

## TH4007 GOD AND CREATION

1.	<b>Module code:</b>	TH4007
2.	<b>Title:</b>	GOD AND CREATION
3.	<b>Credit points:</b>	10
4.	<b>FHEQ level:</b>	4
5.	<b>Semester:</b>	<i>Onsite: Semester 2 Distance: Semester 3</i>
6.	<b>Module leader:</b>	Mark Cartledge
7.	<b>Accredited by:</b>	MDX
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>  To equip students with a basic knowledge of key issues concerning the doctrines of God and creation, introduce them to questions about the relation between God and Creation, and enable them to articulate the identity of God as Trinity and a theological understanding of Creation; engage in dialogue with selected scientific theories; thereby laying exegetical, hermeneutical, theological and applied foundations that will serve as a basis for further doctrinal study at Levels 4, 5 and 6.	
10.	<b>Learning outcomes:</b>  <b>Knowledge</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>1. identify a Christian doctrine of God as Trinity (A2)</li> <li>2. articulate key elements of a Christian doctrine of Creation as the realm within which knowledge of God is derived, including relational and contingent aspects of Creation, as well as aspects of the science and theology dialogue (A1, A2)</li> <li>3. identify basic connections between a doctrine of God and a doctrine of Creation, in Eastern and Western Christian traditions, and in their own theology (A1)</li> <li>4. provide a basic theological response to scientific theories of and about the created order (A3, A4)</li> </ol> <b>Skills</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>5. identify key elements to a biblical and Trinitarian understanding of God, articulate a theological understanding of creation and its importance for knowledge of God and humanity, and formulate evaluative judgements regarding their own doctrines of God and Creation (B1, B3)</li> <li>6. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B1, B2, B4)</li> <li>7. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B3, B7, B8)</li> </ol>	
11.	<b>Syllabus:</b>  God and Creation will focus on two distinct aspects of Christian Theology: the doctrine of God and the doctrine of Creation. It will show how these two doctrines are intrinsically connected. It will locate a	

	biblical and Trinitarian doctrine of God. It will identify a theological understanding of creation as well as identify scientific theories of creation in areas such as cosmology, evolution and ecology. With respect to God: the biblical view of God in the Old and New Testaments, understandings of God as Trinity in both Eastern and Western expressions, notions of divine transcendence and immanence, the place of mediation in our knowledge of God. With respect to Creation: the theology of the biblical story of creation, a theological response to scientific doctrines of creation, a proposal for a Christian understanding of creation and its care.																			
12.	<p><b>Learning and teaching strategy:</b></p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. <b>Onsite education</b> will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). <b>Distance education</b> through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. <b>Both onsite and distance students</b> will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																			
13.	<p><b>Assessment scheme:</b></p> <p><b>1. Formative assessment scheme</b></p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																			
	<p><b>2. Summative assessment scheme</b></p> <table><tr><td colspan="5"><b>Task:</b></td></tr><tr><td>Weighting</td><td>Specification e.g. word count / duration / no. of pages</td><td>LO mapped to</td><td>Anonymously marked</td><td>Ethics approval required</td></tr><tr><td>100%</td><td>Essay (2000 words)</td><td>All LOs</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr></table> <p><b>The marking scale is as follows:</b></p> <ul style="list-style-type: none"><li>00-34 is considered a fail.</li><li>35-39 is considered a compensatable pass (where appropriate and after re-assessment).</li><li>40-49 is considered a third-class pass</li><li>50-59 is considered a lower second-class pass.</li><li>60-69 is considered an upper-second-class pass.</li><li>70+ is considered a first-class pass.</li></ul> <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> <table><tr><td>Seen examination</td><td>%</td></tr><tr><td>Unseen examination</td><td>%</td></tr></table>	<b>Task:</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	Essay (2000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	%	Unseen examination	%
<b>Task:</b>																				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																
100%	Essay (2000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																
Seen examination	%																			
Unseen examination	%																			

	Coursework examination) (no	100%						
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
15.	<b>Length of exam</b>							
16.	<b>Learning materials</b>  <b>Essential</b>  Fergusson D., <i>Creation</i> (Grand Rapids, MI: Eerdmans, 2014) [Library, ebook]  Fretheim T.E., <i>God and World in the Old Testament: A Relational Theology of Creation</i> (Nashville, TN: Abingdon Press, 2005) [Library]  Grenz, S.J., <i>Rediscovering the Triune God</i> (Minneapolis, MN: Fortress, 2004) [Library]  Moo, Douglas J., Moo Jonathan A., <i>Creation care: A Biblical Theology of the Natural World</i> (Grand Rapids, MI: Zondervan, 2018) [Library, ebook]  Stump, J.B. and Padgett (eds.), <i>The Blackwell Companion to Science and Christianity</i> (Chichester: Wiley-Blackwell, 2012) [Library, ebook]  <b>Recommended</b>  Brunner, Daniel L., Jennifer L. Butler and A.J. Swoboda, <i>Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History and Praxis</i> (Grand Rapids: Baker Academic, 2014) [Library, ebook]  Gunton, C.E., <i>Father, Son &amp; Holy Spirit</i> (Edinburgh: T. & T. Clark, 2003) [Library, ebook]  Harris, M., <i>The Nature of Creation</i> (Durham: Acumen Press, 2013) [Library]  McFarland, I.A., <i>From Nothing</i> (Louisville, KY: Westminster John Knox Press, 2014) [Library]  McIntosh M.A., <i>Divine Teaching</i> (Oxford: Blackwell, 2008) [Library]  Olson, R.E. & Hall C.A., <i>The Trinity</i> (Grand Rapids, MI: Eerdmans, 2002) [Library]  Snyder, Howard A. with Joel Scandrett, <i>Salvation Means Creation Healed: The Ecology of Sin and Grace</i> (Eugene, OR: Cascade Books, 2011). [Library, ebook]							
Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):								
17.	<b>UNISTATS - assessment</b> Please indicate summary of the following assessment types: <table border="1" data-bbox="170 1570 1315 1675"> <tr> <td>COURSEWORK</td><td>100%</td></tr> <tr> <td>EXAM</td><td>.....%</td></tr> <tr> <td>PRACTICAL</td><td>.....%</td></tr> </table>		COURSEWORK	100%	EXAM	.....%	PRACTICAL	.....%
COURSEWORK	100%							
EXAM	.....%							
PRACTICAL	.....%							
18.	<b>UNISTATS – learning and teaching</b> Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours). <table border="1" data-bbox="170 1774 1315 1896"> <tr> <td>Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).</td><td>Onsite: 22</td></tr> <tr> <td>The proposed number of scheduled teaching hours:</td><td>Distance: N/A</td></tr> </table>		Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	Onsite: 22	The proposed number of scheduled teaching hours:	Distance: N/A		
Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	Onsite: 22							
The proposed number of scheduled teaching hours:	Distance: N/A							