



On-Campus Course Syllabus

OTS 502 L1

OT Introduction II

Spring 2025

Class Information

Day and Time: Mon 1:45–4:15

Room Number: E209

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 advanced study of the books of Job through Malachi, emphasizing the historical framework of the Old Testament, problems of interpretation, and the contribution of these books to biblical theology and godly living.

Course Objectives

- A. Be able to discuss the various biblical criticisms and their impact on OT studies;
- B. Be able to identify and describe the major critical issues for the biblical books: Job-Malachi;
- C. Be able to weigh the pros and cons of differing opinions on critical issues (for Job-Malachi);
- D. Be able to articulate and defend one's view of a given critical issue; and
- E. Be able to explain how the individual biblical books contribute to the overarching biblical narrative and theology.

Required Textbooks

1. Longman, Tremper, III, and Raymond B. Dillard. *An introduction to the Old Testament*. 2nd ed. Grand Rapids: Zondervan, 2006. ISBN: 978-0-310-26341-8
2. Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016. ISBN: 978-0-801-03714-6

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.

- B. **Reading Sheets — (20%)** Beginning with Week 2, the student is expected to fill out a reading sheet for that class' assigned reading. While the student is expected to read all of the assigned material, only the material in **bold** is required for the reading sheet. Note: this does not alleviate the expectation for the student to read all of the material. Each reading sheet will include summarizing the assigned content as well as noting questions and observations the student found while reading. There are 14 class sessions with required reading. The student must fill out at least 11 (3 may be dropped).
- C. **OT Criticism Papers — (60%)** The student will be required to write 4 small (8–12 doubled-spaced pages) research papers on a critical issue. Each paper will 1) introduce the critical issue, 2) discuss a view with pros and cons, 3) discuss an alternative view with pros and cons, and 4) defend the view held by the student (the due date for each paper is marked on the Course Outline/Calendar).
- 1st Paper (15%) — The student will submit a brief research paper on a critical issue relevant to the study of the Psalter, Proverbs, or Ruth.
 - 2nd Paper (15%) — The student will submit a brief research paper on a critical issue relevant to the study of Ecclesiastes, Job, Song of Songs, or Lamentations.
 - 3rd Paper (15%) — The student will submit a brief research paper on a critical issue relevant to the study of the Major Prophets (Isaiah, Jeremiah, Ezekiel, or Daniel).
 - 4th Paper (15%) — The student will submit a brief research paper on a critical issue relevant to the study of the Minor Prophets (Hosea–Malachi).

Course/Classroom Policies and Information

Submission of the Reading Sheets

The various assignments allow for the student's progress to be evaluated and graded. Students must upload their assignments onto Canvas prior to the start of class for that respective due date.

Late Submissions

Late submissions will be accepted but with a penalty. 5% will be deducted per day once the due date has passed. After one week, the assignment will no longer be accepted with an automatic Ø registered for the assignment.

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.

Course Policy on the use of Artificial Intelligence (AI)

While the use of Generative AI is recommended for the *editing* of your own work (e.g., spellcheck, Grammarly, etc.), the reliance on programs (e.g., ChatGPT, Grok, etc.) for *research* purposes is discouraged. Furthermore, the use of Generative AI for the *creation* of content is prohibited. The purpose of all assignments is for the student to develop the skills necessary for the creation of original scholarship.

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. 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	Longman & Dillard	Hess	Additional Reading
1	Tue–Jan 21	Syllabus and Introduction to Wisdom Criticism			Reading 1
2	Tue–Jan 28	Introduction to Poetry			Reading 2
4	Tue–Feb 4	Critical Analysis of Psalms	Ch. 16	Ch. 15	Reading 3
4	Tue–Feb 11	Critical Analysis of Proverbs & Ruth	Chs 17 & 9	Chs 16 & 8	Reading 4
5	Tue–Feb 18	Critical Analysis of Ecclesiastes <i>Due: 1st Paper (Pss, Prov, & Ruth)</i>	Ch. 18	Ch. 17	Reading 5
6	Tue–Feb 25	Critical Analysis of Job	Ch. 15	Ch. 14	Reading 6
7	Tue–Mar 4	Critical Analysis of Song of Solomon & Lamentations	Chs 19 & 22	Chs 18 & 21	Reading 7

8	Tue–Mar 11	Introduction to the Prophets <i>Due: 2nd Paper (Eccl, Job, SoS, & Lam)</i>			Reading 8
9	Tue–Mar 18	Spring Break			
10	Tue–Mar 25	Critical Analysis of Isaiah	Ch. 20	Ch. 19	Reading 9
11	Tue–Apr 1	Critical Analysis of Jeremiah	Ch. 21	Ch. 20	Reading 10
12	Tue–Apr 8	Critical Analysis of Ezekiel	Ch. 23	Ch. 22	Reading 11
13	Tue–Apr 15	Critical Analysis of Daniel	Ch. 24	Ch. 23	Reading 12
14	Tue–Apr 22	Critical Analysis of Jonah, Amos, Hosea, & Micah <i>Due: 3rd Paper (Major Prophets)</i>	Chs 25, 27, 29–30	Chs 24, 26, 28–29	Reading 13
15	Tue–Apr 29	Critical Analysis of Nahum, Zephaniah, Habakkuk, & Obadiah	Chs 28, 31– 33	Chs 27, 30– 32	Reading 14
16	Tue–May 6	Critical Analysis of Haggai, Zachariah, Joel, & Malachi	Chs 26, 34– 36	Chs 25, 33– 35	Reading 15
17	Final’s Week	<i>Due: 4th Paper (Minor Prophets)</i>			

Selected, Classified, and Annotated Bibliography

Old Testament Introductions

Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 4th ed. Chicago: Moody Press, 2007. — A decent introduction to OT Introduction from a conservative, evangelical perspective.

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. 2nd ed. Revised by Richard Clifford and Daniel Harrington. New York: Paulist Press, 2012. — A pretty detailed and thorough OT Introduction from a critical leaning perspective.

Collins, John J. *Introduction to the Hebrew Bible: And Deutero-Canonical Books*. 3rd ed. Philadelphia: Fortress, 2018. — Another thorough OT Introduction from a critical leaning perspective with a focus on historical criticism.

Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress, 1979. — Another solid classic textbook. It is not as authoritative as Harrison’s and is still dated.

Harrison, R. K. *Introduction to the Old Testament: With a Comprehensive Review of Old Testament Studies and a Special Supplement on the Apocrypha*. Grand Rapids: Eerdmans, 1969. — The classic textbook that is still widely regarded as the best OT Introduction available albeit a tad dated.

Jacobson, Rolf A., and Michael J. Chan. *Introducing the Old Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2023. — An introduction to OT Introduction from a critical leaning perspective.

Merrill, Eugene H., Mark F. Rooker, and Michael A. Grisanti. *The World and the Word: An Introduction to the Old Testament*. Nashville: B&H Academic, 2011. — A decent OT Introduction from a conservative, evangelical perspective that focuses on Textual and historical criticism.

Van Pelt, Miles V., ed. *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised*. Wheaton, IL: Crossway, 2016. — Another introduction to OT Introduction with a focus on biblical theology.

Biblical Theology

Barr, James. *The Concept of Biblical Theology: An Old Testament Perspective*. Minneapolis: Fortress, 1999. — A classic study on the problems, issues, and how not to write a biblical theology.

Childs, Brevard S. *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. Minneapolis: Fortress, 1992. — A well-respected canonical theology.

Kaiser, Walter C., Jr. *The Promise-Plan of God: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Zondervan, 2008. — A decent biblical theology with promise as a functioning center.

Köstenberger, Andreas J., and Gregory Goswell. *Biblical Theology: A Canonical, Thematic, and Ethical Approach*. Wheaton, IL: Crossway, 2023. — An impressive resource that goes book-by-book and deals with how each book fits into the larger framework of a biblical theology.

Schreiner, Thomas R. *The King in His Beauty: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Baker Academic, 2013. — A canonical theology that takes a book-by-book narrative approach.

Vos, Geerhardus. *Biblical Theology: Old and New Testaments*. Grand Rapids: Eerdmans, 1948. — A classic biblical theology with a focus on divine revelation.

Introduction to Old Testament Wisdom

Bartholomew, Craig G., and Ryan P. O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove, IL: InterVarsity Press, 2011. — A fairly standard wisdom introduction from an evangelical perspective.

Crenshaw, James L. *Old Testament Wisdom: An Introduction*. 3rd ed. Louisville: Westminster John Knox, 2010. — Probably the standard wisdom introduction from a more critical perspective.

Dell, Katharine J., Suzanna R. Millar, and Arthur Jan Keefer, eds. *The Cambridge Companion to Biblical Wisdom Literature*. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. — A helpful collection of articles on the critical analysis of wisdom studies.

Longman, Tremper, III. *The Fear of the Lord is Wisdom: A Theological Introduction to Wisdom in Israel*. Grand Rapids: Baker Academic, 2017. — A fairly standard introduction to wisdom theology.

Murphy, Roland E. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. 3rd ed. Grand Rapids: Eerdmans, 2002. — Another critical introduction to wisdom studies.

———. *Wisdom Literature: Job, Proverbs, Ruth, Canticles, Ecclesiastes, and Esther*. Forms of the Old Testament Literature 13. Grand Rapids: Eerdmans, 1981. — A critical survey of the wisdom books.

Perdue, Leo G. *Wisdom and Creation: The Theology of Wisdom Literature*. Nashville: Abingdon, 1994. — A more critical examination of wisdom theology.

von Rad, Gerhard. *Wisdom in Israel*. Translated by James D. Martin. Harrisburg, PA: Trinity Press, 1970. — One of the original critical studies of wisdom literature.

Introduction to Hebrew Poetry

- Alter, Robert. *The Art of Biblical Poetry*. Rev. Ed. New York: Basic Books, 2011. — A classic study on Hebrew poetry and its relationship to narrative.
- Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Bible and Literature 9. Sheffield: Almond, 1983. — Another classic study on Hebrew poetry.
- Fokkelman, J. P. *Reading Biblical Poetry: An Introductory Guide*. Translated by Ineke Smit. Louisville: Westminster John Knox, 2001. — A fairly standard, and more recent, discussion on Hebrew poetry.
- Petersen, David L., and Kent H. Richards. *Interpreting Hebrew Poetry*. Guides to Biblical Scholarship. Minneapolis: Fortress, 1992. — Another classic study on Hebrew poetry.
- Watson, Wilfred G. E. *Classical Hebrew Poetry: A Guide to its Techniques*. 2nd ed. Journal for the Study of the Old Testament, Supplement Series 26. Sheffield: JSOT Press, 1986. — A more thorough and technical study on Hebrew poetry.

Introduction to the Prophets

- Cook, Stephen L., John T. Strong, and Steven S. Tuell. *The Prophets: Introducing Israel's Prophetic Writings*. Minneapolis: Fortress, 2022. — A decent in-depth, critical survey of the prophetic books.
- Hays, J. Daniel. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids: Zondervan, 2010. — A decent in-depth, traditional survey of the prophetic books.
- Nogalski, James D. *Introduction to the Hebrew Prophets*. Nashville: Abingdon, 2018. — A decent in-depth, critical survey of the prophetic books.
- Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids: Eerdmans, 2008. — A decent in-depth, critical survey of the prophetic books.
- Seitz, Christopher R. *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*. Grand Rapids: Baker Academic, 2007. — A thorough introduction and critique of how to study the prophets.

Introduction to Israelite Prophecy

- Hoffmeier, James K. *The Prophets of Israel: Walking the Ancient Paths*. Grand Rapids: Kregel Academic, 2021. — A helpful introductory survey into the world of the prophets.
- Kratz, Reinhard G. *The Prophets of Israel*. Translated by Anselm C. Hagedorn and Nathan MacDonald. Critical Studies in the Hebrew Bible 2. Winona Lake, IN: Eisenbrauns, 2015. — A thorough introduction into prophetic studies.
- Lundbom, Jack R. *The Hebrew Prophets: An Introduction*. Minneapolis: Fortress, 2010. — Another thorough introduction into prophetic studies.
- Nissinen, Martti, ed. *Prophecy in its Ancient Near Eastern Context: Mesopotamian, Biblical, and Arabian Perspectives*. SBL Symposium Series 13. Atlanta: Society of Biblical Literature, 2000. — A collection of articles on the critical analysis of the prophetic books.

Sandy, D. Brent. *Plowshares and Pruning Hooks: Rethinking the Language of Biblical Prophecy and Apocalyptic*. Downers Grove, IL: InterVarsity Press, 2002. — A classic text on the language of the prophets.

Sharp, Carolyn J., ed. *The Oxford Handbook of the Prophets*. Oxford: Oxford University Press, 2016. — A helpful collection of articles on the critical analysis of the prophetic books.

Critical Commentaries

Job

Clines, David J. A. *Job*. 3 vols. Word Biblical Commentary 17–18B. Dallas (vol. 1), Nashville (vols 2, 3): Word (vol. 1), Nelson (vols 2, 3), 1989–2011.

Garrett, Duane A. *Job*. Evangelical Exegetical Commentary. Bellingham, WA: Lexham Academic, 2024.

Hartley, John E. *The Book of Job*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1988.

Psalms

Craigie, Peter C., Marvin E. Tate, and Leslie C. Allen. *Psalms*. 3 vols. Word Biblical Commentary 19 (2nd ed.), 20, 21 (rev. ed.). Nashville: Nelson, 1990–2004.

Goldingay, John. *Psalms*. 3 vols. Baker Commentary on the Old Testament: Wisdom and Psalms. Grand Rapids: Baker Academic, 2006–2008.

Wilson, Gerald H. *Psalms*. 2 vols. NIV Application Commentary. Grand Rapids: Zondervan, 2002.

Proverbs

Fox, Michael V. *Proverbs: A New Translation with Introduction and Commentary*. 2 vols. Anchor Yale Bible 18 A–B. New York (vol. 1), New Haven (vol. 2): Doubleday (vol. 1), Yale University Press (vol. 2) 2000–2009.

Murphy, Roland E. *Proverbs*. Word Biblical Commentary 22. Nashville: Nelson, 1998.

Waltke, Bruce K. *The Book of Proverbs*. 2 vols. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2004–2005.

Ecclesiastes

Bartholomew, Craig G. *Ecclesiastes*. Baker Commentary on the Old Testament. Grand Rapids: Baker Academic, 2009.

Fox, Michael V. *A Time to Tear Down and a Time to Build Up: A Rereading of Ecclesiastes*. Grand Rapids: Eerdmans, 1999.

Schoors, Antoon. *Ecclesiastes*. Historical Commentary on the Old Testament. Leuven: Peeters, 2013.

Song of Songs

Garrett, Duane, and Paul R. House. *Song of Songs & Lamentations*. Word Biblical Commentary 23B. Grand Rapids: Zondervan, 2004.

Murphy, Roland E. *A Commentary on the Book of Canticles or the Song of Songs*. Hermeneia. Minneapolis: Fortress, 1990.

Pope, Marvin H. *Song of Songs: A New Translation with Introduction and Commentary*. Anchor Yale Bible 7C. New Haven: Yale University Press, 1977.

Ruth

Bush, Frederic. *Ruth-Esther*. Word Biblical Commentary 9. Grand Rapids: Zondervan, 1996.

Hubbard, Robert L., Jr. *The Book of Ruth*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1988.

Nielsen, Kirsten. *Ruth: A Commentary*. Old Testament Library. Louisville: Westminster John Knox, 1997.

Isaiah

Blenkinsopp, Joseph. *Isaiah: A New Translation with Introduction and Commentary*. 3 vols. Anchor Yale Bible 19–B. New York: Doubleday, 2000–2003.

Oswalt, John N. *The Book of Isaiah*. 2 vols. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1986–1998.

Watts, John D. W. *Isaiah*. 2 vols. Rev. ed. Word Biblical Commentary 24–25. Grand Rapids: Zondervan, 2004–2005.

Jeremiah

Craigie, Peter G., et al. *Jeremiah*. 2 vols. Word Biblical Commentary 26–27. Dallas: Word Books, 1991–1995.

Lundbom, Jack R. *Jeremiah: A New Translation with Introduction and Commentary*. 3 vols. Anchor Yale Bible 21A–B. New York: Doubleday, 1999–2004.

Thompson, John A. *The Book of Jeremiah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1980.

Lamentations

Salters, R. B. *A Critical and Exegetical Commentary on Lamentations*. International Critical Commentary. London: T&T Clark, 2010.

Hillers, Delbert R. *Lamentations: A New Translation with Introduction and Commentary*. 2nd ed. Anchor Yale Bible 7A. New York: Doubleday, 1992.

Renkema, John. *Lamentations*. Translated by Brian Doyle. Historical Commentary on the Old Testament. Leuven: Peeters, 1998.

Ezekiel

Block, Daniel I. *The Book of Ezekiel*. 2 vols. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1997–1998.

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.

Zimmerli, Walther. *A Commentary on the Book of the Prophet Ezekiel*. Translated by Ronald E. Clements (vol. 1) and James D. Martin (vol. 2). 2 vols. Hermeneia. Philadelphia: Fortress, 1979–1983.

Daniel

Collins, John J. *A Commentary on the Book of Daniel*. Hermeneia. Minneapolis: Fortress, 1993.

Hartman, Louis F., and Alexander A. Di Lella. *The Book of Daniel: A New Translation with Notes and Commentary*. Anchor Yale Bible 23. Garden City: Doubleday, 1978.

Tanner, J. Paul. *Daniel*. Evangelical Exegetical Commentary. Bellingham, WA: Lexham Academic, 2020.

Hosea

Andersen, Francis I., and David Noel Freedman. *Hosea: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24. Garden City: Doubleday, 1980.

Dearman, J. Andrew. *The Book of Hosea*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2010.

Stuart, Douglas. *Hosea-Jonah*. Word Biblical Commentary 31. Waco, TX: Word Books, 1987.

Joel

Allen, Leslie C. *The Books of Joel, Obadiah, Jonah, and Micah*. New International Commentary on the Old Testament. London: Hodder and Stoughton, 1976.

Crenshaw, James L. *Joel: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24C. New York: Doubleday, 1995.

Nogalski, James D. *The Books of Joel, Obadiah, and Jonah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2023.

Amos

Andersen, Francis I., and David Noel Freedman. *Amos: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24A. New York: Doubleday, 1989.

Eidevall, Göran. *Amos: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24G. New Haven: Yale University Press, 2017.

Carroll R., M. Daniel. *The Books of Amos*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2020.

Obadiah

Nogalski, James D. *The Books of Joel, Obadiah, and Jonah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2023.

Raabe, Paul R. *Obadiah: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24D. New York: Doubleday, 1996.

Renkema, Johan. *Obadiah*. Translated by Brian Doyle. Historical Commentary on the Old Testament. Leuven: Peeters, 2003.

Jonah

Graybill, Rhiannon, John Kaltner, and Steven L. McKensie. *Jonah: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24H. New Haven: Yale University Press, 2023.

Nogalski, James D. *The Books of Joel, Obadiah, and Jonah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2023.

Stuart, Douglas. *Hosea-Jonah*. Word Biblical Commentary 31. Waco, TX: Word Books, 1987.

Micah

Becking, Bob. *Micah: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24I. New Haven: Yale University Press, 2023.

De Moor, Johannes C. *Micah*. Historical Commentary on the Old Testament. Leuven: Peeters, 2020.

Nogalski, James D. *The Book of Micah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2024.

Nahum

Christensen, Duane L. *Nahum: A New Translation with Introduction and Commentary*. Anchor Yale Bible 24F. New Haven: Yale University Press, 2009.

Spronk, Klaas. *Nahum*. Historical Commentary on the Old Testament. Kampen, NL: Pharos, 1997.

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