

## TH4001 INTRODUCTION TO THE NEW TESTAMENT

1.	<b>Module code:</b>	TH4001
2.	<b>Title:</b>	INTRODUCTION TO THE NEW TESTAMENT
3.	<b>Credit points:</b>	10
4.	<b>FHEQ level:</b>	4
5.	<b>Semester:</b>	<i>Onsite: Semester 1 Distance: Semester 1</i>
6.	<b>Module leader:</b>	Cor Bennema
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 immerse students in the world of the New Testament and begin the process of transforming their understanding of the Bible by demonstrating the importance of literary genre and historical context in the light of contemporary scholarship. To complement related study of Christian Scriptures and exegetical tools necessary for their interpretation at Level 4, and lay foundations for further study at Levels 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 key aspects of an academic reading of the New Testament with reference to literary genres and historical context (A1, A2, B6, B7)</li> <li>2. address basic issues in New Testament scholarship and divergent/competing interpretative methods and approaches (A2, A3, B1, B2, B3)</li> <li>3. consider basic exegetical, hermeneutical, theological and application issues, problems and possibilities (A1, A3, A4, B1, B2, B3)</li> </ol> <b>Skills</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>4. analyse and interpret key aspects of the shape of the New Testament in with respect to literary genre, historical context and contemporary scholarship in an empathetic and reflective manner (A1, A2, A3, B1, B2, B4)</li> <li>5. 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 (A2, A4, B1, B2, B4, B5)</li> <li>6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (A3, A4, B2, B4, B7, B8)</li> </ol>	
11.	<b>Syllabus:</b>  Introductions to selected New Testament books (e.g., Mark, Galatians, 1 Corinthians and Revelation) and passages in books in ways that illustrate the range of New Testament genres, recognize the importance of historical context, engage with contemporary scholarship, and address questions of exegesis, hermeneutics, theology and application. The selection of specific books and passages in books will be guided both by the expertise and research interests of module tutors and by key issues to contemporary	

	debate in biblical studies.																									
12.	<b>Learning and teaching strategy:</b>  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.																									
13.	<b>Assessment scheme:</b> <b>1. Formative assessment scheme</b>  Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.																									
	<b>2. Summative assessment scheme</b>  <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> <b>The marking scale is as follows:</b> <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> <table><tr><td>Seen examination</td><td>%</td></tr><tr><td>Unseen examination</td><td>%</td></tr><tr><td>Coursework (no examination)</td><td>100%</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	%	Coursework (no examination)	100%
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14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																								
15.	<b>Length of exam</b>	N/A																								
16.	<b>Learning materials</b>  <b>Essential</b>  <i>Assorted sections/articles from:</i>																									

<p>*Green, J.B., et al. (eds.), <i>Dictionary of Jesus and the Gospels</i>. Leicester: IVP, 2013<sup>2</sup>.</p> <p>*Hawthorne, G.F., et al. (eds.), <i>Dictionary of Paul and his Letters</i>, Leicester: IVP, 1993.</p> <p>*Marshall, I.H., et al., <i>Exploring the New Testament, Volume 2</i>, London: SPCK, 2021.</p> <p>*Wenham, D. &amp; S. Walton, <i>Exploring the New Testament, Volume 1</i>, London: SPCK, 2021.</p> <p><b>Recommended</b></p> <p>Aland, K., <i>Synopsis of the Four Gospels</i> (Stuttgart: UBS, 1982)</p> <p>*Evans, C.A., et al. (eds.), <i>Dictionary of New Testament Background</i> (Leicester: IVP, 2000)</p> <p>*Martin, R.P., et al. (eds.), <i>Dictionary of the Later New Testament and its Developments</i> (Leicester: IVP, 1997).</p> <p>*Stanton, G.N., <i>The Gospels and Jesus</i> (Oxford: OUP, 2002)</p> <p>Witherington III, B., <i>Invitation to the New Testament: First Things</i> (Oxford: OUP, 2013).</p> <p>Ziesler, J. <i>Pauline Christianity</i> (Oxford: OUP, 1990).</p> <p>[*available as library ebook]</p>	
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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:	
	COURSEWORK	100%
	EXAM	.....%
18.	PRACTICAL	.....%
	<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).	
	Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22
	The proposed number of scheduled teaching hours:	<i>Distance:</i> N/A
	<b>Assessment</b>	<i>Onsite:</i> 20
	Proposed number of hours for the assessments.	<i>Distance:</i> 20
	<b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	<b>Independent Study</b> (Time students will be required to complete independent study).	<i>Onsite:</i> 58
	The proposed number of hours a student should complete independent / guided study:	<i>Distance:</i> 80