

TH5109 BIBLICAL TEXTS

1.	Module code:	TH5109
2.	Title:	BIBLICAL TEXTS
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite: Semester TBC Distance: Semester 2</i>
6.	Module leader(s):	TBC?
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims: To enable students to identify trajectories and themes across the Old and New Testaments with reference to selected texts, address issues of inter-textuality and biblical theology, and further develop exegetical skills of textual and canonical interpretation and hermeneutical skills of practical application in today's world. To build on thematic (e.g., community and salvation), exegetical and hermeneutical issues addresses at Level 4, complement other Level 5 biblical studies modules, and lay foundations for further study at Level 6.	
10.	Learning outcomes: Knowledge On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 1. Critically identify trajectories and themes across the Old and New Testament with reference to selected texts (A1) 2. demonstrate intermediate level exegetical skills of textual, inter-textual and canonical interpretation (A1) 3. demonstrate intermediate level hermeneutical skills of practical application in today's world (A1) 4. critically construct, communicate and defend hypotheses about the meaning and application of texts in canonical context, supported by primary and secondary evidence (A1) Skills On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 5. identify canonical trajectories and themes, undertake exegetical and hermeneutical analysis, and construct, communicate and defend exegetical and hermeneutical hypothesis in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3) 6. engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B2, B3, B4, B5) 7. organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8) 	

11.	Syllabus: One Old Testament and one New Testament text will be selected for study: for example, Exodus and Acts or Luke and Psalms. Specific themes and issues related to the module aims and learning outcomes will be studied in depth: for example, a study of Exodus and Luke may address themes such as: liberation and salvation (key dimensions of the prophetic role of leadership within the Hebrew nation, the early church and the church today), covenant and promise (the dynamics of covenant and fulfilment in biblical trajectory), and community (social, cultic and missiological dimensions). The selection of specific texts and themes will be guided both by the expertise and research interests of module tutors and by key issues of theological debate in evangelical contexts.			
12.	Learning and teaching strategy: 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.			
13.	Assessment scheme:			
	1. Formative assessment scheme Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.			
	2. Summative assessment scheme			
	Task:			
	Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked
	100%	Essay (3000 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
	The marking scale is as follows: <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 pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. 			

	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.	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	Length of exam	
16.	Learning materials Essential <i>Use of critical commentaries such as:</i> Childs, B., <i>Exodus</i> (London: SCM, 1974) Gaventa, B., <i>Acts (Abingdon New Testament Commentaries)</i> (Nashville, TN: Abingdon, 2003) Recommended Durham, J., <i>Exodus</i> (Carlisle: Paternoster, 1986) Sheriffs, D., <i>Friendship of the Lord</i> (Carlisle: Paternoster, 1996) Gempf, C., 'Acts of the Apostles: Introduction and Commentary', in Wenham, G.J., Motyer, J.A. et al. (eds.), <i>New Bible Commentary</i> (Leicester: IVP, 1994) pp. 1066-1108 *Parsons, M. C., <i>Acts (Paideia Commentaries)</i> (Grand Rapids, MI: Baker, 2008) [*available as library ebook]	

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:	
	COURSEWORK	100%
	EXAM%
	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 are 300 hours).	
	Scheduled Teaching (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
	Assessment	<i>Onsite:</i> 20
	Proposed number of hours for the assessments.	<i>Distance:</i> 20
	Placement Activity (e.g., placement, work-based learning or year abroad).	