



B420 Old Testament Prophets

3 credits. Prerequisites: Introduction to the Old Testament and Bible Study Methods

 Mississauga Campus  Livestream  Video on Demand

Term C
January 13–February 21, 2025
Monday & Wednesday, 10am–1pm ET
(9am–noon SK)

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For as the new heavens and the new earth,
which I will make,
shall remain before me, says the LORD,
so shall your descendants and your name remain. —Isaiah 66:22

Course Goals

Course Description

Focusing on the books of Isaiah, Jeremiah, and Ezekiel, this course examines the method and message of the Old Testament prophets in light of the scholarly understanding of the social, religious, and political dynamics of Israel and Judah during the Assyrian, Babylonian, and Persian periods. Consideration will also be given to the relevance and implications of the Old Testament prophetic books for religious life and faith in the contemporary period.


Relationship to MCS-Horizon's Missions

The Old Testament prophets knew God's heart and shared God's truth. By exploring the prophets' experience of God along with their messages, Christian leaders today can grow in their capacity to be prophetic witnesses in their own communities.

Core Competencies and Learning Outcomes



- To demonstrate competency in *Biblical & Theological Literacy*, students will
1. Interpret the Old Testament prophetic books in light of their literary and socio-historical contexts and distinct theological perspectives with the assistance of relevant secondary literature.

- *Assessment:* Devotional, Exegetical Paper
2. Describe the key interpretive issues that are critical for understanding the Old Testament prophetic books.
 - *Assessment:* Exegetical Paper
 3. Identify and explain key emphases and their significance within the Old Testament prophetic books.
 - *Assessment:* Devotional, Reading Reflections
 4. Explain how the theological witness of the Old Testament prophetic books speaks to the way we think, live, and minister today.
 - *Assessment:* Devotional, Exegetical Paper, Reading Reflections
-  To demonstrate competency in *Spiritual Maturity*, students will
5. Practice hearing the voice of God through the Old Testament prophets and prophetically communicating God's passion with others.
 - *Assessment:* Devotional, Reading Reflections

Course Work

Required Readings

Chrisholm, Robert B. *Handbook on the Prophets*. Grand Rapids, MI: Baker Academic, 2009.

ISBN: 9780801038600 * Note that only the chapters on Isaiah, Jeremiah, and Ezekiel are required reading. [DTL Link](#)

Holy Bible. Students may use a modern translation of their choice (e.g., NRSV, NIV, NLT, ESV, etc.) but *not* a paraphrase (e.g., Passion, Message). The professor will use the NRSVue in class. * Note that only Isaiah, Jeremiah, and Ezekiel are required reading.

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Devotional* – 30%

Students will write a devotional based on a scripture passage of their choice from Isaiah, Jeremiah, or Ezekiel. The target audience for this message is a regular church attendee (not Bible College students) and should be written at a popular reading level. For this assignment to be considered complete, the following points must be observed:

- Scripture passages should be approximately five verses. If you have any questions about the length of your chosen passage, please ask the professor.
- The prophet chosen for the Devotional must be different from the prophet chosen for the Exegetical Paper.

- Students should choose a passage that is not overly familiar to them. For this reason, students may not choose a scripture passage they have submitted for a previous assignment in Bible College. The following passages may *not* be used:
 - Isaiah 53:4–6
 - Jeremiah 29:11–14
 - Ezekiel 37:1–14
- Constructing the Devotional:
 - Include the scripture passage in full at the beginning of the devotion (but note that this is not considered part of the required word count).
 - Begin with an introduction that sparks interest in the topic.
 - The body of the devotional serves two functions:
 - Explain the text in its socio-historical and literary context.
 - Connect the message of the text with concrete circumstances of life.
 - The conclusion should include a call to action—how might the readers respond to this message?
 - Conclude the devotional with a two-sentence prayer.
- Students should review their passage in at least two academic commentaries in addition to the textbook. Due to the target audience, these works will not likely need to be quoted in the devotional but should be cited in the bibliography.
- The submission should include a title page, paper, and bibliography as specified in the [MCS-Horizon Format Guide](#).
- The assignment should be submitted to Populi by the date specified as a Word Document (docx or rtf). Pages and pdf files will not be accepted.

Alternate Option: Students may choose to submit a video recording instead of the written devotional. If students choose this option, the following points must be observed *in addition to* the list above:

- Students should submit a 5–6 minute video of themselves giving the devotion. The video file can be submitted directly to Populi or as a link to a file hosted on the student’s preferred cloud service (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) There is no need to share this video publicly.
- Students should submit an outline of their devotional in the form of 1–2 pages of point-form notes along with a bibliography.

This assignment will enable students to increase their competency in biblical and theological literacy and spiritual maturity by teaching them to hear the message of the prophets and faithfully communicate that message in a relevant and accessible way in our culture.

- Related learning outcome(s): #1, 3, 4, 5.
- **Assignment length:** 750 words (*not* including the scripture passage).
- **Alternate option length:** 5–6 minute video + 1–2 pages of notes.
- **Due date:** Friday January 24, 11:59p ET, 10:59p SK.

2. Exegetical Paper – 35%

Students will write an exegetical essay on a passage from the following list.

- Isaiah 2:1–5
- Isaiah 9:1–7
- Isaiah 40:1–5
- Isaiah 56:1–8
- Jeremiah 17:19–27
- Jeremiah 20:7–12
- Jeremiah 28:1–11
- Jeremiah 31:27–34
- Ezekiel 1:1–28
- Ezekiel 10:1–22
- Ezekiel 34:1–10
- Ezekiel 47:1–12

For this assignment to be considered complete, the following points must be observed:

- The prophet chosen for the Devotional must be different from the prophet chosen for the Exegetical Paper.
- Constructing the exegesis:
 - The essay should begin with an introductory paragraph that sparks interest in the topic.
 - The introductory paragraph should conclude with a thesis statement that anticipates what you are going to say about the passage and how you will get there.
 - The body of the exegesis should include consideration of the following:
 - Begin with one paragraph that describes any key interpretive issues that arise for the specific prophetic book you are interpreting.
 - Linguistics: What do the key words mean? How does the grammar work? Are there any significant poetic interpretive features?
 - Historical-cultural context: Which historical-cultural features impact the understanding of the text?
 - Literary-canonical context: What does this passage mean in the context of the book and the Old Testament in general?
 - The message: Summarize what the message of the passage would have meant to the original hearers.
 - Application: How should modern-day readers of God’s word live out the message?
 - A concluding paragraph should recap the main points of your exegesis, tie back to your thesis statement, and answer the “so what” question—why does this matter?
- Sources:
 - Students are expected to use a minimum of six academic sources, not including the Bible and textbook. These should include biblical commentaries, Bible dictionaries, academic journal articles, and books on the topic.
 - Sources should be current. Publication dates should be at least post 1990 and ideally post 2000.
 - Sources should be scholarly. Websites and online commentaries (e.g., Enduring Word, Got Questions, etc.) are not acceptable. The college libraries or online [Digital Theological Library](#) should be your first stop for research material.
- The submission should include a title page, paper, and bibliography as specified in the [MCS-Horizon Format Guide](#).
- The assignment should be submitted to Populi by the date specified as a Word Document (docx or rtf). Pages and pdf files will not be accepted.

This assignment will enable students to increase their competency in biblical and theological literacy by exegeting a passage of scripture that requires significant awareness of the historical-cultural context.

- Related learning outcome(s): #1, 2, 4.
- **Assignment length:** 2,000 words.
- **Due date:** Friday February 7, 11:59p ET, 10:59p SK.

3. *Reading Reflections* – 35%

Students will read the books of Isaiah, Jeremiah, and Ezekiel in their entirety alongside the corresponding chapters from the textbook. These readings should be read with a posture of receptivity before God, seeking to hear God speak through the words of the Old Testament prophets into your life. This assignment consists of two parts:

Part One - 25%: Students will either write a short reflection or record a short video for each of the three prophetic books: Isaiah, Jeremiah, Ezekiel. The reflection should consider the following questions: How has your understanding of the prophet and his message changed? What new insights have you gained through this reading? How has God spoken to you through these ancient prophecies?

Students must indicate that they have read the scripture and textbook for each prophet in their entirety by completing the affirmation that is delivered via Populi Test. Should the video option be chosen, it should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.

Part Two - 10%: Students will share one significant passage from each of the three prophets in the relevant Populi discussion forum and briefly explain why it's personally meaningful. Students should include the text of scripture along with the explanation in the post. Each student should respond to three of their classmates in a meaningful way. The response could include sharing specifically how the text resonates with their lives as well or by encouraging the student to think about the scripture in a new light. It is not sufficient to say, "I like your post."

This assignment will enable students to increase their competency in biblical and theological literacy and spiritual maturity by practicing sustained engagement with scripture and attunement to God's voice in community.

- Related learning outcome(s): #3, 4, 5.
- **Assignment length:**
 - Written reflection option: 300 words/prophet
 - Video reflection option: 3 minutes/prophet
 - Populi post: Scripture + 100 words/prophet
 - Populi responses: 3 x 50 words/prophet

- **Due dates:**

- Part 1: Isaiah reflection: Friday January 17, 11:59p ET, 10:59p SK.
- Part 2: Isaiah Post: Friday January 17, 11:59p ET, 10:59p SK.
- Part 2: Isaiah Responses: Saturday January 18, 11:59p ET, 10:59SK.

- Part 1: Jeremiah Reflection: Friday January 31, 11:59p ET, 10:59p SK.
- Part 2: Jeremiah Post: Friday January 31, 11:59p ET, 10:59p SK.
- Part 2: Jeremiah Responses: Saturday February 1, 11:59p ET, 10:59 SK.

- Part 1: Ezekiel Reflection: Friday February 14, 11:59p ET, 10:59p SK.
- Part 2: Ezekiel Post: Friday February 14, 11:59p ET, 10:59p SK.
- Part 2: Ezekiel Responses: Saturday February 15, 11:59p ET, 10:59p SK.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- **For this course, VOD students have the same assignment due dates as in-class students.**
- By Saturday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes.
- VOD students will submit a 2–3 minute video report that 1) affirms they have watched the recording for the last seven days, 2) summarizes one thing that they learned that week to help them reach the learning objectives, and 3) ask one question that arose from the class recordings

Padlet Video Due Dates:

- Week 1 Report due by January 18 by 11:59pm
- Week 2 Report due by January 25 by 11:59pm
- Week 3 Report due by February 1 by 11:59 pm
- Week 4 Report due by February 8 by 11:59pm
- Week 5 Report due by February 14 by 11:59pm
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	hrs		Assignment Weighting
1. Devotional	15 hrs	N/A	30%
2. Exegetical Paper	20 hrs	Jan 24	35%
3. Reading Reflections	35 hrs	Feb 7	
• Isaiah		Jan 17/18	35%
• Jeremiah		Jan 31/Feb 1	
• Ezekiel		Feb 14/15	
Total	100 hrs		

All assignments are due at 11:59pm **ET** unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

Unit	Class	Topic
Intro	Class 1: Mon Jan 13	<ul style="list-style-type: none"> • Why does prophecy matter? • Getting to know each other • Syllabus review • Three perspectives on prophecy
Isaiah	Class 2: Wed Jan 15	<ul style="list-style-type: none"> • How did the writing prophets write? • Pre-exilic prophecy • Isaiah 1–39 • Call Narratives
	Class 3: Mon Jan 20	<ul style="list-style-type: none"> • Isaiah 11:1–9: A Deep Dive • Prophecy and fulfillment • Isaiah 40–55 • The Servant
	No class Wednesday Jan 22	
	Class 4: Mon Jan 27	<ul style="list-style-type: none"> • Isaiah 56–66 • Post-exilic timeline • Post-exilic prophets
Jeremiah	Class 5: Wed Jan 29	<ul style="list-style-type: none"> • Jeremiah’s mission • Jeremiah in the last days of Jerusalem • The Structure of Jeremiah’s book • Compiling Jeremiah: Jerry & Baruch • Jeremiah’s words, God’s word
	Class 6: Mon Feb 3	<ul style="list-style-type: none"> • The first temple sermon (Jer 7:1–15) • Prophets and politics • Power confrontation: Jerry & Zed
	Class 7: Wed Feb 5	<ul style="list-style-type: none"> • Jeremiah and the prophetic experience • Jeremiah’s laments • The prophetic experience in OT perspective
Ezekiel	Class 8: Mon Feb 10	<ul style="list-style-type: none"> • Ezekiel: life in Babylon • The structure of Ezekiel’s book • The Glory of Yahweh
	Class 9: Wed Feb 12	<ul style="list-style-type: none"> • Course Evaluations • Oracles against nations • The Pride of Tyre • Ezekiel’s hope • A water problem (Ezek 47:1–12)

- First submissions of assignments will not be accepted after **February 14, 2025**.
- Revision week is **February 17-21, 2025**. Your instructor may also request revisions on some assignments before revision week.
- No resubmission of assignments will be accepted after **February 21, 2025**.

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance (on campus and livestream)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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