



**Master of Divinity, Master of Ministry, and Related Programs**

**OT502/D**  
**Prophets & Writings**

**Semester 2, 2017**

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

OT502/D is offered by Malyon College as part of the Master of Divinity, Master of Ministry, and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

## ***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**

### ***Unit Description***

OT501 examines the foundations of the Old Testament as found in the Latter Prophets (Isaiah to Malachi) and Writings (Psalms to Chronicles). 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 OT502, 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:

1. The Latter Prophets:
  - a. Isaiah
  - b. Jeremiah
  - c. Ezekiel
  - d. The Twelve
  
2. The Writings:
  - a. Poetic Books:
    - i. Psalms
    - ii. Proverbs

- iii. Job
- b. Five Scrolls (Megillot)
  - i. Song of Songs
  - ii. Ruth
  - iii. Lamentations
  - iv. Ecclesiastes
  - v. Esther
- c. Others
  - i. Daniel
  - ii. Ezra-Nehemiah
  - iii. Chronicles

### ***Learning Outcomes***

On completion of this unit, students will be able to:

1. Demonstrate an overall acquaintance with the text of the Old Testament, as one of the two primary documents of biblical studies and Christian ministry.
2. Demonstrate knowledge of the content and nature of the literature in the Old Testament.
3. Demonstrate an understanding of the overall historical framework within which to interpret the books of the Old Testament.
4. Demonstrate an appreciation of the appropriate Ancient Near Eastern background and its relevance for an understanding of the Old Testament.
5. Discuss the major theological themes of the Old Testament and their significance for Christian theology.
6. Commence a more detailed exploration of some aspects of Old Testament studies.
7. Consider the implications of the Old Testament for 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 assignments – 7 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. 2 one-hour tests (30% each)
2. Interpretive essay (40%)

*Contact students will be expected to attend all lectures.*

***Students who fail to attend lectures may be failed.***

### **Required Resources**

The required textbooks for this unit are:

1. **Hays, J. Daniel. 2010. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids, MI: Zondervan.**

Any assigned reading outside of the Hays text will be available on Moodle, our Online Learning Centre.

## Lecture Schedule

Module	Date	Assigned Reading	Topics
1	18 July		Class Overview
2	25 July	Hays pp. 34-42, 62-74	Overview: Latter Prophets Prophets and Prophecy
3	1 Aug	Hays pp. 96-105, 110-117, 146-157	Isaiah Jeremiah
4	8 Aug	Hays 200-207, 222-230	Ezekiel
5	15 Aug	Hays pp. 260-263, 286-293	The Twelve
6	22 Aug		<b>**Test 1**</b> Overview: The Writings (Poetic Books) The Wise
7	29 Aug	Lucas pp. 79-89	The Wisdom literature Proverbs Job
8	5 Sept	Wenham pp. 57-79	Psalms
9	12 Sept	Webb pp. 13-16, 135-136;	Overview: Megillot Song of Songs Ruth
	19 Sept		Study Week
	26 Sept		Study Week
10	3 Oct	Webb pp. 59-81	Lamentations Ecclesiastes
11	10 Oct	Hays pp. 78-89	Esther Daniel
12	17 Oct	Howard pp. 313-326, 349-356	Ezra–Nehemiah Chronicles
13	24 Oct		<b>**Test 2**</b> Class Review
	31 Oct		Study Week
	6 Nov	<b>Interpretive Essay Due</b>	Exams Week

## UNIT LECTURERS AND PREPARERS

### Lecturer



Dr A.J. Culp (BA, MA, PhD)

AJ was born and raised in rural America, though he's spent most of his adult life further abroad—ranging from the Rocky Mountains to England to Australia. While he used to consider himself a man of diverse interests, AJ's come to realise he's neither diverse nor terribly interesting. All of his interests, it turns out, revolve around just one thing: understanding scripture, in both its ancient and contemporary contexts, as formative for God's people. AJ's current work is a renaissance of his humanities training, looking at how wonder and imagination fuel Christian formation/education.

He and his wife Andrea and their two children, Elijah and Hadassah, feel fortunate to live in a beautiful part of the world, where, in biblical style, the trees are enchanting and the snakes deadly.

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## 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. 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. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%



## ASSESSMENT REQUIREMENTS

### *Requirement 1: Two Tests (1 hr each)*

These two tests will be used to gauge your comprehension of two things: ***assigned readings*** and ***module learning guides***. Please note:

1. For onsite students, you will have ***one hour*** to complete the short test, beginning at the start of class. No extra time will be allowed, even if tardy.
2. **The main thing:** the tests are not meant to trick you, but to gauge your comprehension of the main ideas of the learning guides and readings. When you read, focus on the main ideas, key concepts, etc., rather than the minutia.

***60% of total grade (30% each)***

## Requirement 2: Interpretive Essay

Explore the biblical notion of idolatry, using G.K. Beale's work *We Become What We Worship* (2008) (pertinent pages on Moodle).

### Assignment options:

Choose one of the following:

1. Analyse Beale's notion of idolatry in Isaiah 6 and its significance for contemporary Christianity. In particular, your essay should have two parts: one part summarising Beale's argument, including any valuable critiques or nuancing from other scholars (c. 1000 words) and how, precisely, Beale's notion might speak to Christians today (c. 500 words). More than the other options, this one focuses on the "theological problem" posed by Isaiah 6. **2500 words total.**
2. Utilising an artistic medium (art, music, drama, etc.), reflect the theological significance of Beale's notion of idolatry. While this option can utilise Isaiah 6, its main purpose is to explore more generally the underlying nature of idolatry and its effects on the human person. As such, it does not necessarily require consulting other scholarship. The **final submission** should be the artwork itself, a musical piece (including recording of its performance), or dramatic script (along with recording of its performance). Also submit a **500 to 800-word explanation of your work (highlighting meaningful engagement with the key elements of Beale's view)**
3. Build or make something that expounds Beale's notion of idolatry. For example, you might make a poster for youth group, build a set for a church play, or sew vestments for a sermon or celebration. While this option can utilise Isaiah 6, its main purpose is to explore more generally the underlying nature of idolatry and its effects on the human person. As such, it does not necessarily require consulting other scholarship. Your **final submission** will include the creation itself and a **500 to 800-word explanation of your work (highlighting meaningful engagement with the key elements of Beale's view).**
4. Share your chosen subject with a person or group who you think it might impact. Your sharing can take nearly any form, but it should include the fundamentals of Beale's notion of idolatry and its significance for us today. While this option can utilise Isaiah 6, its main purpose is to explore more generally the underlying nature of idolatry and its effects on the human person. As such, it does not necessarily require consulting other scholarship. Your final submission will be a **1500-word account** of whom you chose to share with, what, why, how you did it, and what the outcome was (**highlighting meaningful engagement with the key elements of Beale's view**).

### Assessment criteria:

1. Properly respond to the assessment item.
2. Meaningfully utilise the medium of presentation required, including technical demands.
3. Reflect on the key dimensions of Beale's view of idolatry.

4. When required, the explanation should reflect the substance of the medium of expression and the way in which you engaged meaningfully the key components of Beale's view.

***40% of total grade***

## UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

### ***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)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity – <i>‘Shepherds with God’s heart’</i></b>				
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				✓
<b>Graduate Attribute 2: Theological Maturity – <i>‘Knowledge and understanding of God’s heart’</i></b>				
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				✓
<b>Graduate Attribute 3: Ministry Maturity – <i>‘Knowledgeable and wise shepherds’</i></b>				
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				✓
<b>1. A major thrust of this unit</b>		<b>2. A contribution that this unit should make</b>		
<b>3. A possible function of this unit, but not targeted</b>		<b>4. An unlikely product of this unit</b>		

**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.

## **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](http://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.*