

## *Introduction to Theology*

<b>Section A: Headline Information</b>	
<b>Module title</b>	Introduction to Theology
<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>	Michael Sherman
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	1
<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>	College Entry Requirements must be satisfied for entry onto Stage 1.
<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>Analysis of required learning effort</b>	
<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				60 (directed and independent study)	37 (Exam prep. and continuous assessment prep.)	N/A	125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				40%			60%	<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>	This module introduces learners to key themes, frameworks, and traditions in Christian theology. It develops the foundational skills of reading and analysing key theological texts and develops the attributes of critical thinking and self-reflection. In particular, this module meets the following IPLO's: 1, 7, and 8.
<b>Module Aims and Objectives</b>	This module aims to provide a working knowledge of key terms and topics in Christian theology. 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.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> <li>1. Identify and discuss key themes and doctrines in theology. (MIPLO 1)</li> <li>2. Demonstrate an awareness of different theological viewpoints. (MIPLO 7)</li> <li>3. Read and critically interpret theological texts. (MIPLO 8)</li> </ul>
<b>Information Provided to Learners about the Module</b>	College Prospectus specifies module name, stage and ECTS.

	<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>The sources of Theology:</p> <ul style="list-style-type: none"> <li>- Vocabulary, definitions, concepts, and methodologies;</li> <li>- Revelation – <i>Dei Verbum</i> and the theology of revelation;</li> <li>- Tradition – Yves Congar and the meaning of tradition;</li> <li>- The Senses of Scripture: Literal, Allegorical, Moral, and Anagogical;</li> <li>- The Art of Theological Reflection: reading texts through the lens of tradition and experience.</li> </ul> <p>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.</p>
<b>Module Teaching and Learning Strategy</b>	<p>While the lectures are primarily used for content delivery, each lecture will have short group discussions after each topic is introduced. Learners are regularly surveyed for feedback on the level of content and the mode of delivery. Tutorials are organised around close readings and discussions of key texts on various theological themes in order to develop their reading, comprehension, and analytic skills. Tutorials have a smaller ratio of learner to tutor in order to develop their individual skills.</p>
<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>
<b>Module Summative and Formative Assessment Strategy</b>	<p>This module is assessed by continuous assessment (40%) and final written exam (60%).</p> <p>The continuous assessment is linked to the readings and work done in tutorials. It consists of a mind-map (10%) and 500-word written piece (30%), in which the learner chooses one of the four texts studied and evaluates its content. This assesses the learner's ability to read and analysis theological texts (MIMLO 1 and 3). This is both a formative and a summative mode of assessment; learners learn to read 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 examines MIMLO 1, 2, and 3.</p>
<p><b>Sample Assessment Materials</b></p>	<p><b>Sample tutorial readings:</b></p> <ol style="list-style-type: none"> <li>1. Stephen B. Bevens, <i>An Introduction to Theology in Global Perspective</i> (New York: Orbis Books, 2009), 1–26. This reading introduces learners to Catholic systematic theology and the themes of mystery and revelation.</li> <li>2. Bevens, <i>Theology in Global Perspective</i>, 89–108. This reading introduces learners to tradition as a source of theology.</li> <li>3. Bevens, <i>Theology in Global Perspective</i>, 109–136. This reading examines the concept of the Magisterium and its dynamic relationship with theology.</li> <li>4. John De Beer, Patricia O'Connell Killen, <i>The Art of Theological Reflection</i> (New York: Crossroad Publishing, 2001), 1-19. This reading examines contemporary theological exploration from the blended perspectives of tradition and personal experience.</li> </ol> <p><b>Sample exam questions</b> include:</p> <ol style="list-style-type: none"> <li>1. Discuss the <i>pluriform</i> nature of Tradition and how it is maintained through 'creative fidelity.'</li> <li>2. Theologians should not become 'lonely armadillos, encased in the narrow shell of their own ponderings ... They need to seek and learn from the wisdom of the community, both past and present' Gerald O'Collins. Discuss the dynamic relationship between Theology and the magisterium.</li> <li>3. How does the second Vatican Council understand Revelation? Comment on <i>Dei Verbum</i> paragraphs 2 and 3 in your answer.</li> </ol> <p>Sample assessment answers are provided in Appendix 6.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b>          Bevens, Stephen B., <i>An Introduction to Theology in Global Perspective</i> (New York: Orbis Books, 2009)</p> <p>Second Vatican Council, '<i>Dei Verbum: Dogmatic Constitution on Divine Revelation</i>' in <i>Vatican Council II: The Conciliar and Post Conciliar Documents</i>, ed. Austin Flannery, O.P. (Delaware: Scholarly Resources, 1975)</p> <p><b>Other Reading:</b>          Cunningham, Lawrence, <i>An introduction to Catholicism</i> (Cambridge: Cambridge University Press, 2009)</p> <p>Gallagher S.J., Michael Paul, <i>Clashing Symbols: An Introduction in Faith and Culture</i> (London: Darton, Longman and Todd, 1999)</p> <p>Hughes, Gerard J., <i>Fidelity Without Fundamentalism: A Dialogue with Tradition</i> (London: Darton, Longman, and Todd, 2010)</p> <p>Schneiders, Sandra, <i>The Revelatory Text: Interpreting The New Testament as Sacred Scripture</i> (Minnesoda: The Liturgical Press), Chapter 1.</p>

	Wicks, Jared, <i>Doing Theology</i> (New Jersey: Paulist Press, 2009)
<b>Module Physical Resource Requirements</b>	Lecture Hall, Computer, Projector, White Board.