



Bachelor of Ministry, Bachelor of Theology and Related Programs

OT301/D

Old Testament Foundations

Semester 1, 2019

Malyon College
is an approved institution of the
Australian College of Theology

UNIT CODE is offered by Malyon College as part of the
Bachelor of Ministry, Bachelor of Theology and Related Programs
This unit is an accredited award of the Australian College of Theology (ACT) and is authorized for distance and
contact delivery by Malyon College.

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Significance of Unit

The vision of Malyon College is to develop Christians of influence. In order to be a Christian of influence a woman or man needs to have theological maturity. A theologically mature Christian displays a working knowledge of the Bible and its history, culture, geography, and theology. They are also able to articulate a personal theological understanding emerging from their knowledge. But to influence others, they also need to be able to interpret and apply the Bible and theological understanding to ministry contexts and situations and communicate their biblical/theological understanding with clarity and conviction. The purpose of the unit is to enable students to encounter, and gain a greater understanding of, the foundational books of the Old Testament, which include the first five books, known as the Pentateuch or Torah and the historical books, which include Joshua, Judges, 1 and 2 Samuel and 1 and 2 Kings.

This unit aims to help students apply and communicate the theological foundations that are established in the Pentateuch and the historical books. But it also aims at helping students further develop, apply and communicate their theological understanding that emerges through this study of the Gospels.

The unit forms part of the four-unit suite of Bible survey units which includes Old Testament Foundations (OT301), Old Testament Prophets and Writings (OT302), Jesus and the Gospels (NT301) and The Early New Testament Church (NT302). OT301 and OT302 aim to give students a broad introduction to the whole Old Testament as a piece of literature. Hence the focus is on the “big picture” rather than “deep” exploration of specific passages, which is the focus of the exegesis units. The OT survey units aim to help students see how the various books fit together into a coherent story that unfolds the redemption plan of God and how they and their Christian community fit within that redemptive plan. These units give the platform needed in the exegesis of specific books, in understanding the way the church has interpreted them during its history, in developing theological positions in systematic theology and Christian thought units and applying the Bible in practical ministry.

Unit Description

This unit examines the foundations of the Old Testament as found in the Pentateuch (Genesis to Deuteronomy) and the Historical Books (Former Prophets). Consideration is given to the Old Testament in general, the cultural and historical context, introductory matters and theological themes. Additionally, the implications of the Old Testament for Christian life and thought are considered.

This unit falls under the Bible and Languages field of study; together with OT302/D, it forms the essential foundation for all advanced studies in the Old Testament.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

None

Unit Content

The unit is made up of the following sections and sub-sections:

Section A, The Pentateuch/Torah

1. Genesis 1-11.
2. Genesis 12-50.
3. Exodus.
4. Leviticus / Numbers.
5. Deuteronomy.

Section B, Historical Books / Former Prophets

1. Joshua and Judges.
2. 1 and 2 Samuel.
3. 1 and 2 Kings.

Unit Outcomes

On successful completion of this unit, students will:

A. Know and understand:

1. Pentateuch/Torah
 - a) Genesis 1-11
 - b) Genesis 12-50
 - c) Exodus
 - d) Leviticus/Numbers
 - e) Deuteronomy
2. The Historical Books/Former Prophets
 - a) Joshua and Judges
 - b) 1 and 2 Samuel
 - c) 1 and 2 Kings

B. Be able to:

1. Discuss the content and character of the writings of the Pentateuch/Torah and the Historical books/Former Prophets
2. Explain the influence of the Ancient Near Eastern background on the Pentateuch/Torah and the Historical/Former Prophets
3. Analyse the themes and theology of the Pentateuch/Torah and the Historical Books/Former Prophets

C. Be in a position to:

1. Integrate perspectives from 'Old Testament Foundations' with their other theological studies
2. Apply perspectives from 'Old Testament Foundations' to current issues in Christian life and thought

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation and revision – 2 hours per week;
 - c. Assignments – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assignments – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Torah Forum Posts
2. Research Assignment
3. End of Semester Exam

Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, the student will be required to have access to the following resource/s:

Arnold, Bill T. & Bryan E. Beyer 2015, *Encountering the Old Testament (Third Edition)*, Grand Rapids, Baker Academic.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

Mod	Date	Topic/s	Preparation for the <i>following</i> week
1	12 Feb	Unit introduction / Canon, Structure & Content of the Old Testament	A&B, 1-12, 13-34
2	19 Feb	Historical Context & Setting of the OT	A&B, 37-50
3	26 Feb	Introduction to the Pentateuch	A&B, 51-75
4	5 Mar	Genesis (name, content and themes)	A&B, 76-89
5	12 Mar	Exodus (name, content and themes)	A&B, 91-100
6	19 Mar	Leviticus (name, content and themes)	A&B, 101-112
7	26 Mar	Numbers (name, content and themes)	A&B, 113-127
8	2 Apr	Deuteronomy (name, content and themes)	
S/W	9 Apr	STUDY WEEK	
S/W	16 Apr	STUDY WEEK	"The Ancient Near East Treaties" by J A Thompson (module 9)
9	23 Apr	The theme of covenant – foundations and development (faithfulness & disobedience)	A&B, 131-140, 141-153
10	30 Apr	Joshua (introduction, content and themes)	A&B, 155-168
11	7 May	Judges (introduction, content and themes)	A&B, 169-195
12	14 May	1&2 Samuel (introduction, content and themes)	A&B, 197-225
13	21 May	1&2 Kings (introduction, content and themes)	
S/W	29 May	STUDY WEEK	
Semester examinations			

Notes:

A&B = Arnold & Beyer

UNIT LECTURERS AND PREPARERS

Unit Lecturer

Rev Dr Peter Francis DipT, BEd, MDiv, Grad Theol, MA (Theol), DMin

Peter Francis is Principal of Malyon Theological College, and lectures in the fields of Missions and Old Testament. Peter is married to Wendy who is the Queensland Director of the Australian Christian Lobby. Together they have three married children and ten grandchildren. After a 10-year career as a high school teacher, Peter entered into Pastoral ministry at Cleveland Baptist, having earned his Master of Divinity through Trinity Theological College (USA). Over the past 30 years Peter has pastored at Cleveland Baptist, Beenleigh Baptist and the City Tabernacle Baptist Church, as well as being involved in numerous short-term missions in places such as PNG, Bangladesh, Thailand, Cambodia and South America. He has also given two years' service as a Regional Consultant with Queensland Baptists and has served on various mission boards such as the Far East Broadcasting Company and Global Interaction. Peter's theological studies include a Master of Divinity, a Graduate in Theology, a Master of Arts in Theology and a Doctor of Ministry.



Contact details:

☎ (07) 3354 5656 📧 peter.francis@malyon.edu.au

UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Student Assignment Guide** is available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 10% over the word limit and may be required to resubmit the assignment in terms of the stipulated word length.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Bachelor's students at the foundational undergraduate degree 300-level should note that grades are awarded on the following criteria:

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. A foundation for the critical evaluation of ideas is also established.

Pass

- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

Credit

- ✓ Demonstrates ability in engaging primary sources.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction

- ✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction

- ✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

ASSESSMENT REQUIREMENTS

Requirement 1: Torah Forum Posts

Students will be required to post 200-word responses to topics related to the five modules addressing the Torah (modules 4,5,6,7 and 8).

The purpose of the forums is for students to intentionally interact with the material being studied. While each response is only 180-220 words long (longer word length will be penalized), it is important to understand that they are to be well argued and appropriately referenced where necessary.

* As a guide, students should plan to spend 2-2½ hours per forum post.

*Students should note that they are granted **two complete weeks to complete each forum**; as such, extensions will only be granted in genuinely exceptional circumstances – procrastination will not be accepted as a reason for late submission. In the event of late submission, students will be penalized by being awarded 0% for a maximum of one late submission. If two or more posts are not submitted on time, then students will fail both the assessment requirement and the unit.*

The **key assessment criteria** for this requirement are as follows:

1. Meaningful consideration of the topic.
2. Clear and focused responses.
3. Demonstrated grasp of the relevant materials.
4. Appropriately referenced when necessary.

Length: 1000 words (5x200 words)

References: as required

Due: Each forum will be closed two weeks after the related module is taught

(Note: late penalties will apply)

Mark allocation: 25%

Requirement 2: Research Assignment

The relationship between God and Israel found expression in the Mosaic Covenant given by God at Mt Sinai and rehearsed on the plains of Moab as recorded in the Book of Deuteronomy. Write an essay that explains the covenant in terms of:

1. Brief introduction (50 words)
2. Its relationship to the earlier Abrahamic Covenant (250 words)
3. The nature of the Mosaic Covenant with comparisons to other Ancient Near East (ANE) covenants (400 words)
4. God's commitment to his people within the Mosaic Covenant (300 words)
5. Israel's responsibility to God under the Mosaic Covenant (300 words)
6. Conclude with a 250 word consideration of the implications of the Mosaic Covenant on our contemporary understanding of what it means to be the people of God.
7. Brief conclusion (50 words)

N.B. – Please note, this essay will require an Abstract at the start.

The **key assessment criteria** for this requirement are as follows:

1. A technical understanding of the covenant between God and Israel is demonstrated.
2. A technical understanding of covenants in the Ancient Near Eastern world is demonstrated.
3. A complete understanding of God's commitment to the people.
4. A proper understanding of Israel's responsibility to God.
5. The list of references is indicative of appropriate research.
6. Requirements for the writing of assignments have been adhered to.

Length: 1600 words

References: At least four meaningful academic references that are topic focused

***Due: Friday 26 April by 5 pm
by electronic submission on Moodle***

Mark allocation: 40%

Requirement 3: Basic Knowledge Test

Students will be required to complete a 60-minute short-question test of up to 50 questions based on all the material covered *and found* in the unit Learning Guides.

The purpose of the test is to ensure that students have mastered the 'basic content' of the unit; in other words, the material that they are expected to 'just know.'

Length: 60 minutes

Date: As per the semester examination timetable

Mark allocation: 35%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon's Vision: *To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.*

	1.	2.	3.	4.
Graduate Attribute 1: Personal Maturity – 'Shepherds with God's heart'				
a. grows a deepening relationship with Jesus			✓	
b. is secure in God's call with a desire and ability to learn and grow		✓		
c. is self-aware and maintains self-care				✓
d. seeks and builds healthy relationships				✓
e. is committed to living with integrity and prayerful dependence on God				✓
Graduate Attribute 2: Theological Maturity – 'Knowledge and understanding of God's heart'				
a. knows and trusts the Bible	✓			
b. understands the context of diverse theological ideas		✓		
c. forms a personal theology which is both biblical and thoughtful		✓		
d. reflects theologically and applies the Bible to real life	✓			
e. is committed to helping others know God's grace and truth and live God's way		✓		
Graduate Attribute 3: Ministry Maturity – 'Knowledgeable and wise shepherds'				
a. is able to have a godly influence over others			✓	
b. possesses skills needed for chosen ministry path		✓		
c. understands cultures and contexts and is able to minister in a range of contexts			✓	
d. is able to work with and lead a team				✓
e. is committed to serving, evangelising and mentoring others			✓	
1. A major thrust of this unit	2. A contribution that this unit should make			
3. A possible function of this unit, but not targeted	4. An unlikely product of this unit			

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon's courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

Context and Setting

- Aharoni, Y. 1982. *Archaeology of the Land of Israel*. Philadelphia: Westminster.
- Bienkowski, P & Millard, A. 2000. *Dictionary of the Ancient Near East*. London: British Museum,
- Brettler, Marc Zvi. 2005. *How to Read the Jewish Bible*. Oxford: Oxford University
- Davies, P & Rogerson, J. 2005. *The Old Testament World* (2nd Edition). London: T&T Clark.
- Dumbrell, W. 2002. *The Faith of Israel* (2nd Edition). Grand Rapids: Baker.
- Flanders, H J, Crapps, R W & Smith, D A. 1996. *People of the Covenant* (4th Edition). New York: OUP.
- Hallow, W W & Younger, K L. 2002. *The Context of Scripture* (3 Volumes). Leiden: Brill.
- Hoerth, A J 1998. *Archaeology and the Old Testament*. Grand Rapids: Baker.
- Walton, J H, Matthews, V H & Chavalas, M W. 2000. *The IVP Bible Background Commentary: Old Testament*. Downers Grove: IVP.

Old Testament Introduction

- Arnold, Bill T & Beyer, Bryan E. 2008. *Encountering the Old Testament: A Christian Survey* (3rd Edition). Grand Rapids: Baker Academic.
- Bandstra, Barry L. 2004. *Reading the Old Testament* (3rd Edition). Belmont: Wadsworth / Thomson.
- Boadt, Lawrence. 1984. *Reading the Old Testament: An Introduction*. New York: Paulist.
- Brueggemann, W. 2003. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox.
- Collins, J J. 2004. *Introduction to the Hebrew Bible*. Minneapolis: Fortress.
- Geisler, Norman L. 1977, *A Popular Survey of the Old Testament*, Baker, Grand Rapids.
- Gottwald, Norman K. 1985. *The Hebrew Bible: A Socio-Literary Introduction*. Philadelphia: Fortress.
- Hill, A E & Walton, J H. 2009. *A Survey of the Old Testament* (3rd Edition). Grand Rapids: Zondervan.
- La Sor, W S, Hubbard, D A & Bush, F W. 1996. *Old Testament Survey* (2nd Edition). Grand Rapids: Eerdmans.

Longman, Tremper & Dillard, Raymond B. 2006. *An Introduction to the Old Testament* (2nd Edition). Nottingham: Apollos.

Old Testament Theology

- Anderson, Bernhard W. 1999. *Contours of Old Testament Theology*. Minneapolis: Augsburg.
- Birch, B C, Brueggemann, W, Fretheim, T E & Petersen, D L. 2005. *A Theological Introduction to the Old Testament*. Nashville: Abingdon.
- Brueggemann, Walter. 2005. *Theology of the Old Testament: Testimony, Dispute, Advocacy*, Philadelphia: Fortress.
- Goldingay, J. 2003. *Old Testament Theology – Volume 1, Israel’s Gospel*. Downers Grove: IVP.
- _____ 2006. *Old Testament Theology – Volume 2, Israel’s Faith*. Downers Grove: IVP.
- _____ 2009. *Old Testament Theology – Volume 3, Israel’s Life*. Downers Grove: IVP.
- House, P R. 1998. *Old Testament Theology*. Downers Grove: IVP.
- Kaiser, Walter C. 2008. *The Promise Plan of God: A Biblical Theology of the Old and New Testaments*. Grand Rapids: Zondervan.
- Waltke, Bruce K. 2007. *Old Testament Theology: An Exegetical, Canonical and Thematic Approach*. Downers Grove: Zondervan.

The Pentateuch / Torah

- Alexander, T Desmond & Baker, David W. (eds) 2003. *Dictionary of the Old Testament: Pentateuch*. Downers Grove: IVP.
- Blenkinsopp, J. 2000. *The Pentateuch: An Introduction to the First Five Books of the Bible*. New York: Doubleday.
- Clines, D J. 1997. *The Theme of the Pentateuch* (2nd Edition). Sheffield: JSOT.
- Wenham, G. 2003. *Exploring the Old Testament: The Pentateuch*. London: SPCK.

Historical Books / Former Prophets

- Arnold, Bill T & Williamson, H G M. (eds) 2005. *Dictionary of the Old Testament: Historical Books*. Downers Grove: IVP.
- Hamilton, V P. 2001. *Handbook on the Historical Books*. Grand Rapids: Baker.
- McKenzie, Steven L. 2010. *Introduction to the Historical Books: Strategies for Reading*, Grand Rapids: Eerdmans.
- Satterthwaite, P E & McConville, J G. 2007. *Exploring the Old Testament, Volume 2: A Guide to the Historical Books*. Downers Grove: IVP.

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT's home page (www.actheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.