



## B420 Old Testament Prophets

3 credits. Prerequisites: B110 Introduction to the Old Testament and B119 Bible Study Methods

 Saskatoon Campus **'A'** Livestream  Video on Demand

March 2–6, 2026  
Module D  
Monday–Friday, 9am–4pm SK (10am–5pm ET)

Rev. Stephen Barkley, DPT  
[stephen.barkley@mcs.edu](mailto:stephen.barkley@mcs.edu)  
[stephenbarkley.com](http://stephenbarkley.com)

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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 NRSV

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### Course Goals

#### **Course Description**

An introduction to 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. \*Note: This course will take a textual approach as it explores the various themes, motifs, communication styles, and theology of the OT Prophets primarily through the case studies of Isaiah, Jeremiah, and Ezekiel.

#### **Relationship to Horizon and MCS'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 NRSV-UE 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

*\*Assignment #1 will be completed as Assignments #2 and 3 are being completed.*

#### 1. 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, and 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: 50 words/prophet
- **Due dates:**
  - Part 1: Isaiah reflection: Friday, March 13
  - Part 2: Isaiah post: Friday, March 13
  - Part 2: Isaiah responses: Saturday, March 14
  
  - Part 1: Jeremiah reflection: Friday, March 27
  - Part 2: Jeremiah post: Friday, March 27
  - Part 2: Jeremiah responses: Saturday, March 28
  
  - Part 1: Ezekiel reflection: Friday, April 10
  - Part 2: Ezekiel post: Friday, April 10
  - Part 2: Ezekiel responses: Saturday, April 11

## 2. *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 may be paraphrased with proper citations.
- The submission should include a title page, paper, and bibliography as specified in the [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).
- **Alternative option length:** 5–6-minute video + 1–2 pages of notes.
- **Due date:** Friday, March 20, 2026.

### 3. *Exegetical Paper* – 35%

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

- |                 |                     |                   |
|-----------------|---------------------|-------------------|
| • Isaiah 2:1–5  | • Jeremiah 17:19–27 | • Ezekiel 1:1–28  |
| • Isaiah 9:1–7  | • Jeremiah 20:7–12  | • Ezekiel 10:1–22 |
| • Isaiah 40:1–5 | • Jeremiah 28:1–11  | • Ezekiel 34:1–10 |
| • Isaiah 56:1–8 | • Jeremiah 31:27–34 | • 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 [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, April 3, 2026.

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.
- Students will watch the lectures according to the following schedule:
  - Day 1 Lectures and Report due Saturday, March 7
  - Day 2 Lectures and Report due Thursday, March 12
  - Day 3 Lectures and Report due Tuesday, March 17
  - Day 4 Lectures and Report due Monday, March 23
  - Day 5 Lectures and Report due Saturday, March 28
- VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

### Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Reading Reflections	31 hrs		35%
<ul style="list-style-type: none"> <li>• Isaiah</li> <li>• Jeremiah</li> <li>• Ezekiel</li> </ul>		Mar 13, 14 Mar 27, 28 Apr 10, 11	
2. Devotional	11 hrs	Mar 20	30%
3. Exegetical Paper	28 hrs	Apr 3	35%
<b>Total</b>	<b>100 hrs</b>		

All assignments are due at 11:59pm **SK time**, 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: Monday March 2 morn	<ul style="list-style-type: none"> <li>• Why does prophecy matter?</li> <li>• Getting to know each other</li> <li>• Syllabus review</li> <li>• Three perspectives on prophecy</li> </ul>
Isaiah	Class 2: Monday March 2 aft	<ul style="list-style-type: none"> <li>• How did the writing prophets write?</li> <li>• Pre-exilic prophecy</li> <li>• Isaiah 1–39</li> <li>• Call Narratives</li> </ul>
	Class 3: Tuesday March 3 morn	<ul style="list-style-type: none"> <li>• Isaiah 11:1–9: A Deep Dive</li> <li>• Prophecy and fulfillment</li> <li>• Isaiah 40–55</li> <li>• The Servant</li> </ul>
	Class 4: Tuesday March 3 aft	<ul style="list-style-type: none"> <li>• Isaiah 56–66</li> <li>• Post-exilic timeline</li> <li>• Post-exilic prophets</li> </ul>
Jeremiah	Class 5: Wednesday March 4 morn	<ul style="list-style-type: none"> <li>• Jeremiah’s mission</li> <li>• Jeremiah in the last days of Jerusalem</li> <li>• The structure of Jeremiah’s book</li> <li>• Compiling Jeremiah: Jerry &amp; Baruch</li> <li>• Jeremiah’s words, God’s word</li> </ul>
	Class 6: Wednesday March 4 aft	<ul style="list-style-type: none"> <li>• Chapel: 1–2:15pm</li> <li>• The first temple sermon (Jer 7:1–15)</li> <li>• Prophets and politics</li> </ul>
	Class 7: Thursday March 5 morn	<ul style="list-style-type: none"> <li>• Power confrontation: Jerry &amp; Zed</li> <li>• Jeremiah and the prophetic experience</li> <li>• Jeremiah’s laments</li> </ul>
Ezekiel	Class 8: Thursday March 5 aft	<ul style="list-style-type: none"> <li>• The prophetic experience in OT perspective</li> <li>• Ezekiel: life in Babylon</li> </ul>
	Class 9: Friday March 6 morn	<ul style="list-style-type: none"> <li>• The structure of Ezekiel’s book</li> <li>• The glory of Yahweh</li> </ul>
	Class 10: Friday March 6 aft	<ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Oracles against nations</li> <li>• The pride of Tyre</li> <li>• Ezekiel’s hope</li> <li>• A water problem (Ezek 47:1–12)</li> </ul>

- Revision week is April 13–17. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after Friday April 17.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **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.

### Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> 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 Horizon and MCS. 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 <b>beginning to meet</b> 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 <b>insufficient progress</b> 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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

Horizon and MCS encourage 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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