

## TH4010 KEY CHRISTIAN THINKERS

1.	<b>Module code:</b>	TH4010
2.	<b>Title:</b>	KEY CHRISTIAN THINKERS
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>	Matthew Knell
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 provide students with a knowledge of key individuals in the history of Christian thought within their cultural, theological and biographical contexts, communicate an understanding of the development of Christian doctrine in key areas, and analyse and assess how thinkers have built on what has gone before in historical theology. To complement related study of Christian thought, mission, heritage and tradition theology 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 selected key Christian thinkers, describing and interpreting their contributions to the development of Christian theology at different points in its history (A1, A2)</li> <li>2. explain reasons behind changes and developments in theology through the thought of these individuals and their relevance to the church today (A1, A2, 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>3. describe and interpret key aspects of the thought of selected Christian theologians and explain reasons behind theological change and development (B1, B2, B3)</li> <li>4. 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 (B2, B4, B5)</li> <li>5. 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>  The module will include at least the following figures: Apostolic Fathers, Irenaeus, Athanasius, Cappadocian Fathers, Augustine, Anselm, Lombard, Aquinas, Luther, Calvin, Zwingli, key thinkers of the Council of Trent; Arminius, key thinkers of the Great Awakening.  The thought of each theologian will be located in its historical, theological and biographical context, and their key contributions to the development of Christian theology presented and analysed.	

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" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5"><b>Task:</b></td> </tr> <tr> <td style="width: 15%;">Weighting</td> <td style="width: 25%;">Specification e.g., word count / duration / no. of pages</td> <td style="width: 15%;">LO mapped to</td> <td style="width: 20%;">Anonymously marked</td> <td style="width: 25%;">Ethics approval required</td> </tr> <tr> <td style="text-align: center;">100%</td> <td><i>Portfolio (2000 words)</i></td> <td><i>All LOs</i></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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Seen examination</td> <td style="width: 30%;">%</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%	<i>Portfolio (2000 words)</i>	<i>All LOs</i>	<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>	
Evans, G. (ed.), <i>The Medieval Theologians: An Introduction to Theology in the Medieval Period</i> (Oxford: Blackwell, 2001) [Library]	
Evans, G. (ed.) <i>The Early Theologians: An Introduction to Theology in the Early Church</i> (Oxford: Blackwell, 2004) [Library]	
Ford, D. (ed.), <i>The Modern Theologians: An Introduction to Theology in the Twentieth Century</i> (Oxford: Blackwell, 1997) [Library]	
Lindberg, C. (ed.), <i>The Reformation Theologians: An Introduction to Theology in the Early Modern Period</i> (Oxford: Blackwell, 2001) [Library]	
<b>Recommended</b>	
Evans, G., <i>Fifty Key Medieval Thinkers</i> (London: Taylor and Francis, 2022) [Ebook]	
Knell, M., <i>Defenders of the Faith</i> (Oxford: Monarch, 2018) [Library]	
Lane, T., <i>The Lion Book of Christian Thought</i> (Oxford: Lion, 1984) [Library]	
McEnhill, P. and Newlands, G., <i>Fifty Key Christian Thinkers</i> (London: Routledge, 2004) [Library + Ebook]	
Olson, R., <i>The Story of Christian Theology: Twenty Centuries of Tradition &amp; Reform</i> (Leicester: Apollos, 1999) [Library]	
Pope Benedict XVI, <i>Great Christian Thinkers: From the Early Church through the Middle Ages</i> (Minneapolis, MN: Augsburg, 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:
	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 are 300 hours).
	Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).
	Onsite: 22
	Distance: N/A
	The proposed number of scheduled teaching hours:
	<b>Assessment</b>
	Onsite: 20
	Distance: 20
	Proposed number of hours for the assessments.
	<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):