



Queensland  
Theological College



# OT301D/501D

## Old Testament Foundations

### Online Learning Mode

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Old Testament Foundations**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2019

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT website: [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **“Guidelines for Essays in Coursework Units”** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

## Unit Overview

The learning and assessment activities of this unit in Semester 1 of 2019 will occur as follows:

Week 1 - commences Monday 11 February

Week 2 – commences Monday 18 February **Online Forums commence**

Week 3 – commences Monday 25 February

Week 4 – commences Monday 04 March

Week 5 – commences Monday 11 March

Week 6 – commences Monday 18 March

Week 7 – commences Monday 25 March

Week 8 – commences Monday 01 April **Primary Document Study 1 DUE Friday 05 April**

Easter Break – Saturday 06 April to Monday 22 April

Week 9 – commences Tuesday 23 April

Week 10 – commences Monday 29 April

Week 11 – commences Monday 06 May

Week 12 – commences Monday 13 May **Primary Document Study 2 DUE Friday 17 May**

Week 13 – commences Monday 20 May

Take-Home Exam issued Wednesday 29 May **Take-Home Exam DUE Wednesday 05 June**

# Information about this unit

## Unit description

This unit will introduce students to key features of the contents and background of the Pentateuch (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy) and the Former Prophets (Joshua, Judges, 1–2 Samuel, and 1–2 Kings).

The section on the Pentateuch (Weeks 1-7) will be taught by Gary Millar and Doug Green will teach the section on the Former Prophets (Weeks 8-13).

## Learning Outcomes

### OT301D Learning Outcomes

#### Know and understand

1. The 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

#### 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 Books/Former Prophets
3. Analyse the themes and theology of the Pentateuch/Torah and the Historical Books/Former Prophets

#### 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

**OT501D Learning Outcomes**

Know and understand:

1. The 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
3. Selected approaches to the Pentateuch/Torah and the Historical Books/Former Prophets

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 Books/Former Prophets
3. Analyse the themes and theology of the Pentateuch/Torah and the Historical Books/Former Prophets
4. Evaluate selected approaches to the Pentateuch/Torah and the Historical Books/Former Prophets

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.

## How this Unit Contributes to the Course

At QTC, all students studying towards the MDiv, GradDipDiv, GradCertDiv, BTh, BMin, DipTh, or DipMin usually include this unit within their course. This unit provides a foundation for further advanced Old Testament study.

This unit is designed as a PRIMARY DOCUMENT unit; therefore the main objective is to ensure that students have a deep familiarity with the text of Genesis-2 Kings as a foundation for further study of the Old Testament.

## Pre-requisites and Co-requisites

This is a core unit and there are no pre-requisites or co-requisites associated with it.

## How this unit is organized & what we expect of you

This unit is delivered in online mode, and organised in terms of learning activities for you to undertake each week.

Every week we will look at 1-3 topics (see Unit Timetable), with learning each week involving a combination of reading notes provided by the lecturer, listening to audio material from the lecturer, short readings from relevant books and articles, and short non-assessed exercises to get you thinking about and applying the material learnt.

Audio recordings and reading notes will normally be provided to you in brief sections, to help your learning to be more varied and enjoyable.

During most weeks of the unit you will also participate briefly in discussion on the online forum for the unit, as indicated in the assessment section of this unit outline: further details on what is expected regarding online forum contributions will be provided in Week 1 of the Semester.

The unit will also involve the completion of three further assessments which are designed not only to assess your learning, but also to help you to deepen your understanding of the text.

**It is expected that the biblical text to be covered is read at least once in advance of class.** You will also be expected to read the relevant section of the unit textbook (Dillard & Longman) *after each class*. **Please note that all students are expected to read the biblical books covered in their entirety at least three times during the semester.**

This unit is worth 4 credit points. This means that throughout the semester BTh/BMin/AssocDegTh/DipTh/DipMin students and PCQ candidates' course students should be spending an average of 6–7 hours per week on this unit, including lectures. MDiv/GradDipDiv/GradCertDiv students should be spending an average of 7-8 hours per week, including the class time. If you find that you consistently have to spend more time than this on the unit, please speak with the unit coordinator as a matter of urgency.

Students are required to complete any set pre-reading, post-reading, ungraded exercises and all assessment tasks by the relevant due date.

## Teaching staff

LECTURER & UNIT CO-ORDINATOR

**Dr Douglas Green**

Email: [dgreen@qtc.edu.au](mailto:dgreen@qtc.edu.au)

Phone: 07 3062 6939

LECTURER

**Rev Dr Gary Millar**

Email: [gmillar@qtc.edu.au](mailto:gmillar@qtc.edu.au)

Phone: 07 3062 6939

Please feel free to contact Doug or Gary if you have any problems or concerns about the unit.

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939, option 2

### Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939, option 2

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

P 07 3062 6939, option 3

## Unit timetable: topics & teaching and learning activities

Subject to adjustment

Week	Topic
Week 1	<ol style="list-style-type: none"> <li>1. Learning to read (again)</li> <li>2. Introducing Genesis</li> <li>3. Genesis 1–11 (part 1)</li> </ol>
Week 2	<ol style="list-style-type: none"> <li>1. Genesis 1-11 (part 2)</li> <li>2. Genesis 1-11 (part 3)</li> <li>3. Interpreting controversial passages</li> </ol>
Week 3	<ol style="list-style-type: none"> <li>1. Genesis 12-50 (Abraham)</li> <li>2. Genesis 12-50 (Isaac and Jacob)</li> <li>3. The history of OT Interpretation</li> </ol>
Week 4	<ol style="list-style-type: none"> <li>1. The OT and History</li> <li>2. Exodus 1-24</li> <li>3. Exodus 25-40</li> </ol>
Week 5	<ol style="list-style-type: none"> <li>1. Leviticus – the centre of the Pentateuch?</li> <li>2. Leviticus, Holiness and Loving God</li> <li>3. How to preach the gospel from the OT</li> </ol>
Week 6	<ol style="list-style-type: none"> <li>1. Numbers 1-25</li> <li>2. Numbers 26-36</li> </ol>
Week 7	<ol style="list-style-type: none"> <li>1. Why Deuteronomy matters SO much!</li> <li>2. Deuteronomy 1-11</li> <li>3. Deuteronomy 12-26</li> </ol>
Week 8	<ol style="list-style-type: none"> <li>1. On Deuteronomy and the Deuteronomistic History</li> <li>2. Joshua 1-24</li> <li>3. Deuteronomy, Joshua and Genocide</li> </ol>
Easter Break	No teaching for 2 weeks
Week 9	<ol style="list-style-type: none"> <li>1. Judges 1-12</li> <li>2. Judges 13-22</li> </ol>
Week 10	<ol style="list-style-type: none"> <li>1. A word on using commentaries</li> <li>2. 1 Samuel part 1</li> <li>3. 1 Samuel part 2</li> </ol>
Week 11	<ol style="list-style-type: none"> <li>1. 2 Samuel part 1</li> <li>2. 2 Samuel part 2</li> <li>3. 2 Samuel part 3</li> </ol>
Week 12	<ol style="list-style-type: none"> <li>1. 1 Kings 1-11</li> <li>2. On patterns in Kings</li> <li>3. 1 Kings 12-22</li> </ol>
Week 13	<ol style="list-style-type: none"> <li>1. On Prophets</li> <li>2. 2 Kings</li> <li>3. The message of Joshua-2Kings and Genesis-2Kings</li> </ol>
Assessment Block	No classes

## OT301D Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT Late Penalties Policy, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a take-home exam, the assessment marks will be reduced at the rate of 6% of the total possible marks for the assessment item per calendar day, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required word limit, and failure to meet this requirement shall result in a penalty of 10% of the total possible mark being deducted. For example, for the 800-word Primary Document Study 1 below, your answer should be between 720 and 880 words. Please see the ACT Handbook for full details on what is included within your total word count. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Forum Participation</b> <b>Approx. 700 words</b> <b>10% of final grade</b></p>	<p><b>Online Forum Participation:</b> <b>On two occasions</b> during the semester, students will be asked to upload a <b>brief 150 word Summary</b> of the message of a specific passage within the book being studied that week, with the lecturer allocating students to weeks for this task at the end of Week 1.</p> <p>When <b>not</b> scheduled to provide a summary, each student shall, in other weeks, <b>respond briefly in approximately 50 words</b> to the summaries uploaded to the forum by other students.</p> <p>Students will be assessed on their contributions to the forum over ten weeks of the Semester.</p> <p>The Word Count for this assessment item is 700 words (ie two contributions each of 150 words, plus eight responses, each of 50 words),</p> <p>No forum contributions are required in Week 1 or in the weeks when the two primary document studies are due.</p> <p>In line with ACT attendance requirements, <b>students must contribute in at least eight out of the ten weeks scheduled for their submissions, otherwise they will receive a mark of zero</b> out of ten.</p>



	<p><b>A student who does not contribute in at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit</b>, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
<p><b>Primary Document Study 1</b></p> <p><b>800 words</b></p> <p><b>Due Date:</b> <b>Friday 05 April 2019</b></p> <p><b>20% of final grade</b></p>	<p>Write an <b>800-word response</b> to the following question:</p> <p>The Pentateuch presents Israel's possession of the Promised Land of Canaan as a virtual return to the Garden of Eden.</p> <p>Do you agree with this statement? Give reasons for your answer.</p>
<p><b>Primary Document Study 2</b></p> <p><b>800 words</b></p> <p><b>Due Date:</b> <b>Friday 17 May 2019</b></p> <p><b>20% of final grade</b></p>	<p>Write an <b>800-word response</b> to the following question:</p> <p>Was the conquest of the Promised Land a success? Joshua and Judges seem to offer very different answers to that question. How would you resolve this apparent discrepancy?</p>
<p><b>Take-Home Exam:</b></p> <p><b>2500 words</b></p> <p><b>Due Date:</b> <b>WEDNESDAY</b> <b>05 June 2019</b></p> <p><b>50% of final grade</b></p>	<p><b>Take-Home Exam</b>, with questions circulated to students via Moodle 7 days before the due date.</p> <p>Students are to answer <b>three</b> compulsory set questions, with each answer to be approximately <b>833 words</b> in length, ie totalling 2500 words</p>

## OT501D Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT Late Penalties Policy, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a take-home exam, the assessment marks will be reduced at the rate of 6% of the total possible marks for the assessment item per calendar day, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required word limit, and failure to meet this requirement shall result in a penalty of 10% of the total possible mark being deducted. For example, for the 1000-word Primary Document Study 1 below, your answer should be between 900 and 1100 words. Please see the ACT Handbook for full details on what is included within your total word count. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Forum Participation</b> <b>Approx. 800 words</b> <b>10% of final grade</b></p>	<p><b>Online Forum Participation:</b> <b>On two occasions</b> during the semester, students will be asked to upload a <b>brief 200 word Summary</b> of the message of a specific passage within the book being studied that week, with the lecturer allocating students to weeks for this task at the end of Week 1.</p> <p>When <b>not</b> scheduled to provide a summary, each student shall, in other weeks, <b>respond briefly in approximately 50 words</b> to the summaries uploaded to the forum by other students.</p> <p>Students will be assessed on their contributions to the forum over ten weeks of the Semester.</p> <p>The Word Count for this assessment item is 800 words (ie two contributions each of 200 words, plus eight responses, each of 50 words),</p> <p>No forum contributions are required in Week 1 or in the weeks when the two primary document studies are due.</p> <p>In line with ACT attendance requirements, <b>students must contribute in at least eight out of the ten weeks scheduled for their submissions, otherwise they will receive a mark of zero</b> out of ten.</p>

	<p><b>A student who does not contribute in at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit</b>, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
<p><b>Primary Document Study 1</b></p> <p><b>1000 words</b></p> <p><b>Due Date:</b> <b>Friday 05 April 2019</b></p> <p><b>20% of final grade</b></p>	<p>Write a <b>1000-word response</b> to the following question:</p> <p>In his book, 'The Theme of the Pentateuch', David J. A. Clines, concludes: 'Most remarkably, from the standpoint of the nature of the story, the Pentateuch's determined movement towards a goal is matched only by its failure to reach that goal. It has a beginning and a middle, but no end. True, the death of Moses provides a formal end for the Pentateuch, but this is no hero's death that rounds off the story, and this cannot be the end to which the Pentateuchal promises have been driving.'</p> <p>Do you agree with this summary of the Pentateuch? Give reasons for your answer.</p>
<p><b>Primary Document Study 2</b></p> <p><b>1000 words</b></p> <p><b>Due Date:</b> <b>Friday 17 May 2019</b></p> <p><b>20% of final grade</b></p>	<p>Write a <b>1000-word response</b> to the following question:</p> <p>The Deuteronomistic History (Joshua-2 Kings) adopts a negative view of the institution of Israelite kingship.</p> <p>Do you agree or disagree with this statement? Defend your answer.</p>
<p><b>Take-Home Exam:</b></p> <p><b>3200 words</b></p> <p><b>Due Date:</b> <b>WEDNESDAY</b> <b>05 June 2019</b></p> <p><b>50% of final grade</b></p>	<p><b>Take-Home Exam</b>, with questions circulated to students via Moodle 7 days before the due date.</p> <p>Students are to answer <b>four</b> compulsory set questions, with each answer to be approximately <b>800 words</b> in length, ie totalling 3200 words</p>

## Guide to Assessments

### *What are we looking for?*

It is important to remember that these assessments are designed *to test if you have grasped the basic shape and message of the part of the Bible you are considering* (looking at the historical context, appreciating the kind of literature we are reading and how that works, and then how this part of the Bible fits into the whole flow of Scripture).

We are not asking you to master the secondary literature on that particular book (or part of a book). Whilst in essays, some interaction with secondary literature (primarily commentaries, especially the introductory discussions) and longer dictionary articles is expected, the assessment will be marked first and foremost on the extent to which you display familiarity with and understanding of the biblical text.

- All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Manual available on Moodle.
- All written work for this unit should conform to the guidelines of the SBL Handbook of Style (with the exception of Australian spelling conventions.)
- The Learning Resources listed in this outline provide a beginning point for research for assessments for this unit; students are expected to engage with the works listed there, but are not limited to these resources. The literature on the Old Testament is massive, and you are encouraged to consult widely.
- Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for OT301D or OT501D.

### Forum Participation

The lecturer will outline this task during Week 1, when weekly topics will be assigned. You are not required to contribute in Week 1 – the formal requirement for online participation will begin in Week 2. You are not required to contribute in the two weeks when the Primary Document assessments are due.

When it is not a week where you are listed as having to supply a 150 word (for OT301D) or 200 word (for OT501D) contribution on the weekly topic, you should give up to 50 words of brief remarks or reflections responding to the students who have posted contributions that week.

In order to receive a mark for forum contributions, you need to post something appropriate on at least eight out of the ten weeks when the forums occur and students will be posting contributions. In line with ACT attendance requirements, **students must contribute in at least eight out of the ten weeks scheduled for their submissions, otherwise they will receive a mark of zero** out of ten.

**A student who does not contribute in at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit**, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.

For OT301D Students, the word count for this assessment is 700 words (i.e. two contributions of 150 words each plus eight responses each of 50 words)

For OT501D students the word count for this assessment is 800 words (i.e. two contributions of 200 words each plus eight responses each of 50 words).

What should a forum contribution or post look like? You are to upload a summary of the message of a specific passage within the book being studied that week. Please avoid simply summarising what the Lecturer or the textbook has said - the best posts are those which go a little beyond the unit materials, either to reflect on implications of what we have learnt for today, or to reflect upon ethical/theological or practical Christian questions that arise out of the unit materials. You are not expected to do any additional reading to contribute to your posts (though if you wish to, this would be very welcome). In responding to the posts and contributions of other students, again you may discuss any matters which you think are relevant and potentially interesting, however please do be polite and sensitive to others and try and keep your posts related to the topic for the week.

Those contributing the 150/200 word posts each week should try if possible to contribute their posts to Moodle by the Monday evening of the weekly cycle, to allow other students time to respond.

### **Short Response Items**

Always make sure that you ANSWER THE QUESTION! Before you start to write, you may find it helpful to make sure that you can answer the question asked in a couple of sentences, and then take some time to make sure that your answer is structured appropriately.

The Short Response items require you to demonstrate a good understanding of the topic raised in each question. You will need to read about the topic in the textbook, in your lecture notes, and in resources on QTC Moodle. Then you should consult other books and journal articles to enhance your grasp of the issues. Where you quote words or ideas from these resources, you should acknowledge their authors in footnotes. Your answer should not be simply a collection of quotations, but should discuss the question 'in conversation' with the ideas of scholars who have written on the topic. Your answer should be concise but as thorough as possible within the number of words permitted.

### **Take-Home Exam**

The Take-Home Exam is about breadth of knowledge and understanding, rather than depth. You have only a small number of words with which to answer each question, and so you should not waste words going into highly specific details, or into any matters which are only indirectly related to the question.

Your main aim in each of your take-home exam answers should be to summarize briefly the

major important points in relation to the question set, in a way that directly answers the question. You should answer the questions from what you have learnt in lectures, from the textbook (Longman/Dillard), and a number of other resources. Use of resources beyond the lectures and the textbook will contribute to your mark – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the question. You should demonstrate some reasonable sophistication in synthesising lecture, textbook, and additional resources. Higher grades will be allocated to those students who can demonstrate higher level skills, including analysis, evaluation and possibly some creative application. Your answers should argue a case rather than merely listing or describing relevant facts and details. All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures.

You are generally expected to spend 6-10 hours on a 'take-home' exam.

## Learning Resources

Longman III, Tremper, and Raymond B. Dillard. *An Introduction to the Old Testament*. 2<sup>nd</sup> ed. Grand Rapids, MI: Zondervan, 2006.

### OTHER RECOMMENDED RESOURCES

#### ***Old Testament History, Background, Interpretation and Theology***

Alexander, T. Desmond and Brian S. Rosner, eds. *New Dictionary of Biblical Theology*. Downers Grove, IL: InterVarsity, 2000.

Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids, MI: Eerdmans, 2006.

La Sor, William Sanford, David Allan Hubbard, Frederic William Bush, and Leslie C. Allen. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2<sup>nd</sup> ed. Grand Rapids, MI: Eerdmans, 1996.

Van Pelt, Miles. *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised*. Wheaton, IL: Crossway, 2016.

Pratt, Richard L. *He Gave Us Stories: The Bible Student's Guide to Interpreting Old Testament Narratives*. Phillipsburg, NJ: Presbyterian & Reformed, 1993.

Provan, Iain W., V. Philips Long and Tremper Longman III. *A Biblical History of Israel*. Louisville, KY: Westminster John Knox, 2003.

VanGemeren, Willem, ed. *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Grand Rapids, MI: Zondervan, 1997.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids, MI: Baker Academic, 2006.

#### ***On the Pentateuch***

Alexander, T. Desmond, *From Paradise to Promised Land*. 3<sup>rd</sup> ed. Grand Rapids, MI: Baker, 2012.

Alexander, T. Desmond, and David W. Baker, eds. *The Dictionary of the Pentateuch*. Downers Grove, IL: IVP, 2003.

Clines David J. A. *The Theme of the Pentateuch*. 2<sup>nd</sup> ed. Sheffield: Sheffield Academic Press, 1997.

Wenham, Gordon J. *Exploring the Old Testament, Volume 1: A Guide to the Pentateuch*. Exploring the Old Testament 1. Downers Grove, IL: InterVarsity, 2008.

### **On Contentious Issues**

Collins, C. John. *Did Adam and Eve Really Exist?* Leicester: IVP, 2011.

Lennox, J. *Seven Days that Divide the World.* Grand Rapids, MI: Zondervan, 2011.

### **On the Former Prophets**

McConville, J. Gordon. *Grace in the End.* Grand Rapids, MI: Zondervan, 1993.

McConville, J. Gordon, and P. E. Satterthwaite. *Exploring the Old Testament, Volume 2: A Guide to the Historical Books.* Downers Grove, IL: InterVarsity, 2012.

### **Commentaries on Genesis**

Waltke, Bruce W. *Genesis: A Commentary.* Grand Rapids, MI: Zondervan, 2001.

Walton, John H. *Genesis.* NIV Application Commentary. Grand Rapids, MI: Zondervan, 2001.

Wenham, Gordon J. *Genesis 1-15.* WBC 1. Dallas, TX: Word, 1987.

Wenham, Gordon J. *Genesis 16-50.* WBC 2. Dallas, TX: Word, 1994.

### **Commentaries on Exodus**

Enns, Peter W. *Exodus: The NIV Application Commentary.* Grand Rapids, MI: Zondervan, 2000.

Fretheim, Terence. *Exodus.* Louisville, KY: John Knox, 1991.

### **Commentaries on Leviticus**

Kiuchi, Nobuyoshi. *Leviticus and Numbers.* Apollos Old Testament Commentary 3. Leicester: IVP, 2007.

Sklar, Jay. *Leviticus.* Tyndale Old Testament Commentaries 3. Leicester: IVP, 2014.

Wenham Gordon J. *The Book of Leviticus.* New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1979.

### **Commentaries on Numbers**

Ashley, Timothy R. *The Book of Numbers.* New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1993.

Olson, Dennis T. *Numbers.* Interpretation. Louisville, KY: Westminster John Knox, 1996.

Wenham, Gordon J. *Numbers.* Tyndale Old Testament Commentaries. Leicester: IVP, 1981.



### **Commentaries on Deuteronomy**

Block, Daniel I. *Deuteronomy*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2012.

Craigie, Peter C. *The Book of Deuteronomy*. New International Commentary on the Old Testament. London: Hodder and Stoughton, 1976.

McConville, J. Gordon. *Deuteronomy*. Apollos Old Testament Commentary. Leicester: Apollos, 2002.

Wright, Christopher J. H. *Deuteronomy*. New International Biblical Commentary Old Testament Series 4. Peabody, MA: Hendricksen, 1996.

### **Commentaries on Joshua**

Hess, R. *Joshua*. Tyndale Old Testament Commentary. Leicester: IVP, 2008.

Woudstra, M. *Joshua*, New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1981.

### **Commentaries on Judges**

Webb, Barry G., *Judges*. New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 2012.

Block, Daniel I., *Judges*. New American Commentary. Nashville, TN: Holman, 1999.

### **Commentaries on 1,2, Samuel**

Woodhouse, John. *1 Samuel: Looking for a Leader*, Wheaton, IL: Crossway, 2008.

Woodhouse, John. *2 Samuel: Your Kingdom Come*. Wheaton, IL: Crossway 2015.

Firth, David, G. *1 & 2 Samuel*. Apollos Old Testament Commentary. Nottingham: Apollos, 2009.

### **Commentaries on 1,2 Kings**

Provan, Iain M, *1 & 2 Kings*, New International Biblical Commentary, Peabody, MA: Hendrickson, 2000

Wray Beal, Lissa M., *1 & 2 Kings*. Apollos Old Testament Commentary. Nottingham: Apollos, 2014.

### **Other Resources**

Clines, D.J. A. 'New Directions on Pooh Studies' available at <http://drms.com/Clines%20New%20Directions%20in%20Pooh%20Studies.pdf>

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4