



McMaster Divinity
College

Preaching Jonah

OT 3P1170 (BS, PS)

OT 3P1360 (Hebrew Exegesis), Appendix A

OT 5P1280 (DPT), Appendix B

Fall Term 2026 | Wednesdays 2 p.m. - 3:50 p.m. | Room TBD

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Office hours Wednesdays 4 p.m. - 5:30 p.m.

The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy and society through graduate-level education, spiritual development, and vocational formation.

Teaching Philosophy:

To foster a theologically rich, text-centred environment based on the conviction that Scripture is God's living Word, speaking into the life of the Church today. To critically explore the Bible together as a unified story, centred on Christ and situated within God's redemptive mission.

Description:

"When God saw what they did and how they turned from their evil ways, he relented and did not bring on them the destruction he had threatened. But to Jonah this seemed very wrong, and he became angry." Jonah 3:10-4:1 (NIV, 2011). Why is there a book of Jonah, and what should it do to its readers and hearers? Jonah is one of the most distinctive books in the prophets of the Old Testament. Unlike most, it is a carefully shaped narrative *about* a prophet, his message, his resistance, and the surprising mercy of God. Jonah's recorded words are few, and many of them express frustration or theological tension rather than prophetic boldness. The book raises searching questions about the character of God, the scandal of divine compassion, the exposure of religious self-interest, and the mission of God toward the nations.

Students in this course will examine the book in its historical, canonical, and prophetic contexts, attending closely to its narrative, rhetoric, theology, and its place within the Book of the Twelve. Attention will be given to the key themes, including judgment and mercy, justice and forgiveness, prophetic obedience and prophetic resistance, covenant identity and God's concern for the nations. Because this is a preaching course, students will move from interpretation to

proclamation, and engage key questions in contemporary homiletics, with a focus on the proclamation of Christ from the Old Testament within a canonical and redemptive framework.

Specializations:

Biblical Studies, Pastoral Studies

Objectives:



Knowing

- demonstrate a solid knowledge of the book of Jonah, including its structure, message, major themes, and theological tensions
- explain Jonah in its literary, prophetic, historical, and canonical contexts
- identify major interpretive and preaching issues in Jonah, including questions of genre, satire, prophecy, repentance, justice, mercy, and God's concern for the nations
- show how Jonah contributes to the theology of the Old Testament and to the church's reading of Scripture as a whole
- understand key principles for preaching Old Testament narrative faithfully and theologically, with a view to revealing the work of Jesus Christ

Being

- grow in humility before the searching message of Jonah and the character of the God Jonah resists
- reflect on how Jonah exposes the preacher's own heart, motives, prejudices, and resistance to divine mercy
- deepen a pastoral and theological commitment to preach the Word of God with careful attention to the text, and with courage and compassion
- receive Jonah as Scripture that addresses and forms the preacher

Doing

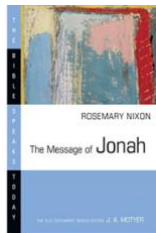
- prepare sermons on Jonah that are exegetically responsible and pastorally alert, especially from a redemptive-historical perspective
- move from a close reading of the biblical text to sermon form in a way that serves the church faithfully

- preach Jonah clearly and compellingly in ways appropriate to contemporary hearers
- deliver at least two sermons from Jonah that are both preached and heard within the course context, and reflect critically with class on the experience of proclaiming and hearing the text
- engage feedback in order to strengthen clarity, faithfulness, delivery, and pastoral effectiveness in preaching

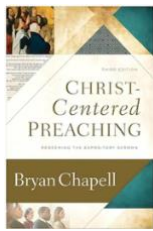
Course Resources:

Required Texts

For Jonah: Nixon, Rosemary. *The Message of Jonah: Presence in the Storm*. Rev. ed. The Bible Speaks Today. Downers Grove, IL: IVP Academic, 2024.



For Preaching: Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3rd ed. Grand Rapids: Baker Academic, 2018.



Recommended Texts

For Jonah: Timmer, Daniel C. *A Gracious and Compassionate God: Mission, Salvation and Spirituality in the Book of Jonah*. New Studies in Biblical Theology. Downers Grove, IL: IVP Academic, 2011.

For Preaching: Greidanus, Sidney. *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids: Eerdmans, 1999.

Assignment Weights:

A.	Weekly engagement, preparation, participation, peer assessment	20%
B.	Exegetical-theological paper on Jonah for preaching	30%
C.	One sermon on a section of Jonah 1-2	25%
D.	One sermon on a section of Jonah 3-4	<u>25%</u>
		100%

Course Assignments:

A.	Weekly engagement, preparation, participation, peer assessment	20%
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This includes being present in class in-person or camera-on online, having done the readings, contributing to discussion, and coming ready to engage in recorded sermons of peers according to the assessment guide provided in APPENDIX C. 1.5% per class

B.	Exegetical-theological paper on Jonah for preaching	30%
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Develop a short M.Div./MATM level paper that offers a careful exegetical and theological study of one passage from Jonah, or a major theme within the book, with a view to Christian preaching. The paper should show close attention to the *biblical text* in its literary, historical, and canonical context, interact with at least 8 scholarly sources published after 2005, and identify the passage's theological message for the church. Students should move beyond raw exegesis to reflect on how the text functions as Christian Scripture and how it may be preached faithfully and Christologically today. 2000 words including bibliography. Formatted to the MDC Style Guide.

Assessment matrix:

Criteria	Description	Weight
1. Clear structure and argument	Carried out as introduction with thesis, body with clear points and counter points, meaningful conclusion	25%
2. Engagement with text	Close reading of the biblical text using current approaches	25%
3. Engagement scholarship	Clear awareness and interaction with scholarly voices	25%
4. Writing Quality	Academic in tone, free from grammar and spelling errors. Flows logically between sections.	10%
5. Presentation	Follows MDC style guide.	15%

C.	One sermon on a section of Jonah 1-2	25%
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Prepare, preach, and upload one video sermon on a passage from *Jonah 1-2*, assigned by the instructor. Demonstrate careful exegesis, clear structure, theological depth, and faithful movement from the Old Testament text to Christian proclamation. Display sensitivity to the literary shape of the passage, its place within the book of Jonah, and its significance within the wider canon of Scripture. Explain the text accurately and deliver it pastorally and persuasively for the life of the church.

A written sermon manuscript or detailed outline, along with a short summary of the main idea of the sermon, the redemptive-historical/Christological move and the intended application is required along with the recording.

For assessment see guide in APPENDIX C. Each section equal weight. See Course Schedule for due date.

D. One sermon on a section from Jonah 3-4

25%

This is the same assignment as above, except the student will use a passage from Jonah 3-4, assigned by the instructor. See Course Schedule for due date.

Course Schedule (subject to change):

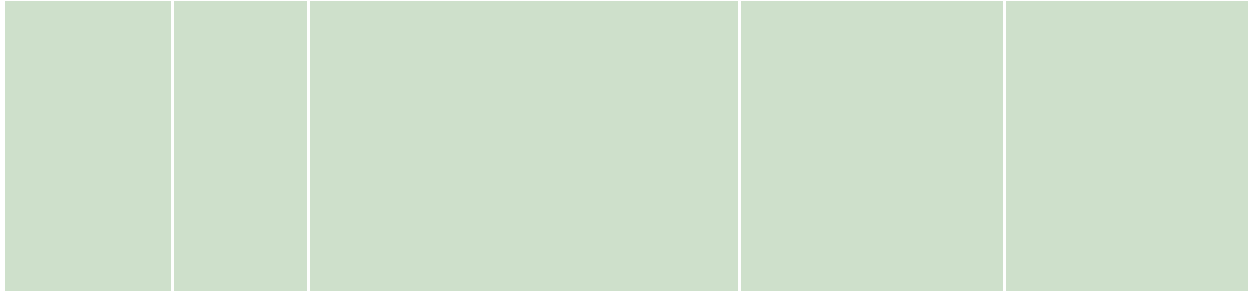
Week	Date	Topics	Readings	Work Due
1 Why Jonah?	Sept. 16	• Course introduction, aims • Why use Jonah? Canon? • Why preach OT? How? Christian Scripture? • Jonah, a children's story? • Course texts and assignments • What does book of Jonah do to preacher and hearer?	- Nixon, "The literary genre of Jonah" - Chapell, ch. 1, "Word and Witness" - Greidanus, ch. 1, "Preaching Christ and Preaching the Old Testament"	A
2 Context: Prophet, Book, the Twelve	Sept. 23	• Jonah in context • Historical Jonah 2 King 14 • Jonah's place in book of the Twelve • Genre, Texts, Authorship • Major Themes: mercy, judgement, repentance,	- Nixon, "Introduction" - Timmer, "Introduction" - Timmer, ch. 1, "The nations and mission in Jonah" - Greidanus, ch. 2, "The Necessity of	A

		mission, divine compassion • Overview literary structure	Preaching Christ from the Old Testament	
3 Preaching Old Testament Narrative	Sept. 30	• Models for preaching • Common mistakes preaching Jonah (moralism, allegory, reductionism) • Exegesis, biblical theology, sermon construction • Preaching Christ from OT responsibly • Jonah as Scripture for the church	- Chapell, chs. 2-4, "Obligations", "Priority of the Text", "Components" - Greidanus, chs. 5-6, "New Testament Principles for Preaching Christ from Old Testament", "The Christocentric Method"	A
4 Jonah 1:1-3	Oct. 7	• Close reading of 1:1-3, Call and Commission • Theological significance of Jonah's flight, irony • Opening themes: prophetic disobedience, resistance to God's purposes • Discussion on preaching 1:1-3	- Nixon, "Jonah 1:1-3" - Timmer, ch. 3, "Looking into Jonah 1" - Chapell, ch. 5, "The Process of Explanation"	A-B
		MDC Reading Week		
5 Jonah 1:4-16	Oct. 21	• Close reading of 1:4-16 • Themes: God's sovereignty over events and nations, storm, irony of pagan sailors responding more than Jonah, fear & recognition of Israel's God • Literary movement and tension in narrative • Discussion on preaching 1:4-16	- Nixon, "Jonah 1:4-8" and "Jonah 1: 9-16" - Timmer, ch. 3 continued - Chapell, ch. 6, "Outlining and Structure"	A

6 Jonah 1:17-2:10	Oct. 28	• Close reading of 1:17-2:10 • Jonah 2 as psalmic • Function of the fish • Jonah's prayer – repentance, thanksgiving, self-justifying or more complex? • Intertextual resonance • Preaching poetry • Discussion on preaching 1:17-2:10 and student sermons peer evaluations	- Nixon, "Jonah 1:17-2:10" and "Jonah 2:1-10" - Timmer, ch. 4, "Looking into Jonah 2" - Chapell, ch. 8, "The Practice of Application"	A-C Student Sermon: Student Sermon:
7 Jonah 3:1-5	Nov. 4	• Close reading of Jonah 3:1-5, second call • Brevity of Jonah's message and response of Nineveh • Divine word and human response, related • The preaching itself in these verses • Discussion on preaching 3:1-5 and student sermons peer evaluations	- Nixon, first half of "Jonah 3:1-10" - Timmer, first half of ch. 5, "Looking into Jonah 3" - Greidanus, ch. 7, "Steps from Old Testament Text"	A Student Sermon: Student Sermon:
8 Jonah 3:6-10	Nov. 11	• Close reading of 3:6-11 • Royal repentance, corporate response • "Relent" • Mercy and threatened judgement in prophetic literature	- Nixon, finish "Jonah 3:1-10" - Timmer, finish ch. 5, "Looking into Jonah 3" - Chapell, ch. 9, "Introductions, Conclusions, and Transitions"	A Student Sermon: Student Sermon:

		• Theological and pastoral questions raised • How to preach repentance and mercy today • Discussion on preaching 3:6-11 and student sermons peer evaluations		
9	Nov. 18	SBL/ETS – No in-person class • Listen to and evaluate uploaded and other sermons on Jonah • Assess sermon structure, theological depth, closeness to text and redemptive historical messaging • Locate a sermon on these verses you find compelling and one less so, in approach and outcome, and evaluate why	- Chapell, sample sermon evaluation appendix - Greidanus, chs. 3-4, on history of preaching Christ from the Old Testament	A
10 Jonah 4: 1-4	Nov. 25	• Close reading of 4:1-4 • Jonah's anger as theological protest • Exod. 34:6-7 and God's character • Mercy as central problem for Jonah, prophetic resentment • Preaching grace when grace offends religious instincts, redemptive historical moves • Discussion on preaching 4:1-4 and student sermons peer evaluations	- Nixon, first half of "Jonah 4:1-11" - Timmer, first half of ch. 6, "Looking into Jonah 4" - Chapell, ch. 10, "A Redemptive Historical Approach to Preaching"	A-D Student Sermon: Student Sermon:

11 Jonah 4:5-11	Dec. 2	• Close reading of 4:5-11 • Function of the plant, worm and wind • Jonah's compassion (disordered) vs. God's compassion • Impact of unresolved ending on readers • How to preach this section • Discussion on preaching 4:5-11 and student sermons peer evaluations	- Nixon, finish "Jonah 4:1-11" - Timmer, finish ch. 6, "Looking into Jonah 4" - Chapell, ch. 11, "Developing Redemptive Sermons"	A Student Sermon: Student Sermon:
12 Jonah and Christian Preaching	Dec. 9	• Jonah in the Gospels, "sign of Jonah" • Jonah in relation to major themes: commissions, repentance, mercy, nations, resistance • Jonah and the mission of God • Jonah and the church's posture towards 'outsiders' or 'enemies' • Jonah and redemptive historical approaches, summary • Student sermons peer evaluations	- Timmer, reread ch. 1, ch. 2, "Conversion and spirituality in Jonah and biblical theology", and ch. 7 "Conclusions"	A Student Sermon: Student Sermon: Student Sermon:
13 Final Student Sermons & Wrap Up	Dec. 16	• Student sermons peer evaluations • Final points on Jonah's message and its importance for preaching		A Student Sermon: Student Sermon: Student Sermon: Student Sermon:



Course Policies:

The best way to reach me is email. Give me 2 weekdays to respond. If you leave a voicemail, then email me to say so.

Avenue 2 Learn will be used. Make sure you log in after 11:59 p.m. the Friday before each class to check announcements and any readings updates.

Office hours are listed at the top of the syllabus.

Attendance is mandatory unless there is a big crisis, such as illness or loss. Please let me know by email what is going on. Keep an eye on the syllabus, Avenue 2 Learn, or talk to peers to catch up on material missed. Marks towards assignment A are only deferred if formal medical notice given in writing.

If a class is cancelled, perhaps due to inclement weather, then check Avenue 2 Learn at the start time of that class for instructions. Class activities may be moved there in asynchronous format. This will help to ensure that we stay on target in the course.

Lectures will use the NIV (2011) translation of the Bible, which I prefer for all assignments.

Make every attempt to use excellent, written English. Read over your assignments multiple times before submitting them. Short sentences often speak more clearly than long ones. Review *The Elements of Style* by Strunk and White (4th ed., 2000).

Formatting requirements for all assignments are according to the McMaster Divinity College style guide. <https://mcmasterdivinity.ca/wp-content/uploads/2025/02/MDC-StyleGuide-May-2024.pdf>

Submit all assignments in PDF format via Avenue 2 Learn. Extensions are rarely granted, so plan to finish ahead of schedule in case the unexpected arises. Late work is deducted at a rate of 2% per day. Assignments submitted after the last class will be not counted.

Explore the Digital Theological Library for fast and wide-reaching access to over 1.5M commentaries, monographs and scholarly articles.

Academic Standing and Grades:

Percent Grade	Letter Grade	Grade point (12pts)	Grade point (4pts)	Grade Guideline
90-100	A+	12	4	for work displaying mastery of the subject-matter, creativity and individualized integration of insights and their relationship
85-89	A	11		
80-84	A-	10		
77-79	B+	9	3	for work displaying a good level of competence and comprehension
73-76	B	8		
70-72	B-	7		

Note: Letter grades are given for all courses. Plus and minus signs indicate work of higher or lower quality within the guidelines for each letter grade.

Academic Honesty:

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about Generative AI:

You are expected to do your own thinking and to write your own papers, etc. Generative AI is not to be used to do this work for you. Using AI to produce content for you and then submitting that content as if you produced it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy. Additionally, although there may be value in using an AI tool to correct mistakes in English grammar, usage, and mechanics, Generative AI is not to be used for translating from your native language to English. All degree

programs at MDC are taught in English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA:

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Bookstore:

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

Online Synchronous Course Policy

Attendance & Participation

- This course meets live online at the scheduled times. Attendance and active participation are required.
- Join the session on time; late arrivals disrupt the class and may affect your participation grade.
- Sessions may be recorded for review, but recordings do not replace live attendance.

Technology Requirements

- Ensure you have a reliable internet connection, a device with audio and video capability, and the course platform installed (e.g., Zoom, Teams).
- Test your connection before class.
- Keep your microphone muted unless speaking to reduce background noise.
- Use headphones when possible for better audio quality.

Webcam & Environment

- Unless otherwise instructed, enable your webcam for the duration of the class session.
- Dress in casual but appropriate attire.
- Minimize distractions in your background. Virtual backgrounds are acceptable if professional.

Netiquette

- Be respectful and courteous in all interactions.
- Use the “Raise Hand” feature before speaking; avoid interrupting others.
- Keep chat messages on-topic; avoid ALL CAPS, sarcasm, or humor that could be misinterpreted.
- Stay focused—do not multitask during class.

Communication

- Check your email and the LMS regularly for updates, schedule changes, and supplementary materials.
- Monitor any additional communication channels used for the course.

Accessibility

- This course is committed to providing an inclusive learning environment. If you require accommodations, please follow the instructions in the Student Handbook.
- Live captions and accessible materials are available upon request.

Privacy

- Class sessions may be recorded for educational purposes and shared only with enrolled students. Recordings must not be distributed outside the course.
- Respect the privacy of peers: do not share images, voices, or contributions outside the class environment.

Academic Integrity & AI Usage

- All work submitted must be your own. Use of generative AI tools (e.g., ChatGPT, Copilot, etc.) is prohibited for all assignments, discussions, and assessments unless explicitly authorized by the instructor.
- Violations of this policy will be treated as academic misconduct under institutional guidelines.

Disclaimer:

The course content outside the official MDC syllabus language is the intellectual property of the Professor. This syllabus may change up to and including the first day of class.

Selected Bibliography:

Required and Recommended Texts

See above

Commentaries on Jonah

Allen, Leslie C. *The Books of Joel, Obadiah, Jonah and Malachi*. NICOT. Grand Rapids: Eerdmans, 1978.

Baldwin, Joyce. "Jonah." In *The Minor Prophets: An Exegetical and Expository Commentary*, edited by Thomas Edward McComiskey, 543–90. Grand Rapids: Baker, 2009.

Boice, James Montgomery. "Jonah." In *The Minor Prophets, Vol 1: Hosea–Jonah*, 261–301. 2 vols. Grand Rapids: Baker, 2006.

Bruckner, James K. *Jonah, Nahum, Habakkuk, Zephaniah: The NIV Application Commentary from Biblical Text to Contemporary Life*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Cary, Phillip. *Jonah*. Brazos Theological Commentary on the Bible. Grand Rapids: Brazos, 2008.

Chisholm, Robert B. "A Wayward Prophet Learns a Lesson (Jonah)." In *Handbook on the Prophets: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Minor Prophets*, 406–16. Grand Rapids: Baker, 2009.

Dempsey, Carol J. "Jonah: 'Out of the Belly of Sheol I Cried, and You Heard My Voice.'" In *The Prophets: A Liberation–Critical Reading*, 121–8. Minneapolis: Fortress, 2000.

Erickson, Amy. *Jonah: Introduction and Commentary*. Illuminations Commentary Series. Grand Rapids: Eerdmans, 2021.

Fretheim, Terence E. *The Message of Jonah: A Theological Commentary*. Minneapolis: Augsburg, 1977.

Havea, Jione. *Jonah: An Earth Bible Commentary*. London: T&T Clark, 2020.

Hunter, Alastair G. *The Judgment of Jonah: Yahweh, Jerusalem and Nineveh*. LHBOTS 642. London: T&T Clark, 2022.

Jenson, Philip Peter. *Obadiah, Jonah, Micah: A Theological Commentary*. LHBOTS 496. New York: T&T Clark, 2008.

Limburg, James. *Jonah: A Commentary*. OTL. Louisville, Kentucky: Westminster/John Knox Press, 1993.

Mitchell, Hinckley G., et al. *A Critical and Exegetical Commentary on Haggai, Zechariah, Malachi, and Jonah*. ICC. Edinburgh: T&T Clark, 1980.

Niditch, Susan. *Jonah: A Commentary*. Hermeneia. Minneapolis: Fortress, 2023.

- O'Day, Gail R., and David L Petersen. *Theological Bible Commentary*. Louisville: Westminster John Knox, 2009.
- Patterson, Richard D. and Andrew E. Hill. *Minor Prophets: Hosea–Malachi*. Cornerstone Biblical Commentary 10. Carol Stream: Tyndale House, 2008.
- Salters, Robert B. *Jonah & Lamentations*. OTG. Sheffield: JSOT, 1994.
- Sasson, Jack M. *Jonah: A New Translation with Introduction, Commentary, and Interpretation*. Anchor Bible 24B. New York: Doubleday, 1990.
- Southwell, Peter J. M. “Jonah” In *The Oxford Bible Commentary*, edited by John Barton et al., 593–94. Oxford: Oxford University Press, 2001.
- Shepherd, Michael B. *A Commentary on the Book of the Twelve: The Minor Prophets*. Kregel Exegetical Library. Grand Rapids: Kregel, 2018.
- Simon, Uriel. *Jonah. The JPS Bible Commentary*. Philadelphia: Jewish Publication Society, 1999.
- Smith, Billy K., and Franklin S Page. *Amos, Obadiah, Jonah*. NAC 19B. Nashville: Broadman Holman, 1995.
- Douglas Stuart, *Hosea–Jonah*, Word Biblical Commentary. Waco, TX: Word Books, 1987.
- Sweeney, Marvin A, et al. “Jonah.” In *The Twelve Prophets*, 314–43. Berit Olam. Collegeville: Liturgical, 2000.
- Timmer, Daniel C. *Obadiah, Jonah and Micah: An Introduction and Commentary*. Tyndale Old Testament Commentaries. Downers Grove, IL: IVP Academic, 2021.
- Tucker, W. Dennis. *Jonah: A Handbook on the Hebrew Text*. Waco: Baylor University Press, 2006.
- Watts, John D. W. *The Books of Joel, Obadiah, Jonah, Nahum, Habakkuk, and Zephaniah*. CBC. Cambridge: Cambridge University Press, 1975.
- Wolff, Hans W. *Obadiah and Jonah: A Commentary*. Minneapolis: SPCK, 1986.
- Youngblood, Kevin J. *Jonah, God’s Scandalous Mercy. Zondervan Exegetical Commentary on the Old Testament*. 2nd edition. Grand Rapids: Zondervan, 2019.

On Preaching

Carroll, Rodney L. M. and J. Daniel Carroll R. *Preaching the Hard Sayings of Jesus*. Peabody,

- MA: Hendrickson Publishers, 1996.
- Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3rd ed. Grand Rapids, MI: Baker Academic, 2018.
- Derouchie, David J. *Delighting in the Old Testament: Through Christ and for Christ*. Wheaton: IL, Crossway, 2024.
- Davis, Ralph Dale. *Word Became Flesh: How to Preach from the Old Testament Narrative Texts*. Fearn, Scotland: Christian Focus, 2006.
- Duguid, Iain M. “Old Testament Hermeneutics.” *In Seeing Christ in All of Scripture: Hermeneutics at Westminster Theological Seminary*, edited by Peter A. Lillback, Philadelphia: Westminster Seminary Press, 2016.
- Eswine, Zack. *Preaching to a Post-Everything World: Crafting Biblical Sermons That Connect with Our Culture*. Grand Rapids, MI: Baker Books, 2008.
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids, MI: Zondervan, 2014.
- Ferguson, Sinclair. “Preaching Christ from the Old Testament”. PT Media Paper 2. Proclamation Trust. 2015.
<https://cst-media.s3.amazonaws.com/documents/doc-sferguson-peachingchrist.pdf>
- Gibson, Scott M. and Keith Willhite, eds. *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids, MI: Baker Books, 2003.
- Greidanus, Sidney. *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids, MI: Eerdmans, 1999.
- . *The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature*. Grand Rapids, MI: Eerdmans, 1989.
- Hamilton, Donald L. *Handbook of Contemporary Preaching*. Nashville, TN: Broadman Press, 1992.
- Hamilton, James M. Jr. *Typology: Understanding in the Bible’s Promise-Shaped Patterns: How Old Testament Expectations Are Fulfilled in Christ*. Grand Rapids, MI: Zondervan Academic, 2021.
- Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Penguin Books, 2015.
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McClure, John S. *Preaching Words: 144 Key Terms in Homiletics*. Louisville, KY: Westminster John Knox Press, 2007.

Murawski, Brian. *Preaching Difficult Texts of the Old Testament*. Carol Stream, IL: Tyndale House Publishers, 2021.

Ryken, Leland, and Tremper Longman III. *A Complete Literary Guide to the Bible*. Grand Rapids, MI: Zondervan Academic, 1993.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd ed. Grand Rapids, MI: Baker Academic, 2014.

Stott, John. *Between Two Worlds*. Grand Rapids: Eerdmans, 2017.

———. *The Challenge of Preaching*. Updated ed. Grand Rapids, MI: Eerdmans, 2015.

Willhite, Scott M., and Scott Gibson, eds. *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids, MI: Baker Books, 2003.

Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*. Downers Grove, IL: IVP Academic, 2014.

———. *The God I Don't Understand: Reflections on Tough Questions of Faith*. Grand Rapids: Zondervan, 2008.

———. *The Old Testament Ethics for the People of God*. Downers Grove: IL, 2004.

On Preaching and Jonah

Achtemeier, Elizabeth. "Preaching from the Prophets." In *Preaching from the Old Testament*, 109–36. 1st ed. Louisville: Westminster John Knox, 1989.

Brueggemann, Walter. "Preaching from the Prophets." In *Preaching from the Old Testament*, 71–110. Minneapolis: Fortress, 2019.

Kim, Matthew. "Jonah's shady Outlook from His Sunny Lookout: Jonah 1–4." In *Models for Biblical Preaching: Expository Sermons from the Old Testament*, edited by Haddon W. Robinson et al., 159–72. Grand Rapids: Baker, 2014.

Lo, Alison. "Preaching the Minor Prophets." In *He Began with Moses: Preaching the Old Testament Today*, edited by Grenville J. R. Kent et al., 197–214. Downers Grove: IVP, 2010.

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APPENDIX A - OT 3P1360 (Hebrew Exegesis)

Required Text: Kevin J. Youngblood, *Jonah, Second Edition: A Discourse Analysis of the Hebrew Bible*, Zondervan Exegetical Commentary on the Old Testament. Grand Rapids: Zondervan, 2019.

Assignments:

- | | |
|---|-----|
| A. Same as A. in OT 3P1170 syllabus above. | 20% |
| B. Eight (8) Weekly Translation Assignments | |
| Complete a short translation and analysis assignment on weekly passages. Identify major grammatical and syntactical features, note the relevant lexical or discourse observations, and comment briefly on how these features shape interpretation. Provide your own interpretation of the text, with these notes. DUE Same week that text is covered in class. Jonah 1:17-2:10 counts for two assignments. 500 words per assignment. Assessment matrix below. | 40% |
| C. Exegesis Paper | |
| Write a scholarly exegesis paper, on a text within Jonah decided on with the instructor. It should be based substantially on the <i>Hebrew text</i> . Demonstrate careful grammatical, syntactical, lexical, and discourse analysis, interact with at least 8 scholarly sources published after 2005, and show how the passage contributes to the theology and message of the book as Christian Scripture. Give significant weight to but also move beyond technical analysis to reflect briefly on the significance of the passage for preaching and | 40% |

teaching in the church. See matrix for assessment under B. in OT 3P1170 syllabus. DUE WEEK 10.

Assessment for Translation Assignment B.

How textually grounded and accurate is the student's translation? (50/100)

50 Provides a well-supported and clearly written translation reflecting a strong command of the Hebrew text, with explanatory notes.

40 Translation is generally accurate, with only minor errors.

30 Translation shows basic competence but includes several mistakes or awkward renderings.

20 Translation is frequently unclear or insufficiently grounded in the text.

How well does the student identify and explain major grammatical and syntactical features? (25/100)

25 Identifies major grammatical and syntactical features accurately and insightfully, with explanatory notes.

20 Identifies most major features accurately, with some useful comment.

15 Notes some important features, but analysis is limited or uneven.

10 Gives little meaningful grammatical or syntactical analysis, or includes significant errors.

How well does the student note significant lexical or discourse observations and connect them to interpretation? (25/100)

25 Offers perceptive lexical and discourse observations that clearly illuminate the passage and shape interpretation, noting decisions made.

20 Notes important lexical or discourse features with reasonable clarity and some connection to interpretation.

15 Includes some relevant observations, though they may be basic or underdeveloped.

10 Observations are minimal and unclear, disconnected from interpretation.

APPENDIX B - OT 5P1280 (DPT), Appendix B

Required Texts: OT 3P1170 syllabus above

Assignments:

A. Same as A. in OT 3P1170 syllabus above. 20%

B. Major Paper on practical and theological integration 40%

Write one integration paper on the book of Jonah in relation to the theology and practice of Christian preaching. Demonstrate thoughtful engagement with Jonah's message, the student's ministry context, and the pastoral and theological challenges involved in preaching this book today. Students should reflect critically on themes such as divine compassion, repentance, resistance to God's mission, preaching to insiders and outsiders, and the demands Jonah places upon the preacher and the church. Offer sound engagement

with the biblical text and relevant scholarship, with reflection on contemporary ministry practice and your own preaching vocation. See evaluation matrix from B. in OT 3P1170 syllabus above. As a DPT level essay, significant structure, argumentation and synthesis of text, practice and theology is expected. Follow MDC style guide. 4000 words.

C. Same as C. in OT 3P1170 syllabus above. 20%

D. Same as D. in OT 3P1170 syllabus above. 20%

APPENDIX C – Sermon Assessment Guide

1. Faithfulness to the Biblical Text

Does the sermon demonstrate accurate handling of the assigned passage, with close attention to its wording, structure, literary features, and immediate context? Does it preach the text itself rather than drift into general themes, moral lessons, or unrelated tangents?

1 2 3 4 5 6 7 8 9 10 (excellent)

2. Exegetical and Theological Depth

Does the sermon show serious engagement with the meaning of the passage and its theological significance? Does it reflect thoughtful interpretation and awareness of the major themes and tensions of the text?

1 2 3 4 5 6 7 8 9 10 (excellent)

3. Sensitivity to Literary and Canonical Context

Does the sermon locate the passage well within the flow of Jonah as a book and within the wider witness of Scripture? Does it show awareness of genre, narrative development, and the place of the passage within the canon?

1 2 3 4 5 6 7 8 9 10 (excellent)

4. Clarity of Sermon Structure and Main Claim

Is the sermon well organized and easy to follow? Is there a clear central claim or burden, and do the sermon's parts serve that purpose with unity and proportion?

1 2 3 4 5 6 7 8 9 10 (excellent)

5. Pastoral and Contemporary Application

Does the sermon apply the text meaningfully and wisely to the life of the church today? Does it move beyond explanation to address hearers with appropriate pastoral clarity and relevance?

1 2 3 4 5 6 7 8 9 10 (excellent)

6. Delivery and Communication

Is the sermon communicated clearly and in engaging fashion for oral proclamation? This includes pace, tone, clarity of speech, listener awareness, and overall effectiveness in delivery.

1 2 3 4 5 6 7 8 9 10 (excellent)

7. Christ-Centeredness and Christian Proclamation

Does the sermon ultimately preach the text as Christian Scripture and move appropriately toward Christ and the gospel? Does it do so in a way that is faithful, theologically responsible, and organically connected to the passage rather than forced or artificial?

1 2 3 4 5 6 7 8 9 10 (excellent)