship between the theological theme(s) in this text and other biblical passages? 這些神學思想跟其他聖經書卷有甚麼關係？
- Re-contextualization of the passage in our contemporary world: how do we appropriate the theological insights gained in this passage? 如何將此經文的真理應用在我們的現實生活和教會裡？請舉例說明之。

D. SUMMARY OF ASSIGNMENTS AND GRADING

Outline of the Prophetic Books	50%
Book Review	20%
Thematic or Exegetical paper	30%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Preparation before the first class. 上課前的預備:

- Read the Book of Hosea and write an outline of the book. Due Jan 5. 細讀何西阿書，以標題式寫出其大綱並附章節, 1 月 5 日呈交
- Then read Lo's commentary on Hosea 然後參盧玉音的釋經書(1-65 頁).

Jan 5

Introduction 總介

- Prophets' role and characters 先知的角色
 - One Book or Twelve Books 應看為一卷或十二卷?
 - The Placement of the Twelve 十二先知的排列
 - Literary Links among the Twelve 互文性
 - General Historical Background 十二先知的歷史背景
- Hosea 何西阿書
- Historical Background 先知的時代背景
 - Is Gomer a prostitute? 歌瑪是娼妓嗎?
 - Theological Themes 先知的信息

Required Readings and Assignments

- Read the books of Joel and Amos and write their outline, due Jan 12. 細讀約珥書及阿摩司書，以標題式寫出其大綱並附章節, 1 月 12 日呈交
- Read Lo's commentary on Joel and Amos 然後參盧玉音的釋經書(67-128 頁).

Jan 4

Joel 約珥書

- Critical Issues of Joel 釋經難題
- Theological Themes 神學信息

Amos 阿摩司書

- Historical Background 先知的歷史處境
- Structure and Artistry 結構與藝術
- Theological Themes 神學信息

Required Readings and Assignments

- Read the books of Obadiah, Jonah and Micah, and write their outline, due Jan 19. 細讀俄、拿、及彌，以標題式寫出其大綱並附章節, 1 月 19 日呈交
- Read Lo's commentary on Obadiah, Jonah and Micah 然後參盧玉音的釋經書(131-212 頁).

Jan 5

Obadiah 俄巴底亞書

- Date and Subject Matter 歷史背景
- Theological Themes 神學主題

Jonah 約拿書

- Date and Genre 歷史及文體
- Theological Themes 神學信息
- Jonah and Jesus 約拿與耶穌

Micah 彌迦書

- Date 歷史背景
- Chiastic Structure 交錯結構
- Paraphrase Micah 1:10-15 意譯彌 1:10-15

Required Readings and Assignments

- Read the books of Nahum, Habakkuk and Zephaniah, and write their outline, due Jan 26. 細讀鴻、哈、番，以標題式寫出其大綱並附章節, 1 月 26 日呈交
- Consult Lo's commentary on those books 參盧玉音的釋經書(215-283 頁).

Jan 6

Nahum 拿鴻書

- Date 歷史背景
- Structure 文章結構
- Theological messages 神學信息

Habakkuk 哈巴谷書

- Issues on Dating 日期的爭議
- Genre and Theodicy 文體與神義論
- Theological Messages 神學信息

Zephaniah 西番雅書

- Zephaniah & his time 先知的歷史處境
- Literary Structures 文章結構
- Theological Themes 神學信息

Required Readings and Assignments

- Read the books of Haggai, Zechariah and Malachi, and write their outline, due Feb 14. 細讀該、亞、及瑪，以標題式寫出其大綱並附章節, 2 月 14 日呈交
- Consult Lo's commentary on those books 參盧玉音的釋經書(287-416 頁).

Jan 7

Haggai 哈該書

- Post-exilic 被擄回歸後
- Date & Historical Background 日期及歷史背景
- Issues facing Haggai 先知面臨的問題

Zechariah 撒迦利亞書

- Chiastic Structures 交錯結構
- Critical Issues 學術議題
- Theological Messages 神學信息

Malachi 瑪拉基書

- The Prophet and his Time 先知及歷史背景
- Prophetic Disputation 先知與人民的爭論
- Theological Messages 神學信息

Book review due 呈交書評 February 14, 2026

Thematic or Exegetical Paper due 呈交論文 March 6, 2026

V. SELECTED BIBLIOGRAPHY

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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.

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.

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.

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 academic policies on 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. 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 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 (aau@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. For general grading guidelines, refer to Seminary [Grading System & Scale](#).