

## TH4002 INTRODUCTION TO THE OLD TESTAMENT

1.	<b>Module code:</b>	TH4002
2.	<b>Title:</b>	INTRODUCTION TO THE OLD 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>	?
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 Old Testament as Christian Scripture and begin the process of transforming their understanding of the Bible by demonstrating a range of approaches to the Old Testament in contemporary scholarship. To complement related study of Christian Scriptures and hermeneutical 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>demonstrate a familiarity with key Old Testament texts (A1, A2)</li> <li>identify key aspects of the Old Testament with reference to literary genres, historical and cultural contexts, and major theories and ideas in contemporary scholarship (A2)</li> <li>understand approaches to Old Testament interpretation and divergent/competing interpretative methods and approaches (A2)</li> <li>consider exegetical, hermeneutical, theological and application issues, problems and possibilities (A3)</li> </ol> <b>Skills</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>interpret key aspects of the shape of the Old Testament with respect to literary genre, historical context and contemporary scholarship (B1, B2)</li> <li>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 (B3)</li> <li>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)</li> </ol>	
11.	<b>Syllabus:</b> Introductions to a range of Old Testament literature including the Pentateuch, History books, Prophets, and Wisdom and Psalms; with example passages to illustrate the range of Old Testament genres, key themes and methods, recognize the importance of historical and cultural contexts, 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 of theological debate in scholarly contexts.																									
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 border="1"> <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> <table border="1"> <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>																									
16.	<b>Learning materials</b>  <b>Essential</b>																									

	<p>Collins, J.J., <i>Introduction to the Hebrew Bible</i> (Minneapolis, MN: Fortress, 2014<sup>2</sup>, ebook)</p> <p>Richter, S., <i>The Epic of Eden: A Christian Entry into the Old Testament</i> (Downers Grove: IVP, 2008; ebook)</p> <p><b>Plus, one of:</b></p> <p>Clines, D.J. A., <i>The Theme of the Pentateuch</i> (Sheffield: JSOT Press, 1982; ebook)</p> <p>Dever, W.G., <i>Who Were the Early Israelites and Where did they Come From?</i> (Grand Rapids: Eerdmans, 2003)</p> <p>Dunbar, E.S., <i>Trafficking Hadassah: Collective Trauma, Cultural Memory, and Identity in the Book of Esther and in the African Diaspora</i> (London: Routledge, 2022)</p> <p>Trible, P., <i>Texts of Terror</i> (Philadelphia: Fortress, 1984)</p> <p><b>Recommended</b></p> <p>Alexander, T.D. &amp; Baker, D.W. (eds.), <i>Dictionary of the Old Testament: Pentateuch</i> (Downers Grove: IVP, 2003; ebook)</p> <p>Arnold, B.T. &amp; Williamson, H.G.M. (eds.), <i>Dictionary of the Old Testament: Historical Books</i> (Downers Grove: IVP, 2006; ebook)</p> <p>Barton, J. (ed.), <i>The Cambridge Companion to Biblical Interpretation</i> (Cambridge: Cambridge University Press, 1998)</p> <p>Boda, M.J., &amp; McConville, J.G. (eds.), <i>Dictionary of the Old Testament: Prophets</i> (Downers Grove: IVP, 2012; ebook)</p> <p>Hays, C. <i>Hidden Riches: A Sourcebook for the Comparative Study of the Old Testament and the Ancient Near</i> (Louisville: Westminster John Knox, 2014; ebook)</p> <p>Keck, L.E. (ed.), <i>The New Interpreter's Bible (12 Vols.)</i> (Nashville, TN: Abingdon, 1994-2004).</p> <p>Kim, U.Y., Yang, S.A. (eds.), <i>The T&amp;T Clark Handbook to Asian American Biblical Hermeneutics</i> (London: Bloomsbury T&amp;T Clark, 2019)</p> <p>Longman, T. &amp; Enns, P. (eds.), <i>Dictionary of the Old Testament: Wisdom, Poetry and Writings</i> (Downers Grove: IVP, 2008; ebook)</p> <p>Mburu, E.W., <i>African Hermeneutics</i> (Carlisle Hippo Books, 2019)</p> <p>McCaulley, E., <i>Reading while Black: African American Biblical Interpretation as an Exercise in Hope</i> (Downers Grove: IVP Academic, 2020)</p>
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Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	<p><b>UNISTATS - assessment</b></p> <p>Please indicate summary of the following assessment types:</p> <table border="1" data-bbox="167 1833 1323 1902"> <tr> <td>COURSEWORK</td><td>100%</td></tr> <tr> <td>EXAM</td><td>.....%</td></tr> </table>	COURSEWORK	100%	EXAM	.....%
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