

# The Book of Zechariah

## Preliminary Course Syllabus – Fall 2011

*Final course syllabus will be available by the start of the semester. It will not be materially different from this preliminary syllabus. A course schedule with reading assignments will be included in the final syllabus.*

*Instructor:* Associate Professor Michael Glodo

*Office hours:* Mondays by 1:00-3:00 p.m.  
Tuesdays 11:00 a.m.-noon, 1:00-2:00 p.m.  
Wednesdays 11:00 a.m.-noon  
Thursdays 8:00-10:00 a.m.

*During my published office hours I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am or Joyce will know.*

*Contact information:* Professor Glodo: [mglodo@rts.edu](mailto:mglodo@rts.edu), (407)366-9493, ext. 232  
Admin. Asst. Joyce Sisler : [jsisler@rts.edu](mailto:jsisler@rts.edu)), (407)366-9493, ext. 219  
Teaching assistant: Andrew Morton ([amorton@rts.edu](mailto:amorton@rts.edu))

*Communication:* I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t use it to message me about class matters.

*Class meeting:* Thursdays 10:00 a.m.-Noon, August 25 – December 1 (except for fall reading week on October 13 and Thanksgiving Day, November 24).

*Course web page:* <https://selfservice.rts.edu/CourseHomePage.link?sectionid=6252>

### **Course description – Course #2OT714/01**

The Book of Zechariah is, on a proportional basis, the most referred to Old Testament book in the New Testament. Yet it is rarely studied in the church. Zechariah contains diverse materials – apocalyptic visions, oracles of judgment, prescriptions. It predicts not only the coming, but the suffering and rejection, of the Messianic king. The circumstances of Zechariah’s world mirror closely that of our own – a world where things are not right, where God’s movement is not always visible and hope is in short supply. This course will provide a chapter by chapter study of Zechariah with a view toward its use and application in present day ministry. *2 credit hours.*

**Course objectives**

- Knowing* To attain a working knowledge of the content of and interpretive issues surrounding the Old Testament book of Zechariah.
- Being* To grow more confident in God's purpose, presence and power as expounded by the prophet Zechariah
- Doing* To become more holy and just in the way you live in an "already/not-yet" world.  
To be able to teach or preach through the book of Zechariah in an expositional way.

**Course requirements**

Weekly quizzes	10 %
Mid-term quiz	15
Final quiz	15
Exegesis/research paper	60
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Total	<u>100%</u>

**Weekly quizzes**

Each week a brief (1-3 questions) multiple choice quiz will be given at the start of class over the assigned Bible reading for the week.

**Mid-term and final quizzes**

At mid-term and at the end of term an objective and short-answer quiz will be given covering the assigned reading and lectures. The final quiz will not be cumulative, but only test the material since the mid-term quiz.

**Exegesis/topical paper**

Each student will write a paper of 10-15 pages (double-spaced) in length. You may choose between an exegesis paper on a particular passage from Zechariah or a topical paper on larger issues related to the book of Zechariah. The paper will be due at the term paper deadline of 11:00 a.m. on Wednesday, December 7. Specific requirements for the term paper will be discussed in class.

**Biblical languages**

Knowledge of Greek and Hebrew is not required for this course. However, students who have taken classes in the biblical languages will be expected to employ to the extent they are able in their paper.

**Required reading**

The book of Zechariah a minimum of three times.

Longman III, Tremper and Raymond B. Dillard. "Zechariah" in *An Introduction the Old Testament*, 2<sup>nd</sup> Ed. Grand Rapids: Zondervan, 2006. pp. 427-436.

Gregory, Bryan R. *Longing for God in an Age of Discouragement: The Gospel according to Zechariah*. The Gospel according to the Old Testament. Phillipsburg, NJ: Presbyterian and Reformed Publishing, 2010. 978-1-5963-8142-1. Pp. 3-217.

Webb, Barry G. *The Message of Zechariah*. The Bible Speaks Today. Downer's Grove, IL: InterVarsity Press, 2003. ISBN 978-0-8308-2430-4. Pp. 19-187.

### **Communication.**

Besides in person and by telephone, students are encouraged to communicate with me via e-mail at [mglodo@rts.edu](mailto:mglodo@rts.edu). Please do not use the message function on Facebook.

Course announcements and updates will be made through e-mail. Any students without regular e-mail access must notify me of this limitation. I usually respond to e-mail promptly, however weekly and special events may lengthen the time of response occasionally. It is very important that you keep your e-mail current in the RTS system.

### **Class attendance & conduct.**

Unless providentially hindered, students are expected to attend class and to do so in a manner that aspires toward the second great commandment of neighbor love, bearing in mind that fellow students and the professor are your neighbors. This would include removal of hats, setting mobile phones to vibrate or silent and other inherent or socially-constructed acts of love. Wireless internet access is not to be used for purposes outside the scope of the course while in class except for urgent (professional or personal) matters.

### **Computers in class.**

Use of computers for non-class purposes during class is not permitted except for urgent reasons of a professional or personal nature. If you are not able to observe this requirement, please turn your computer off.

I have not yet decided to follow the trend of prohibiting computer use in the classroom. At many institutions of higher learning professors are excluding laptops from classroom use. Some of the reasons are obvious. Multitasking undermines learning, not to mention its deleterious effects on memory and productivity that recent studies have indicated. Performing non-class functions on a computer distracts our neighbors behind and beside us in class. There are other adverse effects which are not as apparent. Computers impede interpersonal non-verbal communication with the professor (e.g. eye contact, quizzical expressions, epiphany gestures, sleepy eyelids). The ability to capture more data with the speed of typing circumvents the process by which we sort out and prioritize information. Learning is not simply capturing information, it is comprehension. The kinetics of writing are more conducive to learning than those of typing – to pause, underline, correct, etc.

Whether I eventually change the policy of allowing laptops depends upon how considerately and wisely they are used in class. I would encourage those who are willing to take up the pen again (or who have never laid it down) to do so.

**Note Taking.**

Taking notes is not the same thing as capturing information. While it can be good to take a lot of notes, be sure not to stop listening while you write/type. Knowledge, in contrast to information, involves understanding the relationships between bits of information. Critical listening requires you to understand the prioritization and connections of what you read or hear.

Conversely, the outlines I provide of greater or lesser detail in no way represent all of the information and knowledge necessary to succeed in this course. When a student comes to see me because he did not do as well as he or she wished on an exam, I first ask to see his or her class notes. If you have difficulty taking good notes, find a classmate who is good at it and ask him or her to share those notes with you.