



# OT001-512/812

# Old Testament Foundations

## Evening Class

## 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 2022

## 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 [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's **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.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.acttheology.edu.au/documents/](http://www.acttheology.edu.au/documents/) for full details.

# 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).

## ACT Census date

**18 March 2022**

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 18 March 2022. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

## Learning Outcomes

### OT001-512 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate essential knowledge and understanding of the contents, themes and character of the Pentateuch and Historical books

#### Be able to:

1. Outline the content and character of the writings of the Pentateuch and the Historical books
2. Describe cultural, historical, religious and literary influences on the Pentateuch and Historical books
3. Present organized, evidence-based perspectives on the themes and theology of the Pentateuch and Historical books

#### Be in a position to:

1. Relate perspectives from 'Old Testament Foundations' to contemporary Christian living and ministry contexts

### OT001-812 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate advanced knowledge and understanding of the contents, themes and character of the Pentateuch and Historical books

Be able to:

1. Critically analyse the content and character of the writings of the Pentateuch and Historical books
2. Assess the cultural, historical, religious and literary influences on the Pentateuch and Historical books
3. Evaluate evidence-based perspectives on the themes and theologies of the Pentateuch and Historical books

Be in a position to:

1. Apply knowledge, critical thinking skills and perspectives from 'Old Testament Foundations' to current issues in Christian life, thought and ministry

## How this unit contributes to the course

At QTC, all students studying towards the MDiv, GradDipDiv, 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

There are no pre-requisites or co-requisites for OT001-512/812.

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

The unit is taught over a 12-week semester. There are three lectures each week, each of 50 minutes duration. Classes will be held on Monday evenings from 6-9pm, commencing on Monday 7 February 2022. Please take careful note of Unit Timetable below, which gives information on which dates classes will be held. As there are a number of Monday public holidays this semester, **Semester Weeks for the evening unit are different to those marked on the QTC calendar.** (The calendar numbers Semester Weeks according to when daytime classes are held.)

**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 (Longman & Dillard) *after each class*. Lectures will be supported where appropriate with lecture outlines.

**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 12 credit points towards your degree. A 12 credit-point unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on OT001.

Students are expected to attend all lectures, complete any set pre and post lecture reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments, please contact the QTC Registrar as early as possible.

## Teaching staff

UNIT COORDINATOR AND LECTURER

**Dr Douglas Green**

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

P 07 3062 6939

Please feel free to contact Doug 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

### Moodle and Turnitin functions and queries

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

P 07 3062 6939

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

### 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, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

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

P 07 3062 6939

## Unit timetable: topics & teaching and learning activities

Subject to adjustment

<b>Week</b>	<b>Topic</b>	<b>Set readings</b> (Longman & Dillard)
<b>Week 1</b> 7 Feb	Genesis 1–11	pp. 13–37
<b>Week 2</b> 14 Feb	Genesis 12–50	pp. 38–62
<b>Week 3</b> 21 Feb	Exodus	pp. 63–80
<b>Week 4</b> 28 Feb	Leviticus	pp. 81–91
<b>Week 5</b> 7 Mar	Numbers	pp. 92–102
<b>Week 6</b> 14 Mar	Deuteronomy	pp. 103–119
<b>Week 7</b> 21 Mar	Joshua	pp. 120–132
<b>Week 8</b> 28 Mar	Judges	pp. 133–143
<b>Week 9</b> 4 Apr	1 Samuel	pp 151–166
MID-SEMESTER BREAK: 11 April – 8 May (4 weeks total)		
<b>Week 10</b> 9 May	2 Samuel	(pp 151–166)
<b>Week 11</b> 16 May	1 Kings	pp. 167–189
<b>Week 12</b> 23 May	2 Kings	
ASSESSMENT WEEKS: 30 May – 17 June		

## OT001-512 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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 **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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>Essay</b></p> <p><b>2000 words total</b></p> <p><b>50% of final grade</b></p> <p><b>DUE: Friday 1 April</b></p>	<p>Write a <b>2000-word</b> essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. How does the message of Genesis 1–3 fit with the overall message of Genesis?</li> <li>2. What do the narratives of Abram, Isaac and Jacob contribute to our understanding of the gospel?</li> <li>3. What is the importance of the Exodus in the overall message of the Bible?</li> <li>4. Is Leviticus 18–26 relevant for Christians?</li> <li>5. What contribution does Numbers 26–36 make to (a) the message of the book and (b) the message of the Bible?</li> <li>6. How does reading Deuteronomy as a sermon help us to grasp its message?</li> </ol>

<p><b>Take-Home Exam</b> <b>2200 words</b> <b>50% of final grade</b> <b>DUE: Friday 3 June</b></p>	<p>Students will answer <b>three compulsory questions</b>, with each answer to be approximately <b>730 words</b> in length. i.e., 2200 words in total. The questions will be made available via QTC Moodle <b>one week</b> before the due date. See the Guide to Assessments in this unit outline for more details.</p>
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## OT001-812 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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 **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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>Essay</b>  <b>3400 words total</b>  <b>50% of final grade</b>  <b>DUE: Friday 1 April</b></p>	<p>Write a <b>3400-word</b> essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. What role does Genesis 4–11 play in the message of the book of Genesis?</li> <li>2. What is the nature of God’s covenantal relationship with Abram/Abraham?</li> <li>3. Is the figure of Moses important for Christians? If so, why?</li> <li>4. What relevance (if any) does Leviticus 11–15 have for Christians?</li> <li>5. What is the function of the Balaam narratives in the book of Numbers, and why do they matter for Christians?</li> <li>6. In Deuteronomy, how do the categories of ‘law’ and ‘grace’ relate? Why is this important for the rest of the Bible?</li> </ol>

<p><b>Take-Home Exam</b> <b>3600 words</b> <b>50% of final grade</b> <b>DUE: Friday 3 June</b></p>	<p>Students will answer <b>four compulsory questions</b>, with each answer to be approximately <b>900 words</b> in length. i.e., 3600 words in total. The questions will be made available via QTC Moodle <b>one week</b> before the due date. See the Guide to Assessments in this unit outline for more details.</p>
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## Guide to Assessments

### *What are we looking for?*

#### General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for OT001-512 or OT001-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

#### Length of Assignments (Word Count)

The following section is taken from QTC Student Handbook, in the section 'Style Requirements for Written Assignments'. It is included here to answer questions that often arise in the context of written assignments. All such assignments **must** conform to these instructions.

**Assessment pieces must be kept within a 10% variation of the prescribed word length as set out in the applicable Unit Outline.** For example, a 3,000-word essay must be between 2,700 and 3,300 words. The **total word count excludes the following** should they occur anywhere in the assessment item:

- abstract,
- appendices,
- list of 'Works Cited', and
- any referencing details such as footnotes

**If an essay exceeds the number of required words by more than 10%, a penalty of 10% of the total possible mark will apply.** Whether an essay is over the allowed length or not, students should work at not using more words than they need to make their case – this is an important skill to learn for ministry.

Footnotes can take the form of bibliographic references (e.g., the publication details of the book or journal being referenced) or the form of comments which may not fit well within the body of the essay. Neither type of footnotes will be counted towards your final word count, however, your **footnotes in their entirety should not exceed 25% of the prescribed essay length. A 10% penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length.**

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' SBL note style excludes the use of endnotes, and specifies that biblical texts,

are cited parenthetically in the body of the text, e.g. Not only does God spare Rahab from destruction, but he elects her to play a crucial role in the ancestry of the Messiah (Josh 6:24–25).

**You must, therefore, put biblical references in parentheses in the text, not in footnotes.** The ACT has ruled that these parenthetical biblical references *will* count towards your total word count.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A limit of 10% verbatim quotation applies in coursework essays.

An essay should be formatted as continuous prose, therefore headings or titles should not ordinarily be used in essays. If headings or titles are used, they *will* be counted towards the total word count.

Appendices cannot be used to include extra material which does not fit with the body of the essay. When including appendices in essays, the student must assume the lecturer will not read the appendix/appendices or take appendix material into account when marking.

### **For OT001-512/812 Essay**

1. 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. Where appropriate within your answers, you should seek to briefly make connections to your other theological studies, and also briefly indicate implications for Christian life and thought today.
2. Which essay question should I choose to answer? Choose a part of the Bible that you are interested in or intrigued by! You will complete a better answer if you are engaged!
3. The essay must be in formal essay format i.e., no dot points, good grammar, good paragraph and essay structure. The essay submission must use the provided QTC Assessment Cover Page, and should include an abstract. Essays should also include and a list of 'Works Cited' in the usual SBL format. The 'Works Cited' will include *at least* five entries and will include a variety of viewpoints and recent scholarship where possible. You may also choose to include a list of 'Works Consulted' – those resources you read but didn't footnote.
4. Your primary task is answering questions from the scripture. In both essays and take-home exams, 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.

**For OT001-512/812 Take-Home Exam**

1. 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.
2. Your main aim in each of your take-home exam answers should be to summarise 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, 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.
3. Take-home exams should show a similar format to essays, but condensed to match the reduced word count i.e., no dot points, good grammar, and good paragraph structure. The take-home exam submission must use the provided QTC Assessment Cover Page. It should include and a list of 'Works Cited' in the usual SBL format. You may also choose to include a list of 'Works Consulted' – those resources you read, but didn't footnote. There should be one list of 'Works Cited' (and one list of 'Works Consulted') for the entire take-home exam, not one for each question.
4. In a take-home exam, all direct quotations in your answers from books and articles should be footnoted, but notes and audio recordings of lectures should not ordinarily be footnoted or included in the list of 'Works Cited.'
5. You are generally expected to spend 6-10 hours on a take-home exam.

## Learning Resources

### Essential reference/textbook for OT001-512 and OT001-812:

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*. Downers Grove, IL: InterVarsity, 2008.

#### **On Contentious Issues**

Charles, J. Daryl, ed. *Reading Genesis 1–2: An Evangelical Conversation*. Peabody, MA: Hendrickson, 2013.

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**

Goldingay, John. *Genesis*. Baker Commentary on the Old Testament: Pentateuch. Grand Rapids: Baker, 2020.

Longman III, Tremper. *Genesis*. Story of God Bible Commentary. Grand Rapids, MI: Zondervan, 2016.

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**

Alexander, T. Desmond. *Exodus*. ApOTC 2. Nottingham: Apollos, 2017.

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

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

Motyer, Alec. *The Message of Exodus*. The Bible Speaks Today. Nottingham: Inter-Varsity, 2005.

**Commentaries on Leviticus**

Gane, Roy. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2004.

Kiuchi, Nobuyoshi. *Leviticus and Numbers*. ApOTC 3. Leicester: IVP, 2007.

Shepherd, Jerry E. *Leviticus*. Story of God Bible Commentary. Grand Rapids, MI: Zondervan, 2021

Sklar, Jay. *Leviticus: An Introduction and Commentary*. TOTC 3. Leicester: IVP, 2014.

Wenham Gordon J. *The Book of Leviticus*. NICOT. Grand Rapids, MI: Eerdmans, 1979.

**Commentaries on Numbers**

Ashley, Timothy R. *The Book of Numbers*. NICOT. Grand Rapids, MI: Eerdmans, 1993.

Cole, R. Dennis. *Numbers*. NAC 3B. Nashville, TN: B&H, 2000.

Gane, Roy. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2004.

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

Wenham, Gordon J. *Numbers: an introduction and commentary*. TOTC. Leicester: IVP, 1981.

**Commentaries on Deuteronomy**

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

Cook, Stephen L. *Reading Deuteronomy: A Literary and Theological Commentary*. Macon, GA: Smyth and Helwys, 2015.

Craigie, Peter C. *The Book of Deuteronomy*. NICOT. London: Hodder and Stoughton, 1976.

McConville, J. Gordon. *Deuteronomy*. ApOTC 5. Leicester: Apollos, 2002.

Wright, Christopher J. H. *Deuteronomy*. NIBCOT 4. Peabody, MA: Hendricksen, 1996.

### **Commentaries on Joshua**

Hess, R. *Joshua: An Introduction and Commentary*. TOTC. Leicester: IVP, 2008.

Woudstra, M. *The Book of Joshua*. NICOT Grand Rapids, MI: Eerdmans, 1981.

Wray Beal, Lissa M. *Joshua*. Story of God Bible Commentary. Grand Rapids, MI: Zondervan, 2019.

### **Commentaries on Judges**

Block, Daniel I. *Judges, Ruth*. NAC 6. Nashville, TN: Holman, 1999.

Webb, Barry G. *The Book of Judges*. NICOT. Grand Rapids, MI: Eerdmans, 2012.

Younger, K. Lawson. *Judges, Ruth*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2002.

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

Evans, Paul S. *1–2 Samuel*. Story of God Bible Commentary. Grand Rapids, MI: Zondervan, 2018.

Firth, David, G. *1 & 2 Samuel*. ApOTC 8. Nottingham: Apollos, 2009.

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

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

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

Konkel, August H. *1 & 2 Kings*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2006.

Millar, J, G. *1 & 2 Kings*. Pages 491–898 in ESVEC vol III. Wheaton, IL: Crossway 2019.

Provan, Iain M. *1 & 2 Kings*. NIBCOT, Peabody, MA: Hendrickson, 2000

Wray Beal, Lissa M. *1 & 2 Kings*. ApOTC 9. Nottingham: Apollos, 2014.

### **Other Resources**

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



## JOURNAL ARTICLES

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, take-home exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the online Journal Databases

### **QTC makes available the following Journal Databases which will be useful for your assessments:**

- ATLASerials Plus – available via EBSCO

This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. This database is the 'gold standard' for databases in theology and religion.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print, or save.

Access the databases via the QTC Library Webpage

<https://www.qtc.edu.au/students/resources/library/databases/>

Login with the username and password provided on Moodle under the QTC Library unit.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories:

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level