

The Synoptic Gospels

Section A: Headline Information	
Module title	The Synoptic Gospels
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Fearghus Ó Fearghail
Parent programme(s) the plural arises if there are embedded programmes to be validated.	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, short presentation to be uploaded on Moodle.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	Stage 2 Biblical Studies Stage 2: Prophetic Literature of the Old Testament
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Theology.
Maximum number of learners per module	60
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Computer, Screen, White Board, Internet Access in lecture hall; Library, IT resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other		Directed e-learning (hours)	Independent learning (hours)	Other hours (Exam preparation, exam)	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						36	65: 45 (exam prep.) 20 (essay research and writing)		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Further develops learners' reading and analysis of literary and religious texts, familiarizes them with the interpretation of religious texts, writing essays, and preparing presentations to upload on Moodle on a variety of topics.
Module Aims and Objectives	<ul style="list-style-type: none"> • That the learner would have a knowledge of the ministry of Jesus, its background and the formation of the Gospel Tradition. • That the learners would have an appreciation of the literary composition of the individual gospels of Matthew, Mark and Luke and an awareness of the literary styles of the various writers and of the main theories on the relationship between the synoptic gospels. • That the learners will be attentive to the rhetorical skills of the individual gospel writers, their theological sensibilities and their individual portraits of Jesus.

	<ul style="list-style-type: none"> That the learners will have a knowledge of the date and purpose of the synoptic gospels. and their main themes.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> Evaluate the theories of the formation of the gospels and the relationship to one another of the synoptic gospels. (MIPLO 1, 2) Distinguish the individuality of the gospel writers, their interests and their particular presentation of the person of Jesus. (MIPLO 2, 5) Comment in detail on selected texts from the gospels of Mark, Matthew and Luke. (MIPLO 1, 2, 5) Compare the presentation of particular events in the life of Jesus in the synoptic gospels. (MIPLO 2, 5) Explain the teaching of Jesus in the Sermon on the Mount/Plain, in specific parables, etc. (MIPLO 1, 2)
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>Introductory questions: What is a Gospel? Canonical and non-Canonical gospels; Textual Criticism, Source Criticism; Synoptic Problem; Q; Form and Redaction Criticism; Feminist Criticism; Rhetorical criticism.</p> <p>Synptic Gospels: Jesus the shape of his ministry; the gospel of Mark; date, origin, composition and main themes (especially discipleship); the gospel of Matthew, date, place of origin, literary structure, infancy narrative, Sermon on the Mount, Parables, Passion, Death and Resurrection of Jesus; universal mission; Luke, date, origin, literary structure, infancy narrative, John the Baptist and Jesus, ministry in Galilee, Travel Narrative, Final days in Jerusalem; Lk 24 and Acts 1.</p>
Module Teaching and Learning Strategy	The content of the module is delivered in lectures with material also available on Moodle.
Work-Based Learning and Practice-Placement	N/a
E-Learning	Moodle is used for the delivery of the subject matter – lectures and powerpoint presentations – and for engaging learners who will also upload brief presentations on topics to be assigned.
Specifications for Module Staffing Requirements	<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>However, as a cross-programme module, additional staff will be required were the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Assessment of this module is by examination and by short presentations to be uploaded on Moodle.</p> <p>Presentation of a selected topic to be uploaded on Moodle – CA – formative (30%) (MIMLO 1, 2, 4 and 5)</p> <p>A proctored exam of 2 hours duration in which 2 questions will be answered – summative form of assessment (70%). (MIMLO 1-5)</p>
<p>Sample Assessment Materials</p>	<p>Short Presentations for uploading on Moodle</p> <ol style="list-style-type: none"> 1. The Synoptic Problem 2. Q 3. The infancy narrative in Matthew and Luke 4. The cure of the blind men in Mark 5. The beatitudes in Matthew 6. John the Baptist and Jesus in Lk 1-4 7. The Good Samaritan 8. The Our Father <p>Exam:</p> <ol style="list-style-type: none"> 1. Jesus Model and Teacher of Prayer in the gospel of Luke. Comment. 2. Jesus interpreter of the law in Mt 5-7. Discuss. 3. The spirit of the beatitudes pervades the Sermon on the Mount. Comment. 4. Discipleship and Possessions in Luke-Acts: an unresolved dilemma? 5. Comment in detail on the parable of the Sower/the parable of the Prodigal Son.
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Brown, Raymond E., <i>An Introduction to the New Testament</i>, (Anchor Bible Reference Library, New York/Mahwah NJ: Doubleday, 1999)</p> <p>Drane, John William, <i>Introducing the New Testament</i>, 3rd edn (Minneapolis: Fortress Press, 2010)</p> <p>Ehrman, Bart D., <i>The New Testament. A Historical Introduction to the early Christian Writings</i> (New York/Oxford: OUP, 2004)</p> <p>Aune, D.E., <i>The New Testament in its Literary Environment</i>, (Philadelphia: Fortress, 1989)</p> <p>Other Reading:</p> <p>Selected articles from <i>The Anchor Bible Dictionary</i>, ed. David Noel Freedman, (New York: Doubleday, 1992)</p> <p><i>The New Jerome Biblical Commentary</i>, ed. R.E. Brown, et al., (London: Chapman, 1990)</p> <p>Porter, Stanley E. (ed) <i>The synoptic problem: four views</i> (Grand Rapids MI: Baker Academic, 2016)</p>

Module Physical Resource Requirements	Lecture Hall, Computer and Screen, White Board; Internet access in lecture hall to Moodle and internet resources.
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