

## Introduction to Theology

| 7.1 Module Overview                           |          |                                       |                          |                 |                                    |  |           |             |          |
|---|----------|---------------------------------------|--------------------------|-----------------|------------------------------------|--|-----------|-------------|----------|
| <b>Module Number</b>                          |          | <b>Module Title</b>                   | Introduction to Theology |                 |                                    |  |           |             |          |
| <b>Stage of Principal Programme</b>           |          |                                       | <b>1</b>                 | <b>Semester</b> | <b>1</b>                           | <b>Duration.</b><br><i>(Weeks F/T)</i>     | <b>12</b> | <b>ECTS</b> | <b>5</b> |
| <b>Mandatory / Elective (M/E)</b>             | <b>M</b> | <b>Hours of Learner Effort / Week</b> | <b>2.3</b>               |                 |                                    |  |           |             |          |
| Analysis of required hours of learning effort |          |                                       |                          |                 |                                    |  |           |             |          |
| <b>Teaching and Learning Modalities</b>       |          |                                       |                          |                 | <b>✓if relevant to this module</b> | <b>Approx. proportion of total (hours)</b> |           |             |          |
| <b>Contact Hours</b>                          |          |                                       |                          |                 |                                    |  |           |             |          |
| Asynchronous                                  |          |                                       |                          |                 |                                    |  |           |             |          |
| Work Based                                    |          |                                       |                          |                 |                                    |  |           |             |          |
| In person face-to-face                        |          |                                       |                          |                 | ✓                                  | 28   |           |             |          |
| Synchronous                                   |          |                                       |                          |                 |                                    |  |           |             |          |
| <b>Indirect/Non-Contact Hours</b>             |          |                                       |                          |                 |                                    |  |           |             |          |
| Other (Identify):                             |          |                                       |                          |                 |                                    |  |           |             |          |
| • Independent, self-directed reading          |          |                                       |                          |                 | ✓                                  | 40   |           |             |          |
| • Preparation and completion of assessments   |          |                                       |                          |                 | ✓                                  | 42   |           |             |          |
| • Exam Preparation                            |          |                                       |                          |                 |                                    | 15   |           |             |          |
| <b>Total</b>                                  |          |                                       |                          |                 |                                    | 125  |           |             |          |

|   |   |
|---|---|
| <b>Pre-Requisite Module, if any. Module # and Title</b>   | N/A   |
| <b>Co-Requisite Module, if any. Module # and Title</b>  | N/A   |
| <b>Maximum number of learners per instance of the module</b>  | 120   |
| <b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b> |   |
| <b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>  | <b>Qualifications &amp; experience required</b>                     |
| Lecturer  | A minimum level 9 qualification in Theology or closely cognate area |
| Tutor   | A minimum level 9 qualification in Theology or closely cognate area |
|   | <b>Staff - Learner Ratio X:Y</b>                                    |
|   | 1:120   |
|   | 1:20  |

| Assessment Techniques – percentage contribution |            |                                   |            |                               |
|---|------------|-----------------------------------|------------|-------------------------------|
| <b>Continuous Assessment</b>                    | <b>40%</b> | <b>Proctored Exam – in person</b> | <b>60%</b> | <b>Practical Skills Based</b> |
| <b>Project</b>                                  |            | <b>Proctored Exam - online</b>    |            | <b>Work Based</b>             |
| <b>Capstone (Y/N)?</b>                          | <b>N</b>   | <b>If Yes, describe</b>           |            |                               |

## 7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

| MIMLO<br>On completion of this module a learner will be able to: | Related MIPLO # |
|--|-----------------|
| 1. Identify and discuss key concepts and doctrines in theology.  | 1               |
| 2. Demonstrate an awareness of different theological viewpoints. | 4               |
| 3. Read and critically interpret theological texts.              | 3               |

## 7.3 Indicative Module Content, Organisation and Structure

This module introduces learners to key concepts, frameworks, and traditions in Christian theology. It develops the foundational skills of reading and analysing theological texts and develops the attributes of critical thinking and self-reflection.

The structure of the module provides a working knowledge of key terms and topics in theology (including revelation, tradition, redemption, and mystery). This provides learners with the basis to develop the theological literacy needed to take part in cultural and religious discussions and to pursue personal questions about faith and practice in contemporary culture.

Below is an indicative structure of the module content:

- Vocabulary, definitions, concepts, and methodologies;
- Revelation – Dei Verbum and the theology of revelation;
- The historical development of the theology of Tradition in Church History: Irenaeus, Augustine, Aquinas, Luther, Tillich, Rahner, and Mary Daly
  
- The Senses of Scripture: Literal, Allegorical, Moral, and Anagogical;
- The Art of Theological Reflection: reading texts through the lens of tradition and experience.

This course is delivered through both lectures and tutorials. It introduces learners to the fundamental concepts and skills necessary for the study of theology. The lectures are primarily used for the delivery of content, while the tutorials facilitate the development of individual skills of reading and analysis.

This content addresses intersectionality by exploring the theology from the perspective of radical feminism.

## 7.4 Work-based learning and practice-placement (if applicable)

N/A

## 7.5 Specific module resources required (if applicable)

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will be delivered in two-hour lectures over a twelve-week period. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Lectures will facilitate the development of individual skills through critical reading and interpretation of recommended biblical, theological and magisterial texts, and group discussion of key concepts and terminology. In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type (VLE audio-visual/apps/podcasts; visual and infographic guides to the Bible available in the library), in addition to hard copy and on-line reading. In-class activity will include collaborative close, active reading of theological texts.

## Assessment

### Reflective Essay:

The Reflective Essay allows learners to draw on their experiences of a specific local tradition and reflect and apply Bevans' discussion on the pluriform of tradition. This use of authentic assessment reduces the likelihood of the misuse of AI and is in line with the programmes focus on UDL.

### Exam:

The two-hour proctored exam examines the learners understanding of the core concepts and theories studied in the course. This form of assessment encourages learners to learn the basic skills of explaining concepts and analysing theological texts studied in the module.

## 7.7 Summative Assessment Strategy for this module

| MIMLOs | Technique(s)   | Weighting |
|--------|--|-----------|
| 3      | <b>Reflective Essay</b><br>500-word critical reflection on Bevan's chapter on 'Theology and Tradition' in his <i>Introduction to Theology in Global Perspective</i> . Learners are required to apply their reading of the chapter to a practical example of a changing tradition in their local community. | 40%       |
| 1, 2   | <b>Written Exam</b><br>Two questions in two hours, linked to the close readings of texts during lectures; and required readings.   | 60%       |

## 7.8 Sample Assessment Materials

### Sample Reflective Essay (40%):

In his *Introduction to Theology in Global Perspective*, Stephen Bevans argues that 'the nature of tradition is to keep a culture, a society, a family, a group, or an individual alive to their identity.' Based on your own experience of the COVID-19 pandemic restrictions where you live, discuss the challenges your local community faced in maintaining a tradition.

For this assignment, you are required to study the text on tradition by Steven Bevans and, in particular, examine how he demonstrates that 'the nature of tradition is to keep a culture, a society, a family, a group, or an individual alive to their identity.' Then you are to relate your reading of this text to an example of a tradition based on your experience of the COVID pandemic restrictions in your area, and discuss the challenges and opportunities your local community faced in maintaining its tradition. One example of a tradition is enough.

### Sample Exam Questions (60%):

1. Discuss the *pluriform* of Tradition and how it is maintained through 'creative fidelity.' In your answer outline Thomas Merton's distinction between Tradition and Convention.
2. 'One can only speak of the ultimate in a language which at the same time denies the possibility of speaking about it.' Paul Tillich. Discuss the development of Negative Theology from its biblical roots to its contemporary understanding.
3. With reference to a biblical parable explain the 'fourfold sense of Scripture.'

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### **Indicative Core Reading:**

Bevans, Stephen B., *An Introduction to Theology in Global Perspective* (New York: Orbis Books, 2009)

Second Vatican Council, 'Dei Verbum: Dogmatic Constitution on Divine Revelation' in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery, O.P. (Delaware: Scholarly Resources, 1975)

### **Indicative Other Reading:**

Ruether, Rosemary Radford, *Women and Redemption: A Theological History* (Minneapolis: Fortress Press, 2011).

Hughes, Gerard J., *Fidelity Without Fundamentalism: A Dialogue with Tradition* (London: Darton, Longman, and Todd, 2010)