

TH4005 INTRODUCTION TO DOCTRINE

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| 1. | Module code: | TH4005 |
| 2. | Title: | INTRODUCTION TO DOCTRINE |
| 3. | Credit points: | 10 |
| 4. | FHEQ level: | 4 |
| 5. | Semester: | <i>Onsite: Semester 2 Distance: Semester 2</i> |
| 6. | Module leader: | |
| 7. | Accredited by: | MDX |
| 8. | Module restrictions: | |
| | (a) Pre-requisite | None |
| | (b) Programme restrictions | |
| | (c) Level restrictions | |
| | (d) Other restrictions or requirements | |
| 9. | Aims: To establish a basic overview of the key contours of Christian doctrine, and thereby deepen students' existing knowledge, by enabling them to engage with key historical texts, recognize that doctrines have developed historically and need to be understood contextually, understand the interconnections between various doctrines, and explore how and why different groups differ over particular doctrines. To complement related study of Christian thought, mission, heritage, tradition and theology, and of contemporary culture within an evangelical context at Level 4, and lay foundations for further study at Levels 5 and 6. | |
| 10. | Learning outcomes: Knowledge On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> recall and succinctly give an account of basic Christian doctrines (A1) represent the basic historical and contextual character of Christian doctrine (A1) explain the interconnectedness of key doctrines (A2) identify and evaluate differing doctrinal positions (A3) Skills On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> analyse and interpret historic Christian texts (B1) give an account of basic Christian doctrines and their interconnections with respect to historical contexts and divergent understandings (B2, B3) 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 (B6) organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8) | |
| 11. | Syllabus: A survey of Christian doctrine covering the full range at an introductory level, under such headings as Introduction, Creation, Sin and Evil, Redemption: God's Work, Redemption: Individual, Redemption: Corporate, Future Glory. This will provide a basic account of Christian beliefs for the benefit especially of | |

| | those who come with little prior knowledge; point to the interconnections between different doctrines, such as the person and work of Christ; give, as appropriate, a very brief account of the history of doctrines — such as when a particular doctrine developed and how different groups differ over particular doctrines; illustrate each doctrine with key historical texts, especially creedal statements; and show how each doctrine relates to the contemporary scene. There will also be a number of brief set texts, taken from key thinkers of the past, of which students will need to study any one. | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--|--------------|--|---|--|--|-----------|---|--------------|--------------------|--------------------------|------|------|---------|--|---|------------------|---|--------------------|------|-----------------------------|---|
| 12. | <p>Learning and teaching strategy:</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. Onsite education 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). Distance education 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. Both onsite and distance students 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>Assessment scheme:</p> <p>1. Formative assessment scheme</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>2. Summative assessment scheme</p> <table border="1"><thead><tr><th colspan="5">Task:</th></tr><tr><th>Weighting</th><th>Specification e.g. word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr></thead><tbody><tr><td>100%</td><td>Exam</td><td>All LOs</td><td><input type="checkbox"/> No <input checked="" 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></tbody></table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none">00-34 is considered a fail.35-39 is considered a compensatable pass (where appropriate and after re-assessment).40-49 is considered a third-class pass50-59 is considered a lower second-class pass.60-69 is considered an upper-second-class pass.70+ is considered a first-class pass. <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 border="1"><tr><td>Seen examination</td><td>%</td></tr><tr><td>Unseen examination</td><td>100%</td></tr><tr><td>Coursework (no examination)</td><td>%</td></tr></table> | Task: | | | | | Weighting | Specification e.g. word count / duration / no. of pages | LO mapped to | Anonymously marked | Ethics approval required | 100% | Exam | All LOs | <input type="checkbox"/> No <input checked="" 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 | 100% | Coursework (no examination) | % |
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| Seen examination | % | | | | | | | | | | | | | | | | | | | | | |
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| Coursework (no examination) | % | | | | | | | | | | | | | | | | | | | | | |

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| 14. | Timetabled examination required | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | | | | | | |
| 15. | Length of exam | | 1.5 hours | | | | | | |
| 16. | Learning materials Essential Lane, T., <i>Exploring Christian Doctrine</i> (London: SPCK, 2013) [Library + ebook] Any one of: Augustine, <i>City of God (Book 14)</i> (any edition) [Library + ebook] Calvin, <i>Institutes of the Christian Religion (Book 2, Chapter 16)</i> (any edition) [Library + ebook] Cyril of Jerusalem, <i>Catechetical Lectures (3 & 20)</i> (any edition) [Library + ebook] Thomas à Kempis, <i>Imitation of Christ (Book 1)</i> (any edition) [Library + ebook] Recommended Boyd, G.A. & Eddy, P.R., <i>Across the Spectrum</i> (Grand Rapids, MI: Baker, 2009 ²) [Library + ebook] Bray, G., <i>God is Love</i> (Wheaton, IL: Crossway, 2012) [Library] Erickson, M.J., <i>Christian Theology</i> (Grand Rapids, MI: Baker, 2013 ³) [Library] Ford, D., <i>Theology: A Very Short Introduction</i> , (Oxford: OUP, 2000) [Library] Lane, T., <i>A Concise History of Christian Thought</i> , (London: T. & T. Clark, 2006) [Library] Leith, J.H., <i>Creeds of the Churches</i> (Louisville, KY: Westminster John Knox, 1982 ³) [Library] McGrath, A.E., <i>Christian Theology: An Introduction</i> (Oxford: Wiley-Blackwell, 2011 ⁵) [Library + ebook] McGrath, A.E., <i>Theology: The Basics</i> (Oxford: Blackwell, 2004) [Library] Stott, J.R.W., <i>Evangelical Truth</i> (Leicester: IVP, 1999) [Library] | | | | | | | | |
| Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information): | | | | | | | | | |
| 17. | UNISTATS - assessment Please indicate summary of the following assessment types: <table border="1"> <tr> <td>COURSEWORK</td> <td>.....%</td> </tr> <tr> <td>EXAM</td> <td>100%</td> </tr> <tr> <td>PRACTICAL</td> <td>.....%</td> </tr> </table> | | | COURSEWORK |% | EXAM | 100% | PRACTICAL |% |
| COURSEWORK |% | | | | | | | | |
| EXAM | 100% | | | | | | | | |
| PRACTICAL |% | | | | | | | | |
| 18. | UNISTATS – learning and teaching 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"> <tr> <td>Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).</td> <td>Onsite: 12</td> </tr> <tr> <td>The proposed number of scheduled teaching hours:</td> <td>Distance: N/A</td> </tr> <tr> <td>Assessment</td> <td>Onsite:</td> </tr> </table> | | | Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). | Onsite: 12 | The proposed number of scheduled teaching hours: | Distance: N/A | Assessment | Onsite: |
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| The proposed number of scheduled teaching hours: | Distance: N/A | | | | | | | | |
| Assessment | Onsite: | | | | | | | | |