University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Encountering the New Testament L7			
Code: THEO07022	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	P de Jong		

Summary of Module
The purpose of this module is to introduce students to the literature contained within the New Testament. This will include a basic introduction to the various genres of literature (e.g. gospel, epistles, apocalyptic). The course will introduce students to knowledge of the synoptic problem, form and redaction criticism, textual criticism, and the history of canon formation. Students will be introduced to the tools and skills of historical criticism. Students will be introduced to various scholarly issues with regard to the Pauline corpus such as the New Perspective on Paul and the place of narrative in Paul's letters. The course will also introduce students to basic hermeneutical theory, encouraging them to challenge and examine their own interpretative presuppositions and biases, and consider other points of view, and how their use of the NT relates to their pastoral practice.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☒	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Understand the various genres of literature within, and demonstrate knowledge of the content and purpose of, an individual book in the NT canon.
L2	Explain and employ the tools of various scholarly approaches to the NT (e.g. historical-grammatical criticism, literary criticism).
L3	Demonstrate routine knowledge of some exegetical issues in the prescribed NT book.
L4	Evidence awareness of personal and corporate interpretive presuppositions and bias in the use of Scripture and how these affect pastoral practice.
L5	Demonstrate a basic knowledge of hermeneutical theory and of various interpretative approaches to Scripture e.g., canonical criticism, liberation and feminist hermeneutics.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **7** Reading literary texts with a basic awareness of literary genre and historical context. Describing and understanding the significance of the historical and theological contents and major themes represented in a substantial sacred text.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Interpreting biblical materials and discussing these in an informed way in a group context. Using basic interpretive tools such as commentaries, dictionaries and basic biblical Introductory literature.
Generic Cognitive skills	SCQF Level **7**

	Presenting biblical material in an organized and synthetic way in written and oral forms. Using a range of interpretive approaches to read sacred texts and evaluate the literary contents.
Communication, ICT and Numeracy Skills	SCQF Level **7** Presenting and defending conclusions on personal research and study of selected biblical texts. Using standard IT applications to access and process data.
Autonomy, Accountability and Working with others	SCQF Level **7** Interpreting biblical material in discussion with others where opinion may be contested. Constructive participation in discussions on at times contested areas of study, demonstrating a capacity to listen to opposing viewpoints and to clearly articulate one's own.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching
Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	24

Independent Study	140
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Achtemeier, Paul J, Joel B Green, and Marianne Meye Thompson. The New Testament: Its Literature and Theology. Grand Rapids, MI: W.B. Eerdmans, 2001. Brown, Raymond E. An Introduction to the New Testament: The Abridged Edition Edited by Marion L Soards. New Haven: Yale University Press, 2016. Keefer, Kyle. The New Testament As Literature: A Very Short Introduction. Oxford: Oxford University Press, 2008. Wright, N.T., and Michael F Bird. The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians. London: SPCK, 2019.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)
Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this. Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)	

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	1.02 LOs; Indicative resources; Assessment; Module Co-ordinator; External Examiner

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1: Learning Log 50%
Assessment 2: Exegetical essay 50%
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✓					50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	50	0

Combined Total for All Components	**100%**	**0 hours**