

## Biblical Studies

<b>Section A: Headline Information</b>	
<b>Module title</b>	Introduction to Biblical Studies
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	7/8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Rev Sean Maher
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	2
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures and tutorials.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 1 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Theology
<b>Maximum number of learners per module</b>	60
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.33
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, Computer, Projector, White Board.
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				50 (directed and independent study)	47 (Exam prep. and continuous assessment prep.)	N/A	125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				30%			70%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	The module provides the learner with an essential background to the Old Testament with a clear understanding of the central theological themes, and with a sense of how to read these writings. At the end of the module the learners will have knowledge of how the Biblical texts were formed and transmitted, will be familiar with critical, historical, and literary methods of studying these texts, and will be able to set out the distinctive contribution of the Old Testament to the development of the New Testament.
<b>Module Aims and Objectives</b>	To provide the learner with an historical overview of the biblical world from Abraham to the end of the first century of the Christian era. The learner will develop a sense of the geography of the biblical lands. The module aims to help the learner bridge the gap from the ancient world to the present time and culture. The learner will have a hands-on ability to work with sections of the Bible and biblical authors. To make the learner aware of how great a role scripture plays in theology.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> <li>1. Discuss the historical circumstances of the Old Testament and of first century Christian communities. (MIPLO 1)</li> <li>2. Demonstrate an ability and confidence to use Scripture in a way appropriate to the content of various sections of the Bible. (MIPLO 7)</li> <li>3. Discuss the main themes and figures in both Old and New Testaments. (MIPLO 3)</li> <li>4. Read core texts of the Old and New Testaments. (MIPLO 2).</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>Old Testament:</p> <ul style="list-style-type: none"> <li>- Influences on the Old Testament: This includes issues such as geography, language, preservation of documents and a general orientation in the history of the ANE.</li> <li>- The Early Israelite monarchy prior to the Babylonian Exile: Factors causing the monarchy, theological ideas with the idea of monarchy, Course of the Early Kings(particularly Saul and David), effects of the Monarchy on the Hebrew People.</li> </ul> <p>New Testament:</p> <ul style="list-style-type: none"> <li>- Background to the NT: Discussion of the geographical and political situation. Importance of Greco-Roman and Jewish background. Languages of the time.</li> <li>- Genre of Gospel: Discussion of the development of the Gospel genre. The idea of "Good News". Prologue of Mark as a programme for this genre.</li> </ul>
<b>Module Teaching and Learning Strategy</b>	The learner will attend lectures and have access to a number of schemes which will be distributed in class. There will be a presentation in class of the reading material on a sporadic basis.
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer.</p> <p>The maximum tutor: learner ratio is 20</p>

	<p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p><b>Module Summative and Formative Assessment Strategy</b></p>	<p>This module is assessed by continuous assessment (30%) and final written exam (70%).</p> <p>The continuous assessment is linked to the readings and work done in tutorials. It consists of a 750-word written piece, in which the learner chooses one of the four texts studied and evaluates its content. This assesses the learner's ability to read and analyse biblical texts (MIMLO 1 and 2). This is both a formative and a summative mode of assessment; learners learn to read biblical and theological texts and the grade contributes to the final result.</p> <p>The exam is a 2 hour written assessment where learners answer two questions out of four. This is a purely summative form of assessment. It examines the learner's knowledge of the mains themes, concepts, and methodologies. It assesses MIMLO 1, 2, 3, 4.</p>
<p><b>Sample Assessment Materials</b></p>	<p>Sample Tutorial Reading:</p> <p>Barton, John and Bowden, Julia: <i>The Original Story; God, Israel and the World</i> (DLT London, 2004), Chapter 1.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b></p> <p>Browne, R., <i>An Introduction to the New Testament</i> (New York: Anchor Bible Reference Library, 1997)</p> <p>Collins, John, J. <i>A Short Introduction to the Hebrew Bibl</i>, (Minneapolis: Fortress, 2007)</p> <p><b>Other Reading:</b></p> <p>Burkett, D., <i>An Introduction to the New Testament and the Origins of Christianity</i> (Cambridge: Cambridge University Press, 2002)</p> <p>Johnson, L.T., <i>The Writings of the New Testament – An Appreciation</i> (London: SCM Press, 1999)</p> <p>Ehrmann, B., <i>A Brief Introduction to the New Testament</i> (Oxford: Oxford University Press 2004)</p> <p><b>Dictionaries</b></p> <p>Green, J.B., McKnight, S., Marshall, I.H. (eds), <i>Dictionary of Jesus and the Gospels</i> (Leicester: IVP, 1992)</p> <p><b>OT Introductions</b></p> <p>Barton, John and Bowden, Julia, <i>The Original Story; God, Israel and the World</i> (London: DLT, 2004)</p> <p>Boadt, Laurence, <i>Reading the Old Testament</i> (New York: Paulist, 1984)</p> <p>Harrington, Wilfrid, <i>Key to the Bible 2: The Old Testament (Record of the Promise)</i> (New York: Alba House, 1993)</p> <p>Rendtorff, Ralf, <i>The Old Testament: An Introduction</i> translated from German original, (London: SCM, 1984)</p>

	<p><b>Commentaries</b> Brown, Raymond E., Joseph A. Fitzmyer and Roland E. Murphy, <i>The New Jerome Biblical Commentary</i> (London: Geoffrey Chapman, 1990)</p> <p>Durken, D., (ed), <i>New Collegeville Bible Commentary, New Testament</i> (Collegeville: Liturgical Press, 2009)</p>
<b>Module Physical Resource Requirements</b>	Lecture Hall, Computer, Projector, White Board.