

Charles Ray

I. Course Description:

A survey of the Book of Ezekiel with an emphasis on his warnings and blessings to Judah, his prophetic passages, and his visions.

II. Course Objectives

1. To gain a general understanding of the Book of Ezekiel (themes, scenes, etc.)
2. To learn more about Bible prophecy
3. To learn more about the man Ezekiel

III. Course Textbooks

Required Texts:

Charles Feinberg, *The Prophecy of Ezekiel*, Wipf and Stock, 2003, 1592442706

John Walvoord and Roy Zuck, *The Bible Knowledge Commentary*, David C. Cook, 1983, 9780882078137

Thomas Constable, "Ezekiel," www.soniclight.com

Recommended Texts for Additional Study:

Ralph Alexander, "Ezekiel" in *The Expositor's Bible Commentary*, Zondervan, 1986, 0310364809

Lamar Cooper, *Ezekiel* (NAC), Broadman & Holman, 1994, 0805401172

IV. Evaluation of Student Performance

1. Class Attendance – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce the final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. Reading Assignments and Accountability – All students will read the assigned pages in Constable, the Feinberg commentary and the corresponding Ezekiel chapters, and write a 2-page summary of either the Constable or Feinberg reading. All students will read that portion of *The Bible Knowledge Commentary* which covers the Book of Ezekiel.
3. Research Assignments – All students' weekly papers will be (a) double-spaced, (b) 2 pages, and (c) have no quotes (Bible references only). Term papers will be (a) double-spaced, (b) 10-12 pages (not including Title Page and Bibliography), and (c) use at least four sources.
Suggested term paper topics: the theology of Ezekiel, one of Ezekiel's visions (1:4-28; 11:1-25; 24:1-14; 40:1-48:35), or one paper on ALL the following passages: 6:1-14; 20:33-44; 34:25-31. (Apocalyptic images).
4. Course Exams – No course exam is required for this class.
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. Campus students will submit assignments as directed by the Professor.
Online Students will submit assignments as directed by the Online Professor.

7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction and Chapters 1-6

This first class will (a) cover the syllabus, (b) survey the Book of Ezekiel, (c) discuss the Introduction and chapters 1-6.

Class 2 – Chapters 7-13

Reading Component – **ALL** students will read Constable pages 42-70, Feinberg chapters 7-13 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above.

Class 3 – Chapters 14-19

Reading Component– **ALL** students will read Constable pages 70-98, Feinberg chapters 14-19 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above.

Research Component - All students will submit their Term Paper topic, subject to the professor's approval.

Class 4 – Chapters 20-25

Reading Component – **ALL** students will read Constable pages 98-132, Feinberg chapters 20-25 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above.

Class 5 – Chapters 26-32

Reading Component – **ALL** students will read Constable pages 132-163, Feinberg chapters 26-32 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above

Class 6 – Chapters 33-39

Reading Component – **ALL** students will read Constable pages 163-197, Feinberg chapters 33-39 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above

Class 7 – Chapters 40-42

Reading Component – **ALL** students will read Constable pages 197-212, Feinberg chapters 40-42 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above.

Class 8 – Chapters 43-45

Reading Component – **ALL** students will read Constable pages 212-227, Feinberg chapters 43-45 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above

Class 9 – Chapters 46-48

Reading Component – **ALL** students will read Constable pages 227-236, Feinberg chapters 46-48 and the corresponding chapters in Ezekiel, and write a 2-page summary on either the Constable reading or the Feinberg reading as outlined in Section IV above.
Research Component – Term papers are due.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).