Bachelor of Ministry and Bachelor of Theology

OT301/D
Old Testament Foundations

Semester 1, 2017

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

OT301/D is offered by Malyon College as part of the Bachelor of Ministry and Bachelor of Theology Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
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 Primacy 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.
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**

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 if 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 form ‘Old Testament Foundations’ with their other
      theological studies
   2. Apply perspectives form ‘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. Research Assignment
2. 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:


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

<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Topic/s</th>
<th>Preparation for the following week</th>
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<tbody>
<tr>
<td>1</td>
<td>14 Feb</td>
<td>Unit introduction / Canon, Structure &amp; Content of the Old Testament</td>
<td>A&amp;B, 1-12, 13-34</td>
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<tr>
<td>2</td>
<td>21 Feb</td>
<td>Historical Context &amp; Setting of the OT</td>
<td>A&amp;B, 37-50</td>
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<tr>
<td>3</td>
<td>28 Feb</td>
<td>Introduction to the Pentateuch</td>
<td>A&amp;B, 51-75</td>
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<td>4</td>
<td>7 Mar</td>
<td>Genesis (name, content and themes)</td>
<td>A&amp;B, 77-89</td>
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<tr>
<td>5</td>
<td>14 Mar</td>
<td>Exodus (name, content and themes)</td>
<td>A&amp;B, 91-100</td>
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<tr>
<td>6</td>
<td>21 Mar</td>
<td>Leviticus (name, content and themes)</td>
<td>A&amp;B, 101-112</td>
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<tr>
<td>7</td>
<td>28 Mar</td>
<td>Numbers (name, content and themes)</td>
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<tr>
<td>S/W</td>
<td>4 Apr</td>
<td>STUDY WEEK</td>
<td></td>
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<tr>
<td>S/W</td>
<td>11 Apr</td>
<td>STUDY WEEK</td>
<td>A&amp;B, 113-127</td>
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<td>8</td>
<td>18 Apr</td>
<td>Deuteronomy (name, content and themes)</td>
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<tr>
<td>9</td>
<td>25 Apr</td>
<td>ANZAC Day – No In-class lecture</td>
<td>A&amp;B, 131-140, 141-153</td>
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<td></td>
<td></td>
<td>The theme of covenant – foundations and development (faithfulness &amp; disobedience)</td>
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<tr>
<td>10</td>
<td>2 May</td>
<td>Joshua (introduction, content and themes)</td>
<td>A&amp;B, 155-168</td>
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<tr>
<td>11</td>
<td>9 May</td>
<td>Judges (introduction, content and themes)</td>
<td>A&amp;B, 169-195</td>
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<tr>
<td>12</td>
<td>16 May</td>
<td>1&amp;2 Samuel (introduction, content and themes)</td>
<td>A&amp;B, 197-225</td>
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<tr>
<td>13</td>
<td>23 May</td>
<td>1&amp;2 Kings Samuel (introduction, content and themes)</td>
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<tr>
<td>S/W</td>
<td>2 June</td>
<td>STUDY WEEK</td>
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*Semester examinations*

**Notes:**
A&B = Arnold & Beyer
Rev Dr Peter Francis DipT, BEd, MDiv, Grad Theol, MA (Theol), DMin

Peter Francis is Vice Principal, Field Education Director and a lecturer at Malyon College. 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 26 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 Assignment Style and Writing Guides are 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. The due date is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. 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 1% per 100 words, or part thereof, under or over the stipulated length.

5. 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.

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

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: 2000 words*

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

*Due: Saturday 6 May by electronic submission on Moodle*

*Mark allocation: 40%*
**Requirement 2: Examination**

A two-hour examination will be written at the end of the semester as follows:

1. Students will be required to study all the material covered in the unit, with the exception of:
   - Module 9, ‘The theme of covenant – foundations and development.’

2. The examination will be structured as follows:
   a. Section A, compulsory, made up of shorter questions.
   b. Section B, compulsory, made up of four short essay questions.
   c. Section C, 1 out of 3 elective longer essay questions.

3. Students will need to have access to an unmarked, standard Bible.

   Students should note that:
   1. All topics in the unit are subject to assessment, but no topic will be assessed twice.
   2. The examination may include any, but not necessarily all, syllabus topics.

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

Relative to the questions posed, students will variously be required to:

1. Reproduce the content and foundational aspects of the topic/s
2. Demonstrate a sound grasp of the foundation features of the topic/s.
3. Refer to and engage with primary documents and sources, including the Scriptures.
4. Demonstrate an awareness of and engagement with scholarly viewpoints.
5. Critically evaluate options of understanding and/or scholarly viewpoints.
6. Practically apply learned material to real life situations.
7. Draw motivated and reasonable conclusions.

*Length: 2 hours*

*Due: as per the examination timetable*

*Mark allocation: 60%*
### UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

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#### Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

( Jeremiah 3:15)

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<table>
<thead>
<tr>
<th>1. A major thrust of this unit</th>
<th>2. A contribution that this unit should make</th>
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<tbody>
<tr>
<td>3. A possible function of this unit, but not targeted</td>
<td>4. An unlikely product of this unit</td>
</tr>
</tbody>
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**Graduate Attribute 1: Personal Maturity – “Shepherds with God’s heart”**

| 1. a. grows a deepening relationship with Jesus | ✓ |
| 2. b. is secure in God’s call with a desire and ability to learn and grow | ✓ |
| 3. c. is self-aware and maintains self-care | ✓ |
| 4. d. seeks and builds healthy relationships | ✓ |
| 5. e. is committed to living with integrity and prayerful dependence on God | ✓ |

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**Graduate Attribute 2: Theological Maturity – “Knowledge and understanding of God’s heart”**

| 1. a. knows and trusts the Bible | ✓ |
| 2. b. understands the context of diverse theological ideas | ✓ |
| 3. c. forms a personal theology which is both biblical and thoughtful | ✓ |
| 4. d. reflects theologically and applies the Bible to real life | ✓ |
| 5. e. is committed to helping others know God’s grace and truth and live God’s way | ✓ |

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**Graduate Attribute 3: Ministry Maturity – “Knowledgeable and wise shepherds”**

| 1. a. is able to have a godly influence over others | ✓ |
| 2. b. possesses skills needed for chosen ministry path | ✓ |
| 3. c. understands cultures and contexts and is able to minister in a range of contexts | ✓ |
| 4. d. is able to work with and lead a team | ✓ |
| 5. e. is committed to serving, evangelising and mentoring others | ✓ |

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**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**


**Old Testament Introduction**


**Old Testament Theology**


**The Pentateuch / Torah**


**Historical Books / Former Prophets**

**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

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

**Accessing Documents**

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

1. Undergraduate Handbook.
5. Distance Education Handbook.

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