

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Sermon on the Mount L9			
Code: THEO09028	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	I Birch		
Summary of Module			
<p>This module seeks to develop and sharpen critical skill in the reading and explanation of biblical texts. The biblical material, in this instance the Sermon on the Mount (Matthew chapter 5 - 7), will be explored by interacting with a number of exegetical and hermeneutical perspectives, including historical critical method, theological reading, ethical exegesis and the history of interpretation. The aim is to instil an ethic of reading that allows for differing viewpoints, yet enables and guides the student to independent and evidence based conclusions which are drawn from conversation and discussion within class, within the secondary literature and arising from the student's own insights and experience.</p> <p>The content, context, genre and canonical significance and interconnections will be considered in the explication of the text, moving towards an informed overview from which responsible interpretation can be attempted.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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	Demonstrate with detailed knowledge in some areas key historical, linguistic and ethical features of a section of the text of the Sermon on the Mount.
L2	Undertake a critical summary of a section of the set text by means of researching principal secondary literature and scholarly commentary.
L3	Use professional skills learned in class to critically evaluate the differing interpretive approaches to the Sermon on the Mount (for example, including Catholic and Reformed, ethical, spiritual, and sociological approaches to hermeneutics).
L4	Present an outline of information which could be delivered in a church context of a contemporary appropriation of an ancient sacred text (Sermon on the Mount).

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 9 A broad and integrated understanding of the principal theories, concepts, and terminology associated with interpreting the Sermon on the Mount as a sacred text.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Use a selection of the principal skills and practices associated with interpreting and applying the Sermon on the Mount as a sacred text.
Generic Cognitive skills	SCQF Level 9 Draw on a range of primary sources for making judgements. Critically evaluate and synthesise a variety of opinions including the student's own.

Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Use a range of routine and some advanced skills to make formal and informal presentations in areas of research and study.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercise autonomy and initiative in preparing material relevant to the area of study.</p> <p>Take some responsibility for self and others in discussing matters of a contested nature.</p>	
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	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	36
Independent Study	128
	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:

Allison, The Sermon on the Mount: Inspiring the Moral Imagination (New York: Herder and Herder, 1999)

Davies, W.D. and Allison, D.C., Matthew, A Shorter Commentary (London: T & T Clark, 2004).

Greenman, J.P., Larsen, T., Spencer, S. (eds) The Sermon on the Mount through the Centuries, (Grand Rapids: Brazos Press. 2007).

France, R. T., The Gospel of Matthew (NICNT series) (Grand Rapids: Eerdmans, 2007).

Guelich, R., The Sermon on the Mount (Waco: Word Books, 1982).

Harrington, D. The Gospel of Matthew (Sacra Pagina) (Minnesota: Liturgical Press, 1992).

Stassen, G.H. & Gushee, D.P. Kingdom Ethics (Illinois: IVP Academic, 2003).

(*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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Divinity
Moderator	L Toth
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.04 Mode of delivery added

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: Presentation 40%

Assessment 2: Essay 60%

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓			40	1

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	60	1

Combined Total for All Components					100%	2 hours
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