

# OTST556 Studies in Prophets (English) Ezekiel

Fall 2020

*Jiří Moskala, ThD, PhD*

## CLASS & CONTACT INFORMATION

<b>Class location:</b>	Southeastern California Conference, 11330 Pierce Street, Riverside, CA 92505
<b>Class Dates:</b>	September 6–10, 2020
<b>Class meeting times:</b>	Sunday: 6:00–9:00 PM; Monday–Thursday; 8:00 AM–12:00 PM & 1:00–6:00 PM
<b>Instructor Telephone:</b>	269.471.3205
<b>Instructor Email:</b>	<a href="mailto:moskala@andrews.edu">moskala@andrews.edu</a>
<b>Office location:</b>	SDA Theological Seminary Suite N230
<b>Executive Assistant:</b>	Dorothy Show (Phone: 269.471.3536; Email: <a href="mailto:showd@andrews.edu">showd@andrews.edu</a> )

## BULLETIN DESCRIPTION OF COURSE

This course covers selected books of the Prophets based primarily on the English text reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTSST552. Not applicable for MDiv credit.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

### **MA in Pastoral Ministry (MAPM)**

1. Deliver effective biblically-based sermons
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist Church
4. Exhibit capability for training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership
6. Exhibit capability for reaching specific social groups

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Develop workable hermeneutical tools for study and meaningful interpretation of the book of Ezekiel.
2. Develop a skill for detecting literary strategies and learn how they impact the process of interpretation.
3. Explain the theology of the book of Ezekiel.
4. Critically understand scholarly approaches to matters of historicity and historiography.
5. Learn to see the practical implications of the prophetic messages for a culturally relevant engagement.

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

*Adapted from the AU Bulletin*

## COURSE MATERIALS

### **Required Course Textbooks**

1. Bible—Book of Ezekiel (Read all)
2. Dowden, Landon. *Exalting Jesus in Ezekiel*. Christ-Centered Exposition Series. Holman Reference, 2015. (Read 200 pages of your choice.)
3. Rooker, Mark, and Max Anders. *Holman Old Testament Commentary: Ezekiel*. Holman Old Testament Commentaries 17. Holman Reference, 2006. (Read 200 pages of your choice.)
4. Wright, Christopher J. H. *The Message of Ezekiel: A New Heart and a New Spirit*. The Bible Speaks Today Series. Downer Grove, IL: IVP Academic, 2001. (Read 200 pages of your choice.)

### **Additional Research Resources**

See also the Seminary Library Portal at <http://libguides.andrews.edu/religion>.

## EXPECTATIONS FOR THE COURSE

### **US Credit-Hour Regulations**

For every semester credit, the Andrews University credit hour definition requires that:

Courses for professional masters' degrees (e.g. MAPM) include 15 instructor contact hours and 30 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills:

1. may require more time and should consider taking fewer classes each semester; and
2. can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	39 hrs
<b>Independent Learning Activities</b>	<b>Required Reading</b>	40 hrs
	<b>Reading Reports</b>	5 hrs
	<b>Final Examination (Take Home)</b>	6 hrs
	<b>Project</b>	45 hrs
<b>Total Hours:</b>		<b>135 hours</b>

#### SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

<i>Average reading speed:</i>	15–20 pages/hour for light reading not to be tested on 10–15 pages/hour for heavy reading for exams or Bible Commentaries
<i>Writing time:</i>	2.5–3.0 hours/double-spaced page, from start to finished product
<i>Reflective Writing Assignment:</i>	0.5 hour per page

#### GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<b>Assigned Reading</b> <ol style="list-style-type: none"> <li>1. Bible—Book of Ezekiel (Read all)</li> <li>2. Dowden, Landon. <i>Exalting Jesus in Ezekiel</i>. Christ-Centered Exposition Series. Holman Reference, 2015. (Read 200 pages of your choice.)</li> <li>3. Rooker, Mark, and Max Anders. <i>Holman Old Testament Commentary: Ezekiel</i>. Holman Old Testament Commentaries 17. Holman Reference, 2006. (Read 200 pages of your choice.)</li> </ol>	20%

<p>4. Wright, Christopher J. H. <i>The Message of Ezekiel: A New Heart and a New Spirit</i>. The Bible Speaks Today Series. Downer Grove, IL: IVP Academic, 2001. (Read 200 pages of your choice.)</p>	
<p><b>Reading Reflection Papers</b> Write a reflection paper on each required textbook: (1) <i>Exalting Jesus in Ezekiel</i>, (2) <i>Holman Old Testament Commentary: Ezekiel</i>, and (3) <i>The Message of Ezekiel</i>.</p> <ul style="list-style-type: none"> <li>➤ The report will present an evaluation of the reading. In this evaluation, the student will address questions such as: <ol style="list-style-type: none"> <li>1. What is your overall impression of your reading—positive or negative?</li> <li>2. What insights did you gain?</li> <li>3. What areas did you find most helpful and why?</li> <li>4. Which were disappointing and why?</li> <li>5. What issues would you have liked to see the author(s) address?</li> <li>6. What questions or difficulties arose from your reading?</li> </ol> </li> <li>➤ Each reflection paper should be 2–3 pages (typed; double spaced; Times New Roman 12-point font).</li> <li>➤ Submit a statement that you have read all the required reading.</li> <li>➤ <b>Due Date: Monday, December 7, 2020.</b> Upload to LearningHub.</li> </ul>	20%
<p><b>Project</b></p> <p>The project may consist of Bible studies, public presentation, etc., on the book of Ezekiel. This option will be discussed in class. See Appendix 2 for rubric.</p> <ul style="list-style-type: none"> <li>➤ <b>Due Date: Monday, December 7, 2020.</b> Upload to LearningHub.</li> </ul>	35%
<p><b>Final Examination</b> (The examination will cover class lectures.)</p>	25%
<p><b>Total</b></p>	<b>100%</b>

- See Appendix 1 for *Interpreting Letter Grades*.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

*(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)*

### Submission of Assignments

Assignments are due **Monday, December 7, 2020, and please upload to LearningHub.**

## LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due may reflect a lower grade.

## ABOUT YOUR INSTRUCTOR

Jiří Moskala is professor of Old Testament exegesis and theology and dean of the Seventh-day Adventist Theological Seminary on the campus of Andrews University, Berrien Springs, Michigan. He joined the faculty in 1999.

Born in Cesky Tesin, Czech Republic, Moskala received a master of theology in 1979 and a doctor of theology in 1990, all from the Comenius Faculty of Protestant Theology (now Protestant Theological Faculty of Charles University), Czech Republic. His dissertation was entitled: "The Book of Daniel and the Maccabean Thesis: The Problem of Authorship, Unity, Structure, and Seventy Weeks in the Book of Daniel (A Contribution to the Discussion on Canonical Apocalypics)" and was published in the Czech language.

In 1998, he completed his doctor of philosophy from Andrews University. His dissertation is entitled: "The Laws of Clean and Unclean Animals of Leviticus 11: Their Nature, Theology, and Rationale (An Intertextual Study)" and has been published under the same title.

Prior to coming to Andrews, Moskala served in various capacities (ordained pastor, administrator, and teacher) in the Czech Republic. At the end of 1989, after the Velvet Revolution when the Communist regime fell, he established the Theological Seminary for training pastors and became the first principal of the institution.

Dr. Moskala has served as a speaker in many important Bible conferences and Theological symposia in all thirteen divisions of the Seventh-day Adventist Church and has lectured in many leading SDA universities and colleges around the world.

He is a member of various theological societies (Adventist Society for Religious Studies, Adventist Theological Society, Chicago Society of Biblical Research, Society of Biblical Literature, and Society of Christian Ethics). Dr. Moskala has authored or edited a number of articles and books in the Czech and English languages. In addition, he has participated in several archaeological expeditions in Tell Jalul, Jordan.



Dr. Moskala enjoys listening to classical music, visiting art and archaeological museums, hiking, swimming in the world's crystal-clear waters, and reading books on a variety of topics. He is married to Eva Moskalova. They have five adult children and six grandchildren.

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

*Academic Dishonesty includes:*

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html).

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail regularly.

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

**Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .**

## **APPENDIX 1: INTERPRETING LETTER GRADES**

<b>A</b>	95–100	<b>B+</b>	85–89	<b>B-</b>	75–79	<b>C</b>	65–69	<b>D</b>	55–59
<b>A-</b>	90–94	<b>B</b>	80–84	<b>C+</b>	70–74	<b>C-</b>	60–64	<b>F</b>	0–54

### **THE A GRADE**

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

### **THE B GRADE**

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### **THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### **THE D GRADE**

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

### **THE F GRADE**

A failing grade is given when very limited or no demonstrable competency has been observed.

**APPENDIX 2: RUBRIC FOR PROJECT**

<b>Category</b>	<b>Excellent (Grades: A- to A; 90–100%)</b>	<b>Average (Grades: B to B+; 80–89%)</b>	<b>Poor (Grades: C- to B-; 60–79%)</b>	<b>Score</b>
Introductory Statements	<b>Points: 18–20</b> 1. Learner focused 2. Head, heart, and hand goals all represented. 3. Clearly written	<b>Points: 16–17</b> 1. Somewhat learner focused 2. Goals not all covered adequately 3. Somewhat unclear	<b>Points: 12–15</b> 1. Not clearly learner focused 2. Abstract outcomes 3. Unclearly written	_____/20
Questions and strategies	<b>Points: 27–30</b> 1. Appropriate for age, topic, setting 2. Effective for teaching/learning 3. Clear instructions 4. Most time-consuming teaching most important content 5. Teaches for discipleship	<b>Points: 24–26</b> At least 3 of the previous 5 qualities are good	<b>Points: 18–23</b> Three or more of the previous qualities are poor	_____/30
Content	<b>Points: 45–50</b> 1. Theologically accurate 2. Appropriate developmentally 3. Appropriate culturally 4. Focuses on practical theology	<b>Points: 40–44</b> At least 3 of the previous 4 qualities are good	<b>Points: 30–39</b> Two or more of the previous qualities are poor	_____/50
<b>Total Score</b>				_____/100