



On-Campus Course Syllabus

OTS 310 L1

OT Intensive: Ezekiel

Fall 2024

Class Information

Day and Time: Thu 7:30–10:00

Room Number: E205

Contact Information

Instructor Name: James W. Knox

Instructor Email: jknox@Criswell.edu

Instructor Phone: NA

Instructor Office Hours: by appointment

Course Description and Prerequisites

An intensive study of selected books in the English Bible. Course may be repeated for credit when the Bible book differs. This course will examine the background, structure, and content of the book of Ezekiel. It will discuss the book's historical setting as well as its message in relation to the other prophets, the rest of Scripture, and biblical theology.

Prerequisite: OTS 101; Prerequisite may be taken concurrently: OTS 201.

Course Objectives

- A. Know the background, structure, and message of the book of Ezekiel;
- B. Evaluate various interpretations of Ezekiel with the purpose of developing your own way of interpreting the book;
- C. Discuss the content of the book in relation to its historical setting and context; and
- D. Develop principles of application from Ezekiel that can be applied to a contemporary audience.

Required Textbooks

1. An English Bible translation approved by the professor.
2. An *exegetical* commentary approved by the professor.
3. An *application* commentary approved by the professor.

Course Requirements and Assignments

- A. **Participation — (20%)** The classroom experience is an essential element of the learning process. This includes engaging with the instructor, class materials, and fellow students. As such, it is expected and required that the student attends and participates. Failure to perform (e.g., through unexcused absences) will result in a reduction in the participation grade which amounts to 20% of the course grade.

- B. **Reading Sheets — (40%)** Beginning with the first week, the student is expected to fill out a reading sheet for that class' assigned reading from Ezekiel (Bible, commentaries, and additional reading). Each reading sheet will include summarizing the assigned content of both commentaries as well as noting questions and observations the student found while reading. There are 13 class sessions with required reading. The student must fill out at least 10 (3 may be dropped). The reading sheets include the class' reading requirement and count for 40% of the course grade.
- C. **Topic Paper — (40%)** The student will be required to write a 8–12 doubled-spaced research paper on an issue related to the study of Ezekiel. The paper will be submitted in stages (each stage is due prior to the class date marked on the Course Outline/Calendar).
- Paper Topic (5%) — The student will submit a research topic and receive approval by the instructor. It will count for 5% of the paper's grade.
 - Thesis Statement (5%) — The student will submit a thesis statement and receive approval by the instructor. It will count for 5% of the paper's grade.
 - Annotated Bibliography (10%) — The student will submit a working bibliography of 10 sources. This will include 3 journal articles and 7 scholarly works (e.g., books, monographs, and commentaries). **Bible translations, dictionaries, encyclopedias, lexica, and web sources will not count.** The bibliography will include brief (2–3 sentence) annotations defending the selections. It will count for 10% of the paper's grade.
 - Outline (10%) — The student will submit a working outline of the paper. The major sections and sub-sections will be labeled with a clear articulation of the paper's argument. It will count for 10% of the paper's grade.
 - Final Paper (50%) — The student will submit a well-written research paper in the Turabian style. It will be 8–12 doubled-spaced pages long. It will count for 50% of the paper's grade.
 - Paper Presentation (20%) — The student will give an in-class presentation based on the finished research paper. It will count for 20% of the paper's grade.

Course/Classroom Policies and Information

Submission of the Reading Sheets

The Reading Sheets allow for the student's reading progress to be evaluated and graded. Ideally, the student can rely on the reading sheet to help stimulate classroom discussion. In order to facilitate this, the student must upload the assigned reading sheet onto Canvas prior to the start of class for that respective due date.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course

requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,

- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week		Class Topic	Commentary Reading	Additional Reading
1	Th–Aug 22	Syllabus, Introduction, and Structure of the Book	Introduction material	Mein - "Ezekiel" in <i>Oxford Handbook of the Prophets</i>
2	Th–Aug 29	The Call of Ezekiel	Ezekiel 1–3	
3	Th–Sep 5	Prophecies regarding the End of Jerusalem <i>Due: Paper Topic</i>	Ezekiel 4–7	
4	Th–Sep 12	Visions concerning Jerusalem	Ezekiel 8–11	Descent of Ishtar (COS 1.108)
5	Th–Sep 19	Prophecies against Israel <i>Due: Thesis Statement</i>	Ezekiel 12–14	'Aqhatu Legend (COS 1.103)
6	Th–Sep 26	Three Parables	Ezekiel 15–17	
7	Th–Oct 3	Lamentation and Retribution	Ezekiel 18–22	Kaiser, <i>OT Ethics</i>
8	Th–Oct 10	Three Allegories <i>Due: Annotated Bibliography</i>	Ezekiel 23–24	
9	Th–Oct 17	Student Development Week		

10	Th–Oct 24	Prophecies against the Nations	Ezekiel 25–28	
11	Th–Oct 31	Prophecies against Egypt <i>Due: Paper Outline</i>	Ezekiel 29–32	
12	Th–Nov 7	Ezekiel as the Watchman	Ezekiel 33–34	
13	Th–Nov 14	The Restoration of Israel	Ezekiel 35–39	
14	Th–Nov 21	The New Temple <i>Due: Final Paper</i>	Ezekiel 40–48	
15	Th–Nov 28	FALL BREAK and THANKSGIVING		
16	Th–Dec 5	Paper Presentations		

Selected, Classified, and Annotated Bibliography

Commentaries

Application — Commentaries that focus on practical applications for preaching and teaching, little to no Hebrew required

Cooper, Lamar E., Sr. *Ezekiel*. The New American Commentary 17. Nashville: Broadman & Holman, 1994. — A solid conservative, dispensational, evangelical commentary.

Craigie, Peter C. *Ezekiel*. The Daily Study Bible. Philadelphia: Westminster, 1983. — A somewhat traditional commentary that employs symbolic interpretations.

Duguid, Iain M. *Ezekiel*. The NIV Application Commentary. Grand Rapids: Zondervan, 1999. — A popular conservative commentary that utilizes a biblical theological approach, non-dispensational.

Mackay, John L. *Ezekiel: A Mentor Commentary*. 2 vols. Fearn, UK: Christian Focus, 2018. — A somewhat traditional and thorough commentary that employs symbolic interpretations.

Naylor, Peter. *A Study Commentary on Ezekiel*. Evangelical Press Study Commentary. Darlington, UK: EP Books, 2011. — A somewhat traditional commentary that employs symbolic interpretations.

Taylor, John B. *Ezekiel: An Introduction and Commentary*. Tyndale Old Testament Commentaries 22. London: Tyndale Press, 1969. — A somewhat traditional commentary that employs symbolic interpretations.

Wright, Christopher J. H. *The Message of Ezekiel: A New Heart and a New Spirit*. The Bible Speaks Today. Downers Grove, IL: InterVarsity Press, 2001. — A somewhat traditional commentary that employs symbolic interpretations.

Exegetical — Commentaries that utilize language, background, and theological studies to aid in interpretation, moderate level Hebrew required

Allen, Leslie C. *Ezekiel*. 2 vols. Word Biblical Commentary 28–29. Dallas: Word, 1990–1994. — A moderate-critical commentary with symbolic interpretations.

Block, Daniel I. *The Book of Ezekiel*. 2 vols. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1997–1998. — Considered by many to be the best evangelical, exegetical commentary currently available, an overall solid commentary with symbolic interpretations.

Greenberg, Moshe, and Stephen L. Cook. *Ezekiel: A New Translation with Introduction and Commentary*. 3 vols. The Anchor Yale Bible 22A–B. Vol. 1: Garden City, NY: Doubleday, 1983. Vol. 2: New York: Doubleday, 1997. Vol. 3: New Haven: Yale University Press, 2018. — A moderate-traditional commentary that utilizes symbolic interpretations.

Eichrodt, Walther. *Ezekiel: A Commentary*. Translated by Cosslett Quin. Old Testament Library. Philadelphia: Westminster, 1970. — A moderate commentary with an idealized interpretation of the temple vision.

Technical — Commentaries that require advanced knowledge of Hebrew, Greek, and critical methodologies

Cooke, G. A. *A Critical and Exegetical Commentary on the Book of Ezekiel*. The International Critical Commentary. Edinburgh: T&T Clark, 1936. — A technical, yet critical commentary from the early 20th century by a British scholar.

Keil, Carl F. *Ezekiel, Daniel*. Translated by James Martin and M. G. Easton. Commentary on the Old Testament, edited by Carl F. Keil and Franz Delitzsch, vol. 9. Edinburgh: T&T Clark, 1866–91. Reprint, Peabody, MA: Hendrickson, 1996. — A technical, yet traditional commentary from the 19th century by a German scholar. While dated, it is an invaluable window into the scholarship of that period.

Zimmerli, Walther. *Ezekiel*. Translated by Ronald E. Clements (vol. 1) and James D. Martin (vol. 2). 2 vols. Hermeneia. Philadelphia: Fortress, 1979–1983. — Considered by many to be the greatest Ezekiel commentary ever, possibly the best commentary period. This moderate study has become the scholarly standard. He tends to lean literalistic.

Ezekiel Studies

Block, Daniel I. *Beyond the River Chebar: Studies in Kingship and Eschatology in the Book of Ezekiel*. Eugene, OR: Cascade, 2013. — The second volume of a collection of (traditional) articles (all by Block) related to the study of Ezekiel.

———. *By the River Chebar: Historical, Literary, and Theological Studies in the Book of Ezekiel*. Eugene, OR: Cascade, 2013. — The first volume of a collection of (traditional) articles (all by Block) related to the study of Ezekiel.

Carvalho, Corrine, ed. *The Oxford Handbook of Ezekiel*. Oxford: Oxford University Press, 2023. — A nice collection of introductory articles on the study of Ezekiel from a range of scholarly backgrounds.

Duguid, Iain M. *Ezekiel and the Leaders of Israel*. Supplements to Vetus Testamentum 56. Leiden: Brill, 1994. — A study of Ezekiel's relationship to the leadership of Israel from a traditional perspective.

Ganzel, Tova. *Ezekiel's Visionary Temple in Babylonian Context*. Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft 539. Berlin: de Gruyter, 2021. — An interesting study on the potential Babylonian background for Ezekiel's temple. Unfortunately, Tova does not seem to conclude whether the temple was meant to be symbolic or literal.

- Joyce, Paul M., and Dalit Rom-Shiloni, eds. *The God Ezekiel Creates*. The Library of Hebrew Bible/Old Testament Studies 607. London: Bloomsbury, 2015. — A collection of articles on the study of Ezekiel from a range of scholarly backgrounds.
- Kutsko, John F. *Between Heaven and Earth: Divine Presence and Absence in the Book of Ezekiel*. Biblical and Judaic Studies 7. Winona Lake, IN: Eisenbrauns, 2000. — A technical study on the presence of Yahweh as a theme in Ezekiel.
- Lee, Lydia. *Mapping Judah's Fate in Ezekiel's Oracles Against the Nations*. Ancient Near Eastern Monographs 15. Atlanta: SBL Press, 2016. — An in-depth study of Ezekiel's oracles against the nations and Judah.
- Lyons, Michael A. *An Introduction to the Study of Ezekiel*. T&T Clark Approaches to Biblical Studies. London: Bloomsbury, 2015. — A decent and inoffensive introduction to Ezekiel.
- Mayfield, Tyler D. *Literary Structure and Setting in Ezekiel*. Forschungen zum Alten Testament 2/43. Tübingen: Mohr Siebeck, 2010. — An in-depth study on the structure of Ezekiel.
- Odell, Margaret S., and John T. Strong, eds. *The Book of Ezekiel: Theological and Anthropological Perspectives*. SBL Symposium Series 9. Atlanta: Society of Biblical Literature, 2000. — A collection of articles on the study of Ezekiel from a range of scholarly backgrounds.
- Tooman, William A., and Penelope Barter, eds. *Ezekiel: Current Debates and Future Directions*. Forschungen zum Alten Testament 112. Tübingen: Mohr Siebeck, 2017. — A collection of more technical and critical articles related to the study of Ezekiel.
- Wong, Ka Leung. *The Idea of Retribution in the Book of Ezekiel*. Supplements to Vetus Testamentum 87. Leiden: Brill, 2001. — A technical study on retribution as a theme in Ezekiel.