

**REFORMED THEOLOGICAL SEMINARY
WASHINGTON DC**

COURSE SYLLABUS

Isaiah-Malachi 06OT5350 – 3 credits

Spring Semester, 2026

Monday Afternoons, 1:00-4:00 PM, Feb 2-May 11
(No class Mar. 9)

INSTRUCTOR: Rev. William Fullilove, Ph.D.

Contact Information:

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703.581.2015

NOTE: Please do not email or text for questions on assignments or to request extensions. The following contacts should be via Canvas:

- 1) Extension requests must be made in the individual comment section where the student would submit that assignment on Canvas.
- 2) Questions about assignments should be made in the general comments section regarding that assignment (visible to all).
- 3) More general class questions should be made in the Professor/Student discussion forum in Canvas.

If the issue is not covered by these three categories, then please email me. You are welcome to have my cell phone, but please only text me for emergencies. The three categories above are not emergencies.

COURSE DESCRIPTION: An examination of the literary structure, themes, and history of the Prophetic literature of the Old Testament, with special attention on the fulfillment of prophecy in Jesus Christ.

COURSE OBJECTIVES:

Comprehension:

1. To increase your knowledge of the English Bible of the books Isaiah-Malachi.
2. To increase your understanding of the message(s) of the books Isaiah-Malachi, both separately and together.

Competence:

1. To sharpen your ability to understand and interpret Hebrew prophets.
2. To sharpen your ability to interpret the books Isaiah-Malachi in their historical, theological, and literary contexts.
3. To sharpen your ability to teach and preach the books Isaiah-Malachi in the context of the local church.
4. To prepare those called to pastoral ministry for licensure and ordination exams at their local church assemblies and examination boards.

Character:

1. To sharpen your application of the themes of the books Isaiah-Malachi in your personal spiritual life.
2. To be a person of growing faith, hope, and love based on the work of God as revealed in these books.

REQUIRED READINGS:

- Biblical books of Isaiah-Malachi in two English translations of the student's choice.
- Robert B. Chisolm, *Handbook on the Prophets* (CH) – portions
- Dillard and Longman, *Introduction to the Old Testament* (DL) – portions
- VanGemeren, *Interpreting the Prophetic Word* (VG) – portions
- M. VanPelt (ed.), *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised* (BTIOT) – portions
- Richard Pratt, “Historical Contingencies and Biblical Predictions” (avail. by .pdf)
- Frederico Villanueva, *Lamentations* (Asia Bible Commentary)
- Walzer, “The Prophet as Social Critic” (avail. by .pdf)

REQUIREMENTS:

Attendance: Students are required to attend class sessions. If you know you cannot make it to a class session, you must notify the instructor **in advance**. Attendance will be taken, and multiple absences will result in a grade reduction. Failure to attend a significant number of classes (**with “significant” being defined at the discretion of the instructor**) may result in failure of the class.

If students miss class on a given week, they will be expected to not only make up the material covered but to also submit an extra assignment showing that they have successfully mastered the material they would have covered in class. This assignment will be established by the professor.

Reading: Students should complete all readings by the deadlines in the course schedule below.

Quizzes: Students will be quizzed on the Bible reading assigned for each session of the course. These quizzes will be given at the start of class. Students should not expect to come late and be able to take the quiz. No make up quizzes will be given; however, the lowest quiz grade will be dropped.

Professor Interaction Assignments (10 total): Starting in week 5, students will be assigned passages each week to which to apply the skills taught up to that point in this class. Students should come to class the next week prepared to discuss the passage and their analysis of it, including presentation to the class of their findings. Students should produce a SHORT (max. 3 pages) written submission that summarizes their work. This must be submitted as a **.pdf** file **before** the start of class each week **via Canvas** where it will receive individual feedback from the professor. More details will be given weekly in class and on Canvas regarding the content of this assignment, as it will shift over the course of the semester.

Paper: Students must submit a full research paper formatted in accordance with RTS guidelines and including a full bibliography. Students are also encouraged to integrate material from other classes into this paper as appropriate. Students may choose one of two options OR students may propose a paper topic of their own:

- Exegetical Paper – Students may write an exegetical paper on Isaiah 38:1-8. This paper should explain the meaning and significance of this section within the book of Isaiah, within the Scriptures as a whole, and within the church today. This exegetical paper should include a Hebrew text with text critical notes, a translation with grammatical and lexical notes, and the paper itself.

- Topical Paper – Students may write a topical paper on one of the major problems of interpretation in the prophets (i.e.: the authorship of Isaiah, the expectation of Ezekiel’s temple, the marriage of Hosea and Gomer, the date of the book of Joel, etc.) Selections require the approval of the professor by March 1. Students who have taken Hebrew are *highly* encouraged to involve original language tools and analysis in their paper.

This paper will be **due May 11, 2026**. Papers should be submitted as a .pdf via Canvas.

FINAL PAPER GRADING CRITERIA

A	This paper is basically ready for and worthy of publication, not necessarily in a peer-reviewed academic journal, but in a publication geared towards educated lay people. It is not only clearly articulating and defending a thesis, but it is fully proofed and footnoted.
A-	This is an A paper, however it is not fully proofed or footnoted. Minor corrections are necessary.
B+	This paper states and defends its main thesis well and would “carry the day” in a debate about that thesis. It needs improvement, however, in one secondary area that is not essential to the main thesis but still important.
B	This paper states and defends its main thesis well and would “carry the day” in a debate about that thesis. It needs improvement, however, in multiple secondary areas that are not essential to the main thesis but still important.
B-	This paper shows insight into the assignment but struggles with both the problems of a B paper above and is not fully proofed or footnoted.
C+	This paper does not state a clear thesis, making it impossible to evaluate well whether it has proved its point. While it is well done in many respects, the argumentation is therefore lacking in the core point of the assignment.
C	Not only does this paper have the problem of a C+ paper, it also needs improvement in multiple secondary areas that are not essential to what would have been the main thesis if that thesis had been clearly enunciated.
C-	This paper shows all the problems of a C paper and also is not fully proofed or footnoted.
D	This paper is barely passing and flawed in multiple areas, barely addressing the assignment’s criteria.
F	This paper clearly does not meet the criteria established in the assignment (both and either as enunciated on Canvas and in the syllabus).

Note: Students who are interested in doing **additional graduate study** beyond their RTS degree **MUST** contact the instructor in advance, as these requirements may be adjusted to better prepare the student for his or her future course of study.

TOTAL GRADE: The final grade for the course will be determined as follows:

Quizzes: 20%
Attendance 10%
Class Preparation: 35%
Final Paper: 35%

Grades will be assigned according to the RTS grading system. The instructor reserves the right to adjust grades based on each student's attendance at class and participation in classroom discussion.

AI POLICY: Students please note carefully. In addition to the RTS AI policy, which students should consult, the following are controlling for this course:

The use of A.I. (in all its various forms) is permissible in this class when students are looking to understand readings and issues, etc. Students should note well, however, the tendencies of A.I. to include inaccuracies. Any such inaccuracies absorbed by the student will be the student's own responsibility.

Further, the use of an A.I. summary does not count as having completed the expected readings for the class.

Please note carefully as well: **any use of A.I. in preparing the thinking and analysis for written assignments is prohibited**, as doing so is presenting the work of others (in this case, an LLM) as the student's own, and is as such a violation of the 9th commandment by bearing false witness. **However, AI grammar checks (such as embedded in a word processor or Grammarly) are acceptable.**

EXTENSION POLICY: All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed (RTS Catalog p. 42).

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 42)

COURSE SCHEDULE:

Unit 1: How to Read the Prophets

Week 1 – Feb. 2

- Class Topics
 - The Difficulty and Importance of the Prophets
 - Abuses in Teaching the Prophets
- Reading/Watching
 - The Role of a Prophet - <https://thirdmill.org/seminary/lesson.asp/vid/27>

Week 2 – Feb 9

- Class Topics
 - Historical Background Overview
 - The Purpose of Prophetic Oracles
 - The Purpose of Prophetic Books
- Reading/Watching
 - Literary Analysis of the Prophets - <https://thirdmill.org/seminary/lesson.asp/vid/31>
 - A Primer on Reading Hebrew Poetry – available via Canvas
 - Pratt: Historical Contingencies and Biblical Predictions

Week 3 – Feb 16

- Class Topics
 - Understanding Prophetic Imagery (Geography, Weather, Agriculture, and the Prophets)
 - How Prophecy is Fulfilled (πληρώω in the NT)
 - The Non-Writing Prophets
- Reading/Watching
 - None

Unit 2: The Assyrian Judgment Prophets

Week 4 – Feb 23

- Reading
 - Jonah
 - Amos
 - VG ch. 1-3, p.127-140
 - CH p.377-403, 406-416
- Class Topics
 - Introduction to the Assyrian Judgment Period
 - 2 Kings 14:23-29
 - Jonah
 - Amos
 - Reformed vs. Dispensational Approaches to Predictive Prophecy

Week 5 – Mar 2

- Reading
 - 2 Kings 15-17
 - Hosea
 - VG p.104-120
 - CH p.336-368
- Passage to Prepare for Class Discussion
 - Amos 5:18-27
- Class Topics
 - Hosea
 - Social Justice and the Prophets

NO Class Mar 9

Week 6 – Mar 16

- Reading
 - 2 Kings 18-20
 - Micah
 - VG 150-158
 - CH 416-427
- Passage to Prepare for Class Discussion
 - Hosea 3
- Class Topics
 - Micah
 - Form Criticism and the Prophets
 - Explaining the History Behind the Prophets

Week 7 – Mar 23

- Reading
 - Isaiah 1-39
 - BTIOT ch. 10
 - CH p. 13-150
 - DL ch. 20
- Passage to Prepare for Class Discussion
 - Micah 6:1-8
- Class Topics
 - Isaiah 1-39
 - Critical Issues in Isaiah
 - First and Second Readings

Week 8 – Mar 30

- Reading
 - Isaiah 40-55
- Passage to Prepare for Class Discussion
 - Isaiah 22:1-14
- Class Topics
 - Isaiah 40-55
 - The Servant Songs
 - The Expectation of Return

Week 9 – Apr 6

- Reading
 - Isaiah 56-66
- Passage to Prepare for Class Discussion
 - Isaiah 42:1-9
- Class Topics
 - Isaiah 56-66
 - Connecting Isaiah to Christ

Unit 3: The Babylonian Judgment Prophets

Week 10 – Apr 13

- Reading
 - 2 Kings 21:1-23:30
 - Nahum
 - Zephaniah
 - Habbakkuk
 - VG p.161-179
 - CH 427-451
 - Fullilove: *Does God Judge Nation-States Today?*
 - (Note the BIG pile of Bible reading coming for next week – Get ahead!)
- Passage to Prepare for Class Discussion
 - Isaiah 62:1-12
- Class Topics
 - Nahum
 - Zephaniah
 - Habakkuk

Week 11 – Apr 20

- Reading
 - 2 Kings 23:31-25:30
 - Jeremiah
 - Lamentations
 - Obadiah
 - Joel
 - Villanueva
 - BTIOT ch. 11
 - DL ch. 21
 - VG ch. 10, p.120-127, 141-145
 - CH p.153-216, 403-406, 368-377
 - Reread Pratt: Historical Contingencies and Biblical Predictions
- Passage to Prepare for Class Discussion
 - Zephaniah 2:4-7
- Class Topics
 - Joel
 - Jeremiah
 - Introduction to the Babylonian Judgment Period

Unit 4: The Exilic Prophets

Week 12 – Apr 27

- Reading
 - Ezekiel
 - BTIOT ch. 12
 - VG p.321-338
 - DL ch. 23
 - CH p.231-290
- Passage to Prepare for Class Discussion
 - Obadiah
- Class Topics
 - Exilic Prophets I: Ezekiel
 - Hope in Exile
 - The Transnational Kingdom of God
 - Ezekiel's Temple

Week 13 – May 4

- Reading
 - Daniel
 - BTIOT ch. 22
 - VG p. ch. 8
 - DL ch. 24
 - CH p.291-334
- Passage to Prepare for Class Discussion
 - Ezekiel 14:12-23
- Class Topics
 - Exilic Prophets II: Daniel
 - Critical Issues in Daniel
 - Life in Exile
 - Exile Extended

Unit 5: The Post Exilic Prophets

Week 14 – May 11

- Reading
 - Ezra 1-6
 - Haggai
 - Zechariah
 - Malachi
 - VG p.182-211
 - DL ch.34-36
 - CH p.451-483
- Class Topics
 - Post-Exilic Prophets I: Haggai and Zechariah
 - Post -Exilic Prophets II: Malachi
 - The Intertestamental Period
 - Unfolding Eschatology
 - NT Eschatology
- **Paper Due**

OFFICE HOURS:

Mondays 12:00-1:00 PM. I am always also available by appointment.

I enjoy sharing thoughts with students, so do not hesitate to contact me. The contact information given above is for your use, and you should feel free to contact me as much as you wish. I will respond as promptly as possible.

STUDENT LEARNING OUTCOMES

MDiv* Student Learning Outcomes		Rubric	Mini-Justification
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Weekly Assignments, Paper
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Exegetical Focus, Significant Paper, Readings
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate/Strong	Reformed Approach to Inspiration, Eternal Decree, and Providence essential to understanding prophets
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Medium	Close study of the Word of God sanctifies; strong devotional components of Scripture
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Material is taught thoroughly within and analyzed against redemptive-historical worldview
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Discussion and evaluation of contributions from other traditions in a respectful and honoring way
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	Exegetical work that forms the backbone of strong preaching; frequent discussion of applications for preaching