



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Studying Theology
Unit Code	102 (8102 for the distance learning version)
Unit Level	1
Contact Hours	22 hours (n/a for the distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit provides an introduction to the process of studying Christian theology. After considering various approaches to the theological task; the unit explores an integrated, theological approach which gives due weight to Scripture, tradition and context. Far from being an irrelevance, such faith seeking understanding is vital to the health and mission of the Christian church. The unit considers various aspects of critical thinking, and illustrates the significance of critical thinking for an academic study of theology. In addition, a range of learning activities provides students with the opportunity to refresh essential study skills or be introduced to them for the first time. These skills are developed through a short formative assignment which forms the basis for the assessed essay expected at the end of the unit. Students are expected to take into account the feedback on the formative assignment as they prepare their final essay.

COURSE UNIT OVERVIEW

This unit provides an introduction to the process of studying Christian theology. After considering various approaches to the theological task; the unit explores an integrated, theological approach which gives due weight to Scripture, tradition and context. Far from being an irrelevance, such faith seeking understanding is vital to the health and mission of the Christian church. The unit considers various aspects of critical thinking, and illustrates the significance of critical thinking for an academic study of theology. In addition, a range of learning activities provides students with the opportunity to refresh essential study skills or be introduced to them for the first time. These skills are developed through a short formative assignment which forms the basis for the assessed essay expected at the end of the unit. Students are expected to take into account the feedback on the formative assignment as they prepare their final essay.

AIMS

To provide a practical introduction to the academic study of theology for people beginning, or returning to, undergraduate studies.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Explain how Scripture, tradition and context contribute to the process of doing theology
- Describe the critical and constructive aspects of the theological task

Intellectual Skills

By the end of this unit students will be able to:

- Discuss the nature of theology and identify different approaches to the theological task
- Discuss the significance of critical thinking for theological study

Practical Skills

By the end of this unit students will be able to:

- Identify, access and use relevant material from libraries and relevant online resources

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Use the study skills to plan and write an essay on a theological theme
- Express basic theological perspectives on various topics

Employability Skills

Work effectively with those who differing views and exercise discernment and tolerance within a framework of personal commitment

SYLLABUS

1. Why bother with theology? The basis for understanding the transforming nature of theology
2. What is theology? Different types of theology
3. How do we do theology?
4. Tools: Starting with Scripture 1
5. Tools: Starting with Scripture 2
6. Tools: Listening to the Great Tradition
7. Tools: Responding to Culture
8. Drawing on Scripture, Tradition & Culture – a reflective dialogue
9. Theological reflection and reflective practice
10. Models of reflection
11. Making connections (i.e. bringing it all together)

TEACHING AND LEARNING METHODS

102: Interactive lectures

8102: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 102: An essay	1000 words	n/a
• 8102: An essay	1000 words	n/a
Summative:		
• 102: An essay	2000 words	100%
• 8102: An essay and a learning journal*	2000 words	100% Pass/fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

FEEDBACK METHODS

<ul style="list-style-type: none"> • Oral feedback in class (102 only) • Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

<p>Chadwick C. and Tovey P., <i>Growing in Ministry: Using Critical Incident Analysis in Pastoral Care</i> (Grove Booklet 84, 2000)</p> <p>Cottrell, S., <i>The Study Skills Handbook</i> (Basingstoke: Palgrave Macmillan, 2003)</p> <p>Gorringe, T., <i>Redeeming Time: Atonement Through Education</i> (London: DLT, 1986)</p> <p>Green, L., <i>Let's Do Theology</i> (London: Mowbray, 1990)</p> <p>Grenz, Stanley J., and Roger E. Olson, <i>Who Needs Theology?</i> (Leicester: IVP, 1996)</p> <p>Hart, T., <i>Faith Thinking: The Dynamics of Christian Theology</i> (London: SPCK, 1995)</p> <p>McGrath, A., <i>Christian Theology: An Introduction</i> (Oxford: Blackwell, 2001)</p> <p>Nash S and Nash J., <i>Tools for Reflective Ministry</i> (London: SPCK, 2012)</p> <p>Pattison S., "Some Straw for the Bricks: A Basic Introduction to Theological Reflection", in Peterson E., <i>Working the Angles: The Shape of Pastoral Integrity</i> (Grand Rapids: Eerdmans, 1987)</p> <p>Rollins, P., <i>How (Not) To Speak of God</i> (London: SPCK, 2006)</p> <p>Williams, R., <i>On Christian Theology</i> (Oxford: Blackwell, 1999)</p> <p>Wright, T., <i>Scripture and the Authority of God</i> (London: SPCK, 2005)</p>

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

09.03.2018

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Reading and Using the Bible
Unit Code	103 (8103 for Distance learning version)
Unit Level	1
Contact Hours	22 hours (n/a for Distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Pieter Lalleman or Dr Zoltán Schwáb
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit introduces students to basic principles of biblical interpretation and translation. It introduces the major literary genres found in the Bible and explores their potential for use in various situations in ministry today. Different contexts in which the Bible is used are examined, with a view to drawing out how that use may be both faithful and effective.

COURSE UNIT OVERVIEW

This unit introduces students to basic principles of biblical interpretation and translation. It introduces the major literary genres found in the Bible and explores their potential for use in various situations in ministry today. Different contexts in which the Bible is used are examined, with a view to drawing out how that use may be both faithful and effective.

AIMS

To encourage an approach to biblical interpretation that combines faithfulness to the text, competence in the use of biblical scholarship, relevance to our contemporary world and appropriateness to the situation in which the Bible is being used.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate understanding and knowledge of some principles of biblical interpretation

Intellectual Skills

By the end of this unit students will be able to:

- Distinguish between different literary genres in the Bible
- Engage in responsible exegesis of the Bible

Practical Skills

By the end of this unit students will be able to:

- Select information from a variety of sources
- Apply a Bible passage appropriately to a specific contemporary situation

Transferable Skills and Personal Qualities

By the end of this course students will be able to:

- Use tools such as commentaries, reference works and websites
- Structure and communicate their ideas effectively in writing
- (103 only) work interdependently and present and discuss information in a group

Employability Skills

Students will consolidate skills such as reading texts appropriately, managing information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

SYLLABUS

1. Introduction
2. Narrative
3. Prophets and prophecy
4. Poetry
5. Wisdom
6. Law and ethics
7. Revelation
8. The relationship of the NT to the OT
- 9-10. Exegetical fallacies; how to use commentaries; methods of exegesis; which translation is the best?
11. Preparing Bible studies

TEACHING AND LEARNING METHODS

103: Interactive lectures

8103: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• 103: <ul style="list-style-type: none">• A written assignment• 8103: <ul style="list-style-type: none">• A written assignment	<ul style="list-style-type: none">• 500 words• 500 words	n/a n/a
Summative: <ul style="list-style-type: none">• 103: <ul style="list-style-type: none">• An exegetical essay• 8103: <ul style="list-style-type: none">• An exegetical essay• <i>and a learning journal*</i>	2000 words 2000 words	100% 100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (103 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Bartholomew, Craig G., and M. Goheen, *The Drama of Scripture: Finding our Place in the Biblical Story* (London: SPCK, 2006)

Briggs, Richard, *Reading the Bible Wisely* (London: SPCK, 2003)

Carson, D.A., *Exegetical fallacies* (Grand Rapids: Baker, 1984)

Duvall, J.S., and J.D. Hays, *Journey into God's Word: Your Guide to Understanding and Applying the Bible* (Grand Rapids: Zondervan, 2008)

Fee, Gordon D., and D. Stuart, *How to Read the Bible for all its Worth*, 3rd edn (London: Scripture Union, 2003)

Hayes, John H., and C.R. Holladay, *Biblical Exegesis: A beginner's handbook*, 3rd edn (Louisville & London: Westminster John Knox, 2007)

Holgate, D., and R. Starr, *Biblical Hermeneutics*, SCM Studyguide (London: SCM, 2006)

Littledale, Richard, *Stale Bread: A Handbook for Speaking the Story* (Edinburgh: St Andrew Press, 2007)

Moyise, Steve P., *Introduction to Biblical Studies*, 3rd edn, T & T Clark Approaches to Biblical Studies (London: Bloomsbury, 2013)

Pattison, S., and M. & T. Cooling, *Using the Bible in Christian Ministry: A Workbook* (London: Darton, Longman & Todd, 2007)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Basic Hebrew
Unit Code	110
Unit Level	1
Contact Hours	44 (4 hours per week in one semester)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Students are introduced to Hebrew consonants and vowels, common Old Testament vocabulary (nouns, adjectives, verbs and prepositions), pronominal suffixes on prepositions, forms of the regular and irregular verbs, absolute and construct forms of the noun, and the reading and translation of short passages from the Hebrew Bible.

COURSE UNIT OVERVIEW

Students are introduced to Hebrew consonants and vowels, common Old Testament vocabulary (nouns, adjectives, verbs and prepositions), pronominal suffixes on prepositions, forms of the regular and irregular verbs, absolute and construct forms of the noun, and the reading and translation of short passages from the Hebrew Bible.

AIMS

To introduce the preliminary aspects of Hebrew grammar and to enable students to read and translate simple passages from the Hebrew Bible

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate an understanding of basic grammar and syntax of Biblical Hebrew

Intellectual Skills

By the end of this unit students will be able to:

- Translate straightforward Old Testament passages into contemporary English with the help of appropriate study aids

Practical Skills

By the end of this unit students will be able to:

- Apply their understanding of Hebrew grammar and translation to basic exegesis and interpretation

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Prioritise learning tasks and plan their work independently
- Work together in a small group

Employability Skills

Students will be able to demonstrate to future employers an ability to apply themselves to the discipline of language study and translation work.

SYLLABUS

- 1.i consonants; 1.ii vowels; *shewa*
- 2.i inseparable prepositions; 2.ii *daghesh lene/forte*; definite article; syllables; vocabulary
- 3.i nouns; 3.ii adjectives
- 4.i perfect verb; 4.ii consolidation
- 5.i class test; consolidation: reading Hebrew
- 5.ii personal pronouns; demonstratives; construct forms
- 6.i pronominal suffixes; 6.ii active participle; object pronouns
- 7.i imperfect tense; directive *he*; *asher*
- 7.ii consecutive
- 8.i statives; imperatives; cohortative; jussive;
- 8.ii consolidation; revision
- 9.i class test; verbal suffixes; derived forms; 9.ii reading Genesis 1
- 10.i reading Exodus 20; 10.ii reading Deuteronomy 5
- 11.i reading Psalm 100/ Exodus 3; 11.ii consolidation and revision

TEACHING AND LEARNING METHODS

Small seminar group

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• 2 class tests	45 minutes each	n/a
Summative: <ul style="list-style-type: none">• An unseen examination	2 hours	100%

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Cook, John and Robert Holmstedt, *Beginning Biblical Hebrew: A Grammar and Illustrated Reader* (Grand Rapids: Baker Academic, 2013)
Landes, G.M., *Building your Biblical Hebrew Vocabulary* (Atlanta: SBL, 2001)
Ross, Allen P., *Introducing Biblical Hebrew* (Grand Rapids: Baker, 2001)
Wegner, Paul D., *Using Biblical Hebrew in Ministry: A Practical Guide for Students and Pastors* (Grand Rapids: Kregel, 2009)
The Holy Scriptures in the Original Languages (London: Trinitarian Bible Society, 1998)

SCHEDULED ACTIVITY HOURS

44 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

56 hours

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Biblical Texts on Mission
Unit Code	111 (8111 for Distance learning version)
Unit Level	1
Contact Hours	22 (n/a for Distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit examines Biblical texts related to mission, which will be drawn from a variety of genres in both the Old and the New Testament. Consideration is given to literary, historical, contextual, theological and missiological issues. Students are encouraged to reflect critically on these texts and to think through their implications for contemporary mission.

COURSE UNIT OVERVIEW

This unit examines Biblical texts related to mission, which will be drawn from a variety of genres in both the Old and the New Testament. Consideration is given to literary, historical, contextual, theological and missiological issues. Students are encouraged to reflect critically on these texts and to think through their implications for contemporary mission.

AIMS

To examine selected Biblical texts related to mission and mission practice.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Identify and evaluate different biblical concepts for mission in today's world.

Intellectual Skills

By the end of this unit students will be able to:

- Discuss the missionary character of the Bible
- Evaluate the mission practice of God's people throughout biblical history

Practical Skills

By the end of this unit students will be able to:

- Demonstrate basic exegetical skills

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Apply relevant passages to their personal and church situation
- (111 only) work constructively in a group

Employability Skills

This unit develops analytical and reflective skills with a particular focus on the application of analysis and reflection on practice.

SYLLABUS

1. Introduction
2. Creation in a missionary context: universalism in the Old Testament (a)
3. Universalism in the Old Testament (b)
4. Old Testament people involved in mission
5. The battle as part of mission
6. The Book of Jonah
7. The Gospels: The Kingdom of God
8. The Gospels: Sent into the world
9. Acts and Mission
10. Letters from the New Testament: the Church's proclamation in word and deeds
11. The battle and the victory: God reigns
12. Conclusion
13. Review

TEACHING AND LEARNING METHODS

111 Interactive lectures
8111 Distance learning
Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• 111: A written assignment• 8111: A written assignment	500 words 500 words	n/a n/a
Summative: <ul style="list-style-type: none">• 111: An essay• 8111: An essay and a learning journal*	2000 words 2000 words	100% 100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Bauckham, Richard J. (ed.), <i>Bible and Mission: Christian Witness in a Postmodern World</i> (Carlisle: Paternoster, 2003)
Bosch, David, <i>Transforming Mission: Paradigm Shifts in Mission</i> (New York: Orbis, 1991)
Glasser, A.F., <i>Announcing the Kingdom: The Story of God's Mission in the Bible</i> (Grand Rapids: Baker, 2003)
Köstenberger, Andreas J., and O'Brien, P.T., <i>Salvation to the Ends of the Earth: A Biblical Theology of Mission</i> (Downers Grove: IVP, 2001)
Larkin, William J., and J.F. Williams (eds), <i>Mission in the New Testament: An Evangelical Approach</i> (New York: Orbis, 1998)
Ott, Craig, Stephen J. Strauss and Timothy C. Tennent, <i>Encountering Theology of Mission: Biblical Foundations, Historical Developments, and Contemporary Issues</i> (Grand Rapids: Baker Academic, 2010)
Peskett, Howard and Vinoth Ramachandra, <i>The Message of Mission: The Glory of Christ in All Time and Space</i> (Leicester: IVP, 2003)
Stott, John R.W., <i>New Issues Facing Christians Today</i> (London: Marshall Pickering, 3rd edn 1999)
Wright, Christopher J.H., <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> (Leicester: IVP, 2006)
Wright, Christopher J.H., <i>The Mission of God's People: a Biblical Theology of the Church's Mission</i> (Grand Rapids: Zondervan, 2010)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	

School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Introduction to the Bible
Unit Code	112
Unit Level	1
Contact Hours	22
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Pieter J. Lalleman
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit walks through the contents of the Bible and shows how knowledge of its background helps modern readers to understand it. The student is introduced to relevant source materials such as the Apocrypha and to the history of the biblical period. Attention is paid to principles of exegesis and to issues such as inspiration, authority and canonicity. Throughout relevant study skills are repeated and applied.

COURSE UNIT OVERVIEW

This unit walks through the contents of the Bible and shows how knowledge of its background helps modern readers to understand it. The student is introduced to relevant source materials such as the Apocrypha and to the history of the biblical period. Attention is paid to principles of exegesis and to issues such as inspiration, authority and canonicity. Throughout relevant study skills are repeated and applied.

AIMS

This unit lays a foundation for the other units by introducing students to the Christian Scriptures, their backgrounds and the first principles of their interpretation.

LEARNING OUTCOMES

Knowledge and Understanding

- By the end of this unit students will be able to:
- Reproduce key elements of the historical setting of ancient Israel, the ministry of Jesus and the beginnings of the church
 - Identify the main literary genres in the Bible
 - Explain what unfair practice in coursework is and how it can be avoided

Intellectual Skills

- By the end of this unit students will be able to:
- Distinguish between biblical and extra-biblical sources of information

- Engage in a discussion about canon and biblical authority

Practical Skills

By the end of this unit students will be able to:

- Write an academic essay with appropriate bibliography and footnotes
- Use suitable tools such as commentaries, reference works and websites

Transferable Skills and Personal Qualities

By the end of this course students will be able to:

- Work independently and direct their own learning
- Apply appropriate information technology skills including word processing, internet communication, information retrieval, online literature searching and library databases
- Manage their time, plan and work on several areas at once and meet a variety of deadlines

Employability Skills

Basic employability skills will be enhanced through this unit. For example, students will be guided in the use of Information Technology as a source of information; they will develop learning skills including how to manage their time; they will develop their ability to communicate their ideas clearly in writing.

SYLLABUS

1. Backgrounds to the OT in general
2. Genesis to Numbers
3. Deuteronomy - Judges
4. Samuel, Saul, David, Solomon, Northern Kingdom
5. Southern Kingdom, exile, return
6. Composition, canon, transmission and inspiration
7. Sources for the background to the NT
8. Political history 333 BC - 70 AD
9. The cultural background to the NT
10. Judaism in the first century
11. The theological unity of the Bible

TEACHING AND LEARNING METHODS

Interactive lectures

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none"> • A quiz in class • A short essay 	10 questions 1000 words	n/a n/a
Summative: <ul style="list-style-type: none"> • An essay [One of the essays has to be on the Old Testament, the other on the New Testament.]	2000 words	100%

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Arnold, Bill T., and B.E. Beyer, *Encountering the Old Testament: A Christian survey* (Grand Rapids: Baker, 1999)

Drane, John, *Introducing the Old Testament* 3rd edn (London: Lion, 2010)

Drane, John, *The World of the Bible* (Oxford: Lion Hudson, 2009)

Drane, John, *Introducing the New Testament* 3rd edn (London: Lion, 2011)

Elwell, Walter A., and Robert W. Yarbrough, *Encountering the New Testament: A historical and theological survey* (Grand Rapids: Baker, 1998)

Fee, Gordon D., and D. Stuart, *How to Read the Bible for all its Worth* 3rd edn (Grand Rapids: Zondervan, 2003)

Ferguson, Everett, *Backgrounds of Early Christianity* 3rd edn (Grand Rapids: Eerdmans, 2003)

Gundry, Robert H., *A Survey of the New Testament* 4th edn (Grand Rapids: Zondervan, 2003)

Hillyer, Norman (ed.), *Illustrated Bible Dictionary* 3 vols (Leicester: IVP, 1980)

Jones, Simon, *The World of the Early Church: a social history* (Oxford: Lion, 2011)

SCHEDULED ACTIVITY HOURS

22 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours

ADDITIONAL NOTES

APPROVAL

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Interpreting the Old Testament
Unit Code	115 (8115 Distance learning version)
Unit Level	1
Contact Hours	22 (n/a for Distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit builds on the discussion of introductory issues in unit 112 Introduction to the Bible and on skills acquired in unit 103 Reading and Using the Bible. It helps students to improve their exegetical skills and to read and use commentaries and other aids independently. It also pays attention to contemporary use of the Old Testament.

COURSE UNIT OVERVIEW

This unit builds on the discussion of introductory issues in unit 112 Introduction to the Bible and on skills acquired in unit 103 Reading and Using the Bible. It helps students to improve their exegetical skills and to read and use commentaries and other aids independently. It also pays attention to contemporary use of the Old Testament.

AIMS

To give students more experience in interpreting the Old Testament and in using secondary literature.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate a good understanding of a variety of Old Testament passages

Intellectual Skills

By the end of this unit students will be able to:

- Evaluate critically commentaries and other aids
- Analyse the use of Scripture in devotional literature

Practical Skills

By the end of this unit students will be able to:

- Interpret passages from the Old Testament with confidence
- Communicate the significance of different parts of the Old Testament for today

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Evaluate texts with confidence
- (115 only) work constructively in a group

Employability Skills

Students will improve skills such as reading texts appropriately, managing information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

SYLLABUS

1. Introduction, Old Testament vs. New Testament
2. Is the Old Testament Violent?
3. Exegesis 1 (Genesis 1)
4. Exegesis 2 (Genesis 1)
5. Narratives 1
6. Historicity
7. The world in front of/behind/of the text
8. Poetry
9. Context 1: ancient Near East
10. Context 2: academic context (biblical criticism)
11. Context 3: faith context (Jewish vs. Christian interpretations)

TEACHING AND LEARNING METHODS

102: Interactive lectures and small groups

8102: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 115: <i>An exegetical exercise</i>	<i>Notional 500 words</i>	n/a
• 8155: <i>An exegetical exercise</i>	<i>Notional 500 words</i>	n/a
Summative:		
• 115: <i>An exegetical essay</i>	2000 words	100%
• 8155: <i>An exegetical essay and a learning journal*</i>	2000 words	100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	103 and 112
Co-requisite units	n/a

RECOMMENDED READING

<p>Alter, Robert, <i>The Art of Biblical Narrative</i> (George Allen & Unwin, 1981)</p> <p>Arnold, Bill T. and B.E. Beyer, <i>Encountering the Old Testament: A Christian Survey</i>, 2nd edn. (Grand Rapids: Baker, 2008)</p> <p>Carson, D.A., <i>Exegetical Fallacies</i>, 2nd edn. (Grand Rapids: Baker, 1996)</p> <p>Dell, Katharine, <i>Who Needs the Old Testament? Its Enduring Appeal and Why the New Atheists Don't Get It</i> (London: SPCK, 2017)</p> <p>Drane, John W., <i>Introducing the Old Testament</i>. 3rd edn (Oxford: Lion, 2011)</p> <p>Goldingay, John, <i>An Introduction to the Old Testament: Exploring Text, Approaches and Issues</i> (London: SPCK, 2016)</p> <p>Hays, Christopher, <i>Hidden Riches: A Sourcebook for the Comparative Study of the Hebrew Bible and Ancient Near East</i> (Westminster John Knox Press: 2014)</p> <p>Kaminsky, Joel S., Joel N. Lohr, and Mark Reasoner, <i>The Abingdon Introduction to the Bible: Understanding Jewish and Christian Scriptures</i> (Nashville: Abingdon Press, 2014)</p> <p>Lalleman, Hetty, <i>Celebrating the Law? Rethinking Old Testament Ethics</i>, 2nd edn (Carlisle: Paternoster, 2016)</p> <p>Kugel, James L., <i>How to Read the Bible</i> (New York: Free Press, 2007)</p> <p>Stuart, D.K., <i>Old Testament Exegesis: A Handbook for Students and Pastors</i>, 4th edn (Louisville: Westminster John Knox, 2009)</p> <p>Yancey, Philip, <i>The Bible Jesus Read</i> (Grand Rapids: Zondervan, 1999)</p> <p>Two reliable on-line sources:</p> <p>https://www.bibleodyssey.org/</p> <p>https://sots-ot.wikispaces.com/</p>

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Jesus and the Synoptic Gospels
Unit Code	123 (8123 for Distance learning version)
Unit Level	1
Contact Hours	22 (n/a for Distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Stephen I. Wright / Rev Robert J. May
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit introduces some of the key disciplines in biblical studies, and in particular explores the nature of and relationship between the Synoptic Gospels. A range of themes central to the mission of Jesus is discussed, including the kingdom of God, parables, miracles and discipleship. Throughout the unit students are encouraged to let their developing understanding of the story of Jesus inform their own understanding of Christian faith and life, and of the practices of the Church.

COURSE UNIT OVERVIEW

This unit introduces some of the key disciplines in biblical studies, and in particular explores the nature of and relationship between the Synoptic Gospels. A range of themes central to the mission of Jesus is discussed, including the kingdom of God, parables, miracles and discipleship. Throughout the unit students are encouraged to let their developing understanding of the story of Jesus inform their own understanding of Christian faith and life, and of the practices of the Church.

AIMS

To introduce students to the study of the Synoptic Gospels and the historical Jesus and to explore some contemporary implications of the material studied.

LEARNING OUTCOMES

Knowledge and Understanding

- By the end of this unit students will be able to:
- Identify key characteristics of each of the Synoptic Gospels
 - Understand the significance of historical and literary context for interpreting passages within the Gospels

Intellectual Skills

By the end of this unit students will be able to:

- Understand the challenges involved in the task of biblical exegesis
- Use appropriate critical skills to highlight and discuss key features of Jesus' mission and ministry as portrayed by the Synoptic Gospels

Practical Skills

By the end of this unit students will be able to:

- Demonstrate skills in biblical exegesis
- Make appropriate connections between the story of Jesus and the life and mission of the Church today

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Assess other people's views on texts
- Structure and communicate their ideas effectively in writing
- (123 only) Make a clear and concise presentation to their peers about a short Bible passage
- (123 only) Work in small groups

Employability Skills

Students will consolidate their ability to engage positively with a range of views and to organize and present their own ideas with confidence. These skills are important in a range of employment contexts.

SYLLABUS

- 1: Four Gospels, One Jesus
- 2: Three Gospels, One Story: the 'Synoptic Gospels'
- 3: Comparing the Gospels (Mt 9:1-8 / Mk 2:1-12 / Lk 5:17-26)
- 4: Jesus' proclamation of God's kingdom (Lk 9:23-27; Lk 17:20-25)
- 5: Works of power: the 'miracles' of Jesus (Mk 10:46-52)
- 6: Words of wisdom: the 'parables' of Jesus (Mk 4:26-29)
- 7: Forming a new community: disciples and discipleship (Mt 18:15-20)
- 8: Shaping a new community: the ethic of Jesus (Lk 6:32-36)
- 9: Arousing opposition: resistance to Jesus (Mt 22:15-22)
- 10: Jesus' suffering, death and resurrection (Mk 14:22-25)
- 11: The identity and significance of Jesus (Mt 28:16-20)

TEACHING AND LEARNING METHODS

123: Interactive lectures and group presentations

8123: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 123: Group presentation on a passage	3 minute report	n/a
• 8123: Presentation on a passage	Notional 500 words	n/a
Summative:		
• 123: An exegetical essay	2000 words	100%
• 8123: An exegetical essay and a learning journal*	2000 words	100% Pass/fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

FEEDBACK METHODS

<ul style="list-style-type: none"> Oral feedback in class Written feedback on formative and summative written submissions within 15 working days
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REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

<p>Adams, Edward, <i>Parallel Lives of Jesus: Four Gospels, One Story</i> (London: SPCK, 2011)</p> <p>Bock, Darrell L., <i>Jesus according to Scripture: Restoring the Portrait from the Gospels</i> (Leicester: Apollos, 2002)</p> <p>Burridge, Richard A., <i>Four Gospels, One Jesus</i>, 2nd edn (London: SPCK, 2005)</p> <p>Dunn, James D.G., <i>A New Perspective on Jesus: What the Quest for the Historical Jesus Missed</i> (London: SPCK, 2005)</p> <p>Seccombe, David, <i>The King of God's Kingdom</i> (Carlisle: Paternoster, 2002)</p> <p>Stanton, Graham, <i>The Gospels and Jesus</i> (Oxford: OUP, 2002)</p> <p>Wenham, David, and Steve Walton, <i>Exploring the New Testament, Vol. 1: The Gospels and Acts</i>, 2nd edn (London: SPCK, 2011)</p> <p>Wright, N.T., <i>How God became King</i> (London: SPCK, 2012)</p> <p>Yoder Neufeld, Thomas R., <i>Recovering Jesus: The Witness of the New Testament</i> (Grand Rapids: Brazos; London: SPCK, 2007)</p>

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Introduction to Paul
Unit Code	124
Unit Level	1
Contact Hours	22
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev Simon M. Jones
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit offers a brief overview of Paul's career and background and goes on to explore the letter genre and assess debates about authorship. In addition, students consider the destination, structure and purpose of one of Paul's major letters, usually 1 Corinthians, alongside a study of its significant themes.

COURSE UNIT OVERVIEW

The unit offers a brief overview of Paul's career and background and goes on to explore the letter genre and assess debates about authorship. In addition, students consider the destination, structure and purpose of one of Paul's major letters, usually 1 Corinthians, alongside a study of its significant themes.

AIMS

To provide an introduction to the life and thought of Paul with a focus on one of his major letters.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Outline the background, career and significance of the Apostle Paul
- Recognise the general features of the letter genre

Intellectual Skills

By the end of this unit students will be able to:

- Understand the debates on the authorship of some Pauline letters
- Explain the structure and major themes of a significant Pauline letter
- Have a critically informed opinion of the purpose and audience of a Pauline letter

Practical Skills

By the end of this unit students will be able to:

- Demonstrate skills in the exegesis of the text
- Communicate the possible implications of the themes of a Pauline letter for today's church

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Assess other people's views on texts
- Structure and communicate their ideas effectively in writing

Employability Skills

Students will consolidate skills such as reading texts appropriately, managing information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

SYLLABUS

1. Overview of the unit and an introduction to Paul
2. Reading ancient letters; Philemon
3. Paul's relationship with the church at Corinth and an overview of his gospel
4. Apocalyptic thinking and how Paul was shaped by it
5. 1 Corinthians 1-4; the divisions in the church; wisdom
6. 1 Corinthians 5-7; sexual ethics and marriage
7. 1 Corinthians 8-10; food offered to idols
8. Women in Roman society and the Pauline communities
9. The Lord's supper; Roman meal practices
10. 1 Corinthians 12-14; spiritual gifts; Christian gatherings
11. 1 Corinthians 15; the resurrection

TEACHING AND LEARNING METHODS

Interactive lectures

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• An online test	10 questions	n/a
Summative: <ul style="list-style-type: none">• An exegetical essay	2000 words	100%

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

Barrett, C. K., <i>Paul: An Introduction to His Thought</i> (London: Chapman, 1994)
Drane, John, <i>Introducing the New Testament</i> (London: Lion, 1999 ²)
Dunn, James D.G. (ed.), <i>The Cambridge companion to St Paul</i> (Cambridge: Cambridge University Press, 2003)
Elwell, Walter A., and Robert W. Yarbrough, <i>Encountering the New Testament</i> (Grand Rapids: Baker Academic, 2005)
Garland, David E., <i>1 Corinthians</i> (Grand Rapids: Baker, 2003)
Gombis, T., <i>Paul: A Guide for the Perplexed</i> (London: T&T Clark, 2010)
Hawthorne, Gerald F., Ralph P. Martin and Daniel G. Reid (eds), <i>Dictionary of Paul and his letters</i> (Leicester: IVP, 1993)
Horrell, David, <i>An Introduction to the Study of Paul</i> (London: Continuum, 2000, 2006 ²)
Jones, Simon, <i>The world of the early church: a social history</i> (Oxford: Lion, 2011)
Thiselton, Anthony C., <i>The First Epistle to the Corinthians</i> (Carlisle: Paternoster, 2000)

SCHEDULED ACTIVITY HOURS

22 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

GENERAL INFORMATION

Course Unit title	New Testament Greek A
Unit code	126
Credit rating	10
Level	4
Contact hours	48
Pre-requisite units	n/a
Co-requisite units	n/a
School responsible	Spurgeon's College with School of Arts, Language and Cultures
Member of staff responsible	Dr Antony D. Rich
ECT	5
Notional hours of learning	100

BRIEF DESCRIPTION OF THE UNIT

This unit focuses on basic grammar and syntax as contained in the textbook; it also offers a brief historical treatment of language and of the transmission of the text, and pays attention to idiomatic expressions in New Testament Greek. Reading from the original text is emphasised from the start of the unit. The biblical text used is John's Gospel, with selections from the Letters of John. The teaching of grammatical forms and structures is supported by teacher-prepared handouts with forms being introduced in the context of New Testament examples.

The average student needs to set aside at least 4 hours per week for private study, including the revision of work, translation exercises and the learning of vocabulary. The exam covers grammar and comprehension questions, assisted translation and unseen translation; all passages are taken from John's Gospel. To facilitate learning there are short tests at appropriate stages.

AIMS

To introduce the grammar and syntax of New Testament Greek, to enable students to read selected passages from the New Testament with appropriate study aids and to develop the use of the language in exegesis.

INTENDED LEARNING OUTCOMES

Category of outcome	By the end of this unit students should be able to:
Knowledge and understanding	<ul style="list-style-type: none">• Demonstrate an understanding of basic grammar and syntax of New Testament Greek
Intellectual skills	<ul style="list-style-type: none">• Translate straightforward New Testament passages into contemporary English with the help of appropriate study aids
Practical and Transferable skills; Personal qualities	<ul style="list-style-type: none">• apply their understanding of Greek grammar and translation to basic exegesis and interpretation

ASSESSMENT

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none"> Class test (word formation) 	25 minutes	N/A
Summative: <ul style="list-style-type: none"> Written unseen examination (translation and grammar) 	2 hours	100%

FURTHER INFORMATION

Semester	1
Available on which programme(s)?	BA in Theology

Content	Seminar 1 – The Greek alphabet, reading aloud Seminar 2 – Verbs (present tense, stems and endings, statements and questions, punctuation, negatives, sentence structure) Seminar 3 – The UBS Greek NT; second and third declension nouns; the case system, the complement and prepositions Seminar 4 – Personal pronouns Seminar 5 – Singular nouns, singular definite article, chiasmic structures Seminar 6 – The plural noun, first second and third declensions, definite article Seminar 7 – Tense, mood and voice, contracted verbs, deponent verbs Seminar 8 – Future tense, liquid verbs and ‘sensitive’ letters Seminar 9 – Adjectives, word order, attributive and predicative positions Seminar 10 – Adjectives with third declension endings, demonstratives Seminar 11 – Aorist active and middle, irregular second aorists Seminar 12 – Present, first aorist and second aorist active and middle imperative, imperative Seminar 13 – different types of adjective, degrees of comparison Seminar 14 – Revision session Seminar 15 – Adverbs, numbers Seminar 16 – Conjunctions and their position, relative pronouns Seminar 17 – Participles, passive, genitive absolute, compound verbs Seminars 18-21 – Translation work
Teaching method	Small seminar group
Additional eLearning content	Unit materials are available at Spurgeon’s <i>Online</i> to support student learning
Feedback	Written feedback to students within 15 working days from submission
Date of approval (<i>for office use</i>)	
Information updated on	December 2015

INDICATIVE READING

Textbook:	Macnair, Ian, <i>Teach Yourself New testament Greek</i> (Nashville: Thomas Nelson, 1995)
Indicative reading:	Aland, K., et al (ed.), <i>The Greek New Testament</i> 4th edn (Stuttgart: UBS, 1993) Duff, Jeremy, <i>The elements of New Testament Greek</i> 3rd edn (Cambridge: Cambridge Univ. Press, 2005) Newman Jr, Barclay M., <i>Concise Greek-English Dictionary of the New Testament</i> (Stuttgart: UBS, 1971)
Plus one of the following:	Grosvenor, M., <i>A grammatical analysis of the Greek New Testament</i> 5th edn (Rome: Editrice Pontificio Istituto Biblico, 1996) Perschbacher, W., <i>The New Analytical Greek Lexicon</i> (Peabody: Hendrickson, 1990) Rogers, C.L. Jr. and C.L. III, <i>The New Linguistic and Exegetical Key to the Greek New Testament</i> (Grand Rapids: Zondervan, 1998)
After completing the unit:	Goodrich, R., and D. Diewert, <i>A Summer Reader. A workbook For maintaining your Biblical Greek</i> (Grand Rapids: Zondervan, 2001)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.2.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	New Testament Greek B
Unit Code	127
Unit Level	1
Contact Hours	22 hours
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Antony D. Rich
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit builds on unit 126 and focuses on basic grammar and syntax in the remainder of the textbook. It also explores approaches to translating and interpreting the New Testament Greek text and to communicating its dynamic equivalent. Reading from the original text is emphasised and the particular biblical text used is John's Gospel, with selections from the Letters of John. The teaching of grammatical forms and structures is supported by teacher-prepared handouts with forms being introduced in the context of New Testament examples.

The average student needs to set aside at least 6 hours per week for private study, including the revision of work, translation exercises and the learning of vocabulary. The exam covers grammar and comprehension questions, assisted translation, unseen translation and interpretation; all passages are taken from John's Gospel. To facilitate learning there are short tests at appropriate stages, including a longer formative class-based test.

COURSE UNIT OVERVIEW

This unit builds on unit 126 and focuses on basic grammar and syntax in the remainder of the textbook. It also explores approaches to translating and interpreting the New Testament Greek text and to communicating its dynamic equivalent. Reading from the original text is emphasised and the particular biblical text used is John's Gospel, with selections from the Letters of John. The teaching of grammatical forms and structures is supported by teacher-prepared handouts with forms being introduced in the context of New Testament examples.

The average student needs to set aside at least 6 hours per week for private study, including the revision of work, translation exercises and the learning of vocabulary. The exam covers grammar and comprehension questions, assisted translation, unseen translation and interpretation; all passages are taken from John's Gospel. To facilitate learning there are short tests at appropriate stages, including a longer formative class-based test.

AIMS

To build the knowledge and understanding of the grammar and syntax of New Testament Greek to a basic level that will enable students to read selected passages from the New Testament with appropriate study aids, and to develop the use of the language in translation, interpretation and exegesis.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate an understanding of basic grammar and syntax of New Testament Greek

Intellectual Skills

By the end of this unit students will be able to:

- Translate straightforward New Testament passages into contemporary English with the help of appropriate study aids

Practical Skills

By the end of this unit students will be able to:

- Apply their understanding of Greek grammar and translation to basic exegesis, interpretation and analysis of the New Testament text

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Understand the importance of different rules of grammar and syntax in a foreign or ancient language

Employability Skills

Demonstrate an ability to engage in independent language study and translation

SYLLABUS

Seminar 1 – Review of verbs; translation work

Seminar 2 – The subjunctive

Seminar 3 – The infinitive, accusative of respect, consequence clauses

Seminar 4 – Questions, interrogative and indefinite pronouns

Seminar 5 – The optative, the imperfect, perfect

Seminar 6 – Verbs ending $-\mu\text{-}$, the verb 'to be', classes of condition

Seminar 7 – Philosophy of translation, context, literature on interpretation and meaning

Seminar 8 – Transitive and intransitive verbs, more $-\mu\text{-}$ verbs

Seminar 9-11 – Translation work

TEACHING AND LEARNING METHODS

Group work

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">A class test	25 minutes	n/a
Summative: <ul style="list-style-type: none">An unseen examination	2 hours	100%

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG) if the appropriate threshold is passed in the assessment of unit 126
Pre-requisite units	126 (this unit must have been successfully passed at 40% or above)
Co-requisite units	n/a

RECOMMENDED READING

Textbook:

Macnair, Ian, *Teach Yourself New testament Greek* (Nashville: Thomas Nelson, 1995)

Indicative reading:

Aland, K., et al (ed.), *The Greek New Testament* 4th edn (Stuttgart: UBS, 1993)

Duff, Jeremy, *The elements of New Testament Greek* 3rd edn (Cambridge: Cambridge Univ. Press, 2005)

Newman Jr, Barclay M., *Concise Greek-English Dictionary of the New Testament* (Stuttgart: UBS, 1971)

Plus one of the following:

Grosvenor, M., *A grammatical analysis of the Greek New Testament* 4th edn (Rome: Editrice Pontifico Istituto Biblico, 1996)

Perschbacher, W., *The New Analytical Greek Lexicon* (Peabody: Hendrickson, 1990)

Rogers, C.L. Jr. & C.L. III, *The New Linguistic and Exegetical Key to the Greek New Testament* (Grand Rapids: Zondervan, 1998)

After completing the unit:

Goodrich, R., & D. Diewert, *A Summer Reader. A workbook For maintaining your Biblical Greek* (Grand Rapids: Zondervan, 2001)

SCHEDULED ACTIVITY HOURS

22 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Introduction to Christian Doctrine
Unit Code	133 (8133 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Lectures focus on the task of theology as reflection on the Gospel narrative. An exploration of the biblical foundation of doctrine, its historical development and cultural shaping is rooted in a sustained examination of the Apostles' Creed. This will facilitate an appreciation of the contemporary, practical implications of Christian belief. A foundation is laid for later units which focus on the nature of theological thinking and the relationship between doctrine and ethics.

COURSE UNIT OVERVIEW

Lectures focus on the task of theology as reflection on the Gospel narrative. An exploration of the biblical foundation of doctrine, its historical development and cultural shaping is rooted in a sustained examination of the Apostles' Creed. This will facilitate an appreciation of the contemporary, practical implications of Christian belief. A foundation is laid for later units which focus on the nature of theological thinking and the relationship between doctrine and ethics.

AIMS

To introduce students to the study of Christian doctrine as articulated in the Apostles' Creed and to some of its ethical consequences.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Understand the nature of the theological task and appreciate the distinctive nature of Christian belief as articulated in the Apostles' Creed

Intellectual Skills

By the end of this unit students will be able to:

- Identify and examine the ways in which the Church has formulated and expressed its beliefs in changing historical and cultural contexts

Practical Skills

By the end of this unit students will be able to:

- Apply the key theological concepts and/or ethical consequences of Christian belief and practice in the context of ministry and mission

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Identify, access and use relevant material from libraries and online resources

Employability Skills

Understand ways in which personal commitment can helpfully and creatively contribute to corporate identity and good practice.

SYLLABUS

1. What is theology? 'I believe....' Introduction to the study of Doctrine
2. The Doctrine of Revelation; 'I believe in God.....'
3. Exploring the Trinity; 'I believe in God the Father....'
4. The Good Creation; 'maker of heaven and earth....'
5. Humanity in the image of God
6. The Person and Work of Christ (1); 'And in Jesus Christ, his only-begotten Son, our Lord...'
7. The Person and Work of Christ (2); the story of Jesus and the gift of salvation
8. Who is the Spirit?; 'I believe in the Holy Spirit....'
9. Living in Faith: Theism, Atheism and Christian belief
10. Living in Hope; 'The resurrection of the body....'
11. Living the Christian Story: Christian Ethics as living Christian Theology

TEACHING AND LEARNING METHODS

133: Interactive lectures

8133: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 133: An essay plan	300 words	n/a
• 8133: An essay plan	300 words	n/a
Summative:		
• 133: An essay	1500 words	100%
• 8133: An essay and a learning journal*	2000 words	100%

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (133 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Gunton, Colin, <i>The Christian Faith: An Introduction to Christian Doctrine</i> (Oxford: Blackwell, 2002)
Gunton, Colin, Steve Holmes and Murray Rae, <i>The Practice of Theology</i> (London: SCM, 2001)
Hart, Trevor, <i>Faith Thinking: The Dynamics of Christian Theology</i> (Eugene: Wipf and Stock, 1995)
McGrath, Alister, <i>Theology: The Basics</i> (Oxford: Blackwell, 2008)
McGrath, Alister, <i>The Christian Theology Reader</i> (Oxford: Blackwell, 1995)
Migliore, D., <i>Faith Seeking Understanding</i> (Grand Rapids: Eerdmans, 2 nd edn 2004)
Olson, R., <i>The Mosaic of Christian Belief</i> (Leicester: IVP, 2002)
Spence, Alan, <i>Christology: A Guide for the Perplexed</i> (London: T&T Clark, 2008)
Tanner, K. <i>Jesus, humanity and the Trinity: a brief systematic theology</i> , <i>Scottish Journal of Theology</i> . Current issues in theology (Edinburgh: T&T Clark, 2001)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Ethics 1
Unit Code	134 (8134 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit focuses on the historical development of ethics, specifically in relation to contrasting philosophical traditions. Focus then shifts to the way in which the Christian Church has understood the Scriptures in relation to the construction of ethics; in particular, attention is paid to various ways in which the Christian narrative can be understood as a foundation for ethics. The relationship between doctrine and ethics is explored through engaging with particular issues of contemporary moral debate, including social justice, respect for life, and sexuality.

COURSE UNIT OVERVIEW

The unit focuses on the historical development of ethics, specifically in relation to contrasting philosophical traditions. Focus then shifts to the way in which the Christian Church has understood the Scriptures in relation to the construction of ethics; in particular, attention is paid to various ways in which the Christian narrative can be understood as a foundation for ethics. The relationship between doctrine and ethics is explored through engaging with particular issues of contemporary moral debate, including social justice, respect for life, and sexuality.

AIMS

To critically engage with contrasting perspectives on the nature of the ethical task by exploring the historical development of the subject.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate knowledge of major philosophical traditions as they relate to the construction of ethics

Intellectual Skills

By the end of this unit students will be able to:

- Explain the distinctive contribution of key theologians to ethics

Practical Skills

By the end of this unit students will be able to:

- Reflect on current affairs in the light of the material studied
- Write an essay, using footnotes and bibliographies in an appropriate way

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Analyse the ethical implications of systems of belief

Employability Skills

Develop an ability to make wise decisions in complex situations

SYLLABUS

The historical development of ethics
Ethics, philosophy and faith
The Bible and Ethics
Love and Justice
Man and Woman
Respect for Life
The story of Jesus
Doctrine and ethics
Some key theologians and ethicists

TEACHING AND LEARNING METHODS

134: Interactive lectures
8134: Distance learning
Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• 134: An essay plan• 8134: An essay plan	300 words 300 words	n/a n/a
Summative: <ul style="list-style-type: none">• 134: An essay• 8134: An essay <i>and a learning journal*</i>	2000 words 2000 words	100% 100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (134 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

<p>Aristotle, <i>Nicomachean Ethics</i> (London: Penguin, 1976)</p> <p>Colwell, John E., <i>Living the Christian Story</i> (Edinburgh: T&T Clark, 2001)</p> <p>Cook, D., <i>The Moral Maze</i> (London: SPCK, 1983)</p> <p>Foster, Richard, <i>Money, Sex and Power</i> (London: Hodder and Stoughton, 1985)</p> <p>Gill, R. (ed.), <i>The Cambridge Companion to Christian Ethics</i> (Cambridge: Cambridge Univ. Press, 2001)</p> <p>Grenz, Stanley, <i>The Moral Quest</i> (Leicester: Apollos, 1997)</p> <p>Hauerwas, Stanley, <i>The Peaceable Kingdom</i> (Notre Dame: Univ. of Notre Dame, 1983)</p> <p>Hays, Richard, <i>The Moral Vision of the New Testament</i> (Edinburgh: T&T Clark, 1996)</p> <p>MacIntyre, Alasdair, <i>A Short History of Ethics: a History of Moral Philosophy from the Homeric Age to the Twentieth Century</i>. 2nd edn (London: Routledge, 1998)</p> <p>McClendon, James, <i>Systematic Theology: Volume 1: Ethics</i> (Waco: Baylor University Press, 2012)</p> <p>Stassen, Glen and Gushee, David, <i>Kingdom Ethics</i> (Downers Grove: InterVarsity, 2003)</p> <p>Stassen, Glen, <i>A Thicker Jesus: Incarnational Discipleship in a Secular Age</i> (Louisville: WJK, 2009)</p> <p>Vardy, P., <i>The Puzzle of Ethics</i>. 2nd edn (London: Harper Collins, 1999)</p> <p>Wells, S., and B. Quash, <i>Introducing Christian Ethics</i> (Oxford: Wiley-Blackwell, 2010)</p> <p>Wells, S., <i>Christian Ethics: An Introductory Reader</i> (Oxford: Wiley-Blackwell, 2010)</p> <p>Willard, Dallas, <i>The Divine Conspiracy</i> (San Francisco: Harper, 2003)</p> <p>Wright, Tom, <i>Virtue Reborn</i> (London: SPCK, 2010)</p>

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor

15.08.2017

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Introduction to Mission
Unit Code	150 (8150 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev Seidel Abel Boanerges
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit explores a variety of theological themes, including mission as *Missio Dei*, incarnation and the Kingdom of God, and a range of biblical themes and passages which form the basis for missiology are considered. There is an introduction to different aspects of mission, such as evangelism and social action, and to contemporary missiological issues, such as contextualisation. Current cultural trends and their implications for mission are considered.

COURSE UNIT OVERVIEW

The unit explores a variety of theological themes, including mission as *Missio Dei*, incarnation and the Kingdom of God, and a range of biblical themes and passages which form the basis for missiology are considered. There is an introduction to different aspects of mission, such as evangelism and social action, and to contemporary missiological issues, such as contextualisation. Current cultural trends and their implications for mission are considered.

AIMS

To introduce students to theological, biblical, historical and contemporary themes and issues in the study of mission.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Describe significant theological themes and biblical teaching relevant to the theory and practice of mission

Intellectual Skills

By the end of this unit students will be able to:

- Identify the influence of biblical and theological understanding and cultural context on shaping missional praxis

Practical Skills

By the end of this unit students will be able to:

- Critically apply biblical, theological and cultural analysis to missiological issues
- Design and write an essay on a missiological subject

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Demonstrate a cross-disciplinary approach to missiological understanding

Employability Skills

The ability to identify the interplay between theory, practice and context in Christian mission and, thereby offer a constructive contribution to the development of future strategy

SYLLABUS

1. Theological Perspectives on Mission
2. Biblical Perspectives on Mission
3. Historical Perspectives on Mission
4. Contemporary Perspectives on Mission
5. A Survey of the Global Church
6. Contextualisation
7. Holistic/Integral Mission
8. Mission in a post-Christian culture
9. Introduction to postmodernism
10. Mission in the light of postmodernism
11. Mission and Spirituality

TEACHING AND LEARNING METHODS

150: Interactive lectures

8150: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 150: Group work task	Notional 500 words	n/a
• 8150: Presentation	Notional 500 words	n/a
Summative:		
• 150: An essay	2000 words	100%
• 8150: An essay and a learning journal*	2000 words	100%
		Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the

compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (150 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Bosch, David J., *Transforming Mission* (New York: Orbis, 1991)
Chester, Timothy, *Justice, Mercy and Humility* (Milton Keynes: 2002)
Goheen, Michael W., *Introducing Christian Mission Today: Scripture, History and Issues* (Downers Grove, IL: IVP Academic, 2014)
Hesselgrave, David J. & Edward Rommen, *Contextualization* (Grand Rapids: Baker Books, 1980)
Ma, Julie C. & Wonsuk Ma, *Mission in the Spirit* (Oxford; Regnum, 2010)
Moreau, A., *Contextualization in World Missions: Mapping and Assessing Evangelical Models* (Grand Rapids: Kregel Academic, 2012)
Morgan, Christopher W., Robert A. Peterson, and Bruce K. Waltke, *The Kingdom of God* (Wheaton: Crossway Books, 2012)
Murray, Stuart, *Post-Christendom* (Carlisle: Paternoster Press, 2004)
Ott, Craig, Stephen J. Strauss, & Timothy C. Tennent, *Encountering Theology of Mission* (Grand Rapids: Baker, 2010)
Smith, James K. A., *Who's Afraid of Postmodernism* (Grand Rapids: Baker, 2007)
Wright, Christopher J. H., *The Mission of God* (Downers Grove: IVP, 2006)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Missional Church
Unit Code	153 (8153 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev. Seidel Abel Boanerges
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit provides the theological foundations for a missional ecclesiology and explores contextualised expressions of mission in various shapes of contemporary church. The missiological significance and potential of both inherited and emerging churches is explored, and emphasis is placed on critically evaluating these. Consideration is given to building missional churches in a range of settings, including urban, rural and cross-cultural environments, and the dynamics of both large and small mission-shaped churches are discussed. Throughout the unit students are encouraged to reflect theologically and critically on the models.

Most lectures involve contributions by visiting practitioners sharing from their experience of mission in various contexts in contemporary Britain; digital accounts of practitioner contributions are included on the online version.

COURSE UNIT OVERVIEW

This unit provides the theological foundations for a missional ecclesiology and explores contextualised expressions of mission in various shapes of contemporary church. The missiological significance and potential of both inherited and emerging churches is explored, and emphasis is placed on critically evaluating these. Consideration is given to building missional churches in a range of settings, including urban, rural and cross-cultural environments, and the dynamics of both large and small mission-shaped churches are discussed. Throughout the unit students are encouraged to reflect theologically and critically on the models.

Most lectures involve contributions by visiting practitioners sharing from their experience of mission in various contexts in contemporary Britain; digital accounts of practitioner contributions are included on the online version.

AIMS

To deepen understanding of missional ecclesiology and help students imagine how this might be interpreted and applied in a variety of contexts.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Summarise contemporary thinking about the development of missional or 'mission-shaped' churches

Intellectual Skills

By the end of this unit students will be able to:

- Explain and defend a missional ecclesiology

Practical Skills

By the end of this unit students will be able to:

- Oversee and develop the core components of congregational life from a missional understanding of the nature of the church

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Understand the importance of adaptability and flexibility in approach to ensure that a congregations life and missional activity is contextually appropriate

Employability Skills

Having studied this vocational unit students will be able to identify ways in which the congregations they serve can adapt their life and activity to better match their setting, and support them in pursuing this end

SYLLABUS

1. Mission and the local church
2. Worship and mission
3. Discipleship and mission
4. Mission in contemporary Britain
5. Mission in the local context
6. Anglican/Methodist/URC Mission-Shaped Church initiative
7. Mission in an urban context
8. Organising for mission
9. Whose mission?
10. Mission and the occasional offices
11. Mission and leadership

TEACHING AND LEARNING METHODS

153: Interactive lectures

8153: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 153: A written assignment	500 words	n/a
• 8153: A written assignment	500 words	n/a
Summative:		
• 153: An essay	2000 words	100%
• 8153: An essay and a learning journal*	2000 words	100% Pass/Fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

FEEDBACK METHODS

<ul style="list-style-type: none"> Oral feedback in class (153 only) Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	150 Introduction to Mission or equivalent
Co-requisite units	n/a

RECOMMENDED READING

<p>Cray, Graham et al, <i>Mission-Shaped Church</i> (London: Church House Publishing, 2004)</p> <p>Cray, Graham, <i>Disciples & Citizens</i> (Nottingham, IVP, 2007)</p> <p>Frost, Michael, <i>The Road to Missional</i> (Grand Rapids: Baker, 2011)</p> <p>Guder Darrell L. (ed.), <i>Missional Church</i> (Grand Rapids: Eerdmans, 1998)</p> <p>Hammond, Kim, & Darren Cronshaw, <i>Sentness: Six Postures of Missional Christians</i> (Downers Grove: Inter-Varsity Press,US, 2014)</p> <p>Roxburgh, Alan J. & M. Scott Boren, <i>Introducing the Missional Church</i> (Grand Rapids: Baker, 2009)</p> <p>Roxburgh, Alan J., <i>Missional: joining God in the neighborhood</i> (Grand Rapids: Baker, 2011)</p> <p>Roxburgh, Alan J., <i>Missionary Congregation, Leadership & Liminality</i> (Pennsylvania: Trinity, 1997)</p> <p>Standing, Roger, <i>'As A Fire By Burning ...: Mission as the Life of the Local Congregation</i>, (London: SCM, 2013)</p> <p>Van Gelder, Craig, <i>The Ministry of the Missional Church</i> (Grand Rapids: Baker, 2007)</p>
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SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Spirituality
Unit Code	162 (8162 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev. Simon M. Jones
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins by evaluating different understandings of the term 'spirituality' and seeks to establish a framework within which Christian spirituality can be analysed. Foundational themes in Christian spirituality are considered such as the Bible, prayer, contemplation, the sacraments, holiness and the relationship between the inner and outer dimensions of Christian spirituality. The unit also offers an introduction to some of the main spiritual streams of the Christian faith: Evangelical, Eastern Orthodox, Black and Celtic spiritualities are considered. Specific experiences such as the dark night of the soul are also given attention, as are questions relating to personality and spiritual development. Throughout the unit there is a focus on the practice of Christian spirituality.

COURSE UNIT OVERVIEW

The unit begins by evaluating different understandings of the term 'spirituality' and seeks to establish a framework within which Christian spirituality can be analysed. Foundational themes in Christian spirituality are considered such as the Bible, prayer, contemplation, the sacraments, holiness and the relationship between the inner and outer dimensions of Christian spirituality. The unit also offers an introduction to some of the main spiritual streams of the Christian faith: Evangelical, Eastern Orthodox, Black and Celtic spiritualities are considered. Specific experiences such as the dark night of the soul are also given attention, as are questions relating to personality and spiritual development. Throughout the unit there is a focus on the practice of Christian spirituality.

AIMS

To consider the different dimensions of Christian spirituality and to provide the means whereby students can further develop their own spiritual lives and the lives of others.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this course students will be able to:

- Discuss the significance of different understandings of spirituality and have a framework for understanding specifically Christian spirituality

Intellectual Skills

By the end of this course students will be able to:

- Demonstrate the aptitude to reflect appropriately on spiritual experience

Practical Skills

By the end of this course students will be able to:

- Identify and implement approaches that will assist in their own spiritual growth
- Write a reflective essay

Transferable Skills and Personal Qualities

By the end of this course students will be able to:

- Reflect on how resilience as, demonstrated in the history of Christian spirituality, could enable one to face setbacks while adjusting to pressure and adapting to change

Employability Skills

This unit helps to develop self awareness, and is designed to prepare students to engage across a spectrum of understandings of spirituality in varying contexts. It assists in preparing graduates to respect and appreciate approaches to spirituality.

SYLLABUS

1. Definitions of 'spirituality'; the 'spiritual journey' in the Bible and in Christian history
2. Approaches to engaging with the Bible, including *lectio divina*
3. Approaches to prayer and contemplation; the work of Henri Nouwen; the place of art in spirituality
4. The sacraments in Christian spirituality, with a special focus on the Lord's Supper (Eucharist)
5. Christian approaches to 'holiness'
6. The experience known as the 'dark night of the soul'
7. The place of Christian community in the development of Christian spirituality; Dietrich Bonhoeffer's *Life Together*; the relationship between personality and spirituality
8. The 'Celtic Tradition' of spirituality; the Northumbria Community
9. Eastern Orthodoxy
10. Black spirituality (guest lecturer)
11. Application to contemporary discipleship and ministry

TEACHING AND LEARNING METHODS

162: Interactive lectures

8162: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 162: An essay plan	300 words	n/a
• 8162: An essay plan	300 words	n/a
Summative:		
• 162: A reflective essay	2000 words	100%
• 8162: A reflective essay and a learning journal*	2000 words	100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (162 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Clarke, Clifton, *The Reason Why We Sing: Introducing Black Pentecostal Spirituality* (Grove Spirituality Series [61]. Cambridge: Grove Books, 1997)

Foster, Richard, *Streams of Living Water* (London: HarperCollins, 1999)

McGrath, Alister E., *Christian Spirituality* (Oxford: Blackwell, 1999)

Morden, Peter J., 'Communion with Christ and his People': *The Spirituality of C.H. Spurgeon (1834-92)* (Centre for Baptist History and Heritage Studies 4; Oxford: Regent's Park College, 2010 / Eugene, OR: Wipf and Stock, 2014)

Philip Sheldrake (ed.), *New SCM Dictionary of Christian Spirituality* (London: SCM, 2004-5)

Peterson, Eugene H., *Christ Plays in Ten Thousand Places: A Conversation in Spiritual Theology* (London: Hodder and Stoughton, 2005)

Peterson, Eugene H., *Subversive Spirituality* (Vancouver: Eerdmans/Regent College, 1997)

Shaw, Luci, *Polishing the Petoskey Stone: New and Selected Poems* (Wheaton, Illinois, 1990)

Tidball, Derek J., *The Message of Holiness: Restoring God's Masterpiece* (Leicester: IVP, 2010)

Smith, Karen E., *Christian Spirituality* (London: SCM, 2007)

Stackhouse, Ian, *The Day is Yours: Slow Spirituality in a Fast Moving World* (Milton Keynes: Paternoster, 2008)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Pastoral Theory and Practice
Unit Code	163 (8163 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev. Dotha N. Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit is introduced from a basis of pastoral theology and a biblical framework for pastoral work in the local church. The underlying relationship between pastoral care and mission features. Examples of historical patterns of pastoral practice are considered and appraised. The contemporary cultural settings of pastoral care are examined, with particular focus on the mandate for the church to be a pastoral and caring community. The concept of small groups and the importance of leadership quality and training also feature in this unit. Questions about the nature and purpose of the pastoral task are raised, together with the relationship of pastoral care to public teaching, the sacraments, worship and the pastoral visit. Methods of organising and administering pastoral work are explored and consideration given to methods of training pastoral workers. There is opportunity for application of the teaching to the students' church ministry through reflection on their own current practice and the observation of others.

COURSE UNIT OVERVIEW

The unit is introduced from a basis of pastoral theology and a biblical framework for pastoral work in the local church. The underlying relationship between pastoral care and mission features. Examples of historical patterns of pastoral practice are considered and appraised. The contemporary cultural settings of pastoral care are examined, with particular focus on the mandate for the church to be a pastoral and caring community. The concept of small groups and the importance of leadership quality and training also feature in this unit. Questions about the nature and purpose of the pastoral task are raised, together with the relationship of pastoral care to public teaching, the sacraments, worship and the pastoral visit. Methods of organising and administering pastoral work are explored and consideration given to methods of training pastoral workers. There is opportunity for application of the teaching to the students' church ministry through reflection on their own current practice and the observation of others.

AIMS

To introduce the discipline of pastoral theology and practice, by reflecting on the work of the local church pastor or pastoral worker through biblical, historical and theological frameworks and to enable students to apply their learning in the local church or community

context.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate the relationship of pastoral theology to the pastoral task
- Demonstrate knowledge of past and present models of pastoral care and assess their relevance and appropriateness for their context(s)

Intellectual Skills

By the end of this unit students will be able to:

- Describe the dimensions of pastoral theology today
- Evaluate the importance of the key functions of pastoral leadership

Practical Skills

By the end of this unit students will be able to:

- Organise pastoral care in the context of a local church
- Employ basic pastoral skills in the context of Christian ministry

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Provide appropriate support in varying situations
- Assess best practice for pastoral care in their contexts

Employability Skills

This unit develops graduates skills in communicating, supporting, assessing, reflecting, mediating, negotiating and persuading others.

SYLLABUS

1. Pastoral theology and the pastoral task
2. Biblical sources for pastoral theology
3. Historical models of pastoral care
4. Pastoral care as the body of Christ
5. Boundaries and Power – The limits of pastoral care
6. Worship as a pastoral event
7. Communion as a pastoral event
8. Preaching as pastoral encounter
9. The pastoral visit
10. The art of pastoral conversation
11. Pastoral oversight, (Integrity and good practice in pastoral care)

TEACHING AND LEARNING METHODS

163: Interactive lectures and group exercises

8163: Distance learning

Unit materials are available at Spurgeon's Online to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none"> 163: Examination of case studies on the concepts and theories presented 8163: Examination of case studies on the concepts and theories presented 	n/a Notional 500 words	n/a n/a
Summative: <ul style="list-style-type: none"> 163: A theological reflection 8163: A theological reflection and a learning journal* 	2000 words 2000 words	100% 100% Pass/fail*
<p>* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.</p>		

FEEDBACK METHODS

<ul style="list-style-type: none"> Oral feedback in class (163 only) Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

<p>Carson, D.A., <i>Becoming Conversant with the Emerging Church</i> (Grand Rapids: Zondervan, 2005)</p> <p>Donahue, B., <i>Leading Life-Changing Small Groups</i> (Grand Rapids: Zondervan, 2002)</p> <p>Goodliff, Paul, <i>Care in a Confused Climate</i> (London: Darton, Longman & Todd, 1998)</p> <p>Litchfield, K., <i>Tend my Flock</i> (Norwich: Canterbury Press, 2006)</p> <p>Oden, Thomas, <i>Pastoral Theology: Essentials of Ministry</i> (San Francisco: Harper San Francisco, 1983)</p> <p>Percy, M., <i>Shaping the Church: The promise of implicit theology</i> (Farnham: Ashgate, 2010)</p> <p>Pickard, Stephen, <i>Theological Foundations for Collaborative Ministry</i> (Farnham: Ashgate, 2009)</p> <p>Richter, P., and L. Francis, <i>Gone for Good?: Church leaving and returning in the twenty-first century</i> (Peterborough: Epworth, 2007)</p> <p>Tidball, Derek, <i>Skilful Shepherds. Explorations in pastoral theology</i> (Leicester: IVP, 1986; Leicester: Apollos, 1997)</p> <p>Tidball, Derek, <i>Ministry by the Book</i> (Leicester: Apollos, 2008)</p> <p>Whipp, Margaret, <i>SCM Study Guide to Pastoral Theology</i> (London: SCM press, 2013)</p> <p>Willimon, William H., <i>Pastor: The Theology and Practice of Ordained Ministry</i> (Nashville:</p>
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Abingdon Press, 2002)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 for distance learning version)

ADDITIONAL NOTES

APPROVAL

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Worship and Preaching Skills
Unit Code	164
Unit Level	1
Contact Hours	22
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev. Dotha N. Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Students are introduced to the theology of public worship and the importance of the relationship between worship and doctrine. Attention is given to the value of different liturgical traditions and styles and the value of symbols and sacraments. The question of freedom and liturgy is discussed and help given in leading different styles of worship. There is opportunity to prepare for and critically analyse aspects of public worship. The unit also introduces a range of preaching models so that students may begin to identify their own preferred approaches. A holistic approach to the personal formation of the preacher is outlined, integrating knowledge, skills and character. Study of set passages of Scripture introduces students to the process of identifying the focus, function and form of the text. Recognition of these features provides a basis for a practical introduction to the process of sermon construction and effective communication skills.

COURSE UNIT OVERVIEW

Students are introduced to the theology of public worship and the importance of the relationship between worship and doctrine. Attention is given to the value of different liturgical traditions and styles and the value of symbols and sacraments. The question of freedom and liturgy is discussed and help given in leading different styles of worship. There is opportunity to prepare for and critically analyse aspects of public worship. The unit also introduces a range of preaching models so that students may begin to identify their own preferred approaches. A holistic approach to the personal formation of the preacher is outlined, integrating knowledge, skills and character. Study of set passages of Scripture introduces students to the process of identifying the focus, function and form of the text. Recognition of these features provides a basis for a practical introduction to the process of sermon construction and effective communication skills.

AIMS

To examine and reflect on the practice of leading public worship and Christian preaching, to increase understanding of the nature of communication and public leadership and to begin to develop appropriate approaches and skills for these tasks.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Distinguish the critical elements in effective communication
- Demonstrate an understanding of the symbiotic relationship between doctrine and worship

Intellectual Skills

By the end of this unit students will be able to:

- Identify, explain and critically engage with significant issues raised by contemporary Christian public worship
- Explain the nature and purpose of preaching and its relevance in today's world

Practical Skills

By the end of this unit students will be able to:

- Prepare and lead public worship with confidence and practical skill
- Plan, prepare and deliver a sermon effectively with appropriate use of illustrative materials
- Reflect critically on their own and others' preaching and leading worship

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Present information with clarity and confidence
- Engage in public leadership, planning and negotiating

Employability Skills

This unit helps graduates to increase their understanding of the nature of communication and public leadership and to begin to develop appropriate approaches and skills for these tasks.

SYLLABUS

1. Introduction: Worship and Doctrine – The importance of passing on the tradition through worship
2. Gathering Together: 'What on earth are we doing?'
3. Liturgy and Liberty (including the power of music) – the importance of liturgy
4. Symbol and Ceremony – using symbols in worship
5. Practical: Allowing Worship to Work; the role of the worship leader; planning and leading
6. Preaching: Introduction to the Basic Principles
7. Focus and Function in the Sermon – finding the main point of text and sermon
8. The Art of Preparation; the Form of the Sermon (Preparing different types of sermons)
9. Approaching Context (personal, church, social) – engaging with one's own context
10. Making it Live – effective use of language and means of communication
11. Practical Session and Summary

TEACHING AND LEARNING METHODS

Interactive lectures

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: • Class presentation of service outline	5 minutes	n/a
Summative: • A recording of leading worship* • A recording of a sermon* • A reflection on the practice of leading worship or preaching	500 words (nominal) 500 words (nominal) 1500 words	30% 30% 40%
* Students are required to pass these elements. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		
<i>Alternative summative assessment for students who do not preach and lead worship:</i> • An essay	2500 words	100%

FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

- Bewes, Richard, *Speaking in Public Effectively* (Tain: Christian Focus, 1998)
- Brown, D., *Transformational Preaching: Theory and Practice* (College Station, Texas: Virtualbookworm.com, 2003)
- Carson, D.A. (ed.), *Worship: Adoration and Action* (Carlisle: Paternoster, 1993)
- Cherry, M., Constance, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids: Baker Academic, 2010)
- Day, David, *A Preaching Workbook* (London: Lynx, 1998)
- Ellis, Christopher, *Gathering: A Theology and Spirituality of Worship in Free Church Tradition* (London: SCM Press, 2004)
- Ellis Christopher, J., *Approaching God: A Guide for Worship Leaders and Worshippers* (Norwich: Canterbury Press, 2009)
- Leach J., *Living Liturgy* (Eastbourne: Kingsway, 1997)
- Parry, Robin, *Worshipping Trinity* (Milton Keynes: Paternoster, 2005)

Peterson, D., *Engaging with God* (Leicester: Apollos, 1992)
Quicke, Michael, *360 Degree Preaching: Hearing, Speaking and Living the Word* (Grand Rapids: Baker Academic, 2003)
Wolterstorff, Nicholas, *The God We Worship: and exploration of liturgical theology* (Grand Rapids: Eerdmans, 2015)

SCHEDULED ACTIVITY HOURS

22 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Introduction to Church Planting
Unit Code	175 (8175 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Rev. Simon M. Jones
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins by examining the biblical roots of church planting, some of the theological principles that are applicable to this practice and the historical context within which the contemporary church planting movement is set. Further topics include an introduction to strategic reasons for church planting, contemporary models and assessing the suitability of the local context. Attention is given to the skills, characteristics and roles of church planters. The unit examines and reflects theologically on many practical issues involved in the process of church planting, and concludes by drawing on lessons from recent church planting experience, reflecting on missiological and ecclesiological issues and assessing the emergence of different kinds of churches.

COURSE UNIT OVERVIEW

The unit begins by examining the biblical roots of church planting, some of the theological principles that are applicable to this practice and the historical context within which the contemporary church planting movement is set. Further topics include an introduction to strategic reasons for church planting, contemporary models and assessing the suitability of the local context. Attention is given to the skills, characteristics and roles of church planters. The unit examines and reflects theologically on many practical issues involved in the process of church planting, and concludes by drawing on lessons from recent church planting experience, reflecting on missiological and ecclesiological issues and assessing the emergence of different kinds of churches.

AIMS

To introduce participants to the dynamics of church planting in contemporary culture.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Identify the rationale for planting new churches today and reasons for planting in particular situations

Intellectual Skills

By the end of this unit students will be able to:

- Describe contemporary models of church planting and characteristics of effective church planters
- Reflect critically on missiological and ecclesiological issues relating to establishing new congregations

Practical Skills

By the end of this unit students will be able to:

- Outline the questions which a local church that is considering church planting might ask
- Map the development stages in seeking to establish a church plant

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Identify the organisational and relational elements in pioneering new initiatives in a voluntary community
- Evaluative assessment of field-work based case studies

Employability Skills

A core employability skill identified for students in this unit is project management delivered in a voluntary context, with a special attention given to theological conviction, contextual opportunity and the importance of relational networks

SYLLABUS

1. Reasons for Planting
2. Biblical, Theological and Historical
3. Contemporary Models
4. Assessing the Options
5. Preparing to Plant
6. Leaders and Teams
7. Planting or Cloning
8. Challenges Ahead
9. Conclusion

TEACHING AND LEARNING METHODS

175: Interactive lectures

8175: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• 175: A theological reflection• 8175: A theological reflection	n/a Notional 500 words	n/a n/a
Summative: <ul style="list-style-type: none">• 175: <i>Examination of case studies on the concepts and theories presented</i>• 8175: <i>Examination of case studies</i>	2000 words 2000 words	100% 100%

<i>on the concepts and theories presented and a learning journal*</i>	Pass/fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.	

FEEDBACK METHODS

- Oral feedback in class (175 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Baker, Jonny and Cathy Ross (eds), *The Pioneer Gift* (Norwich: Canterbury, 2014)
 Branson Mark & Nicholas Warnes, *Starting Missional Churches* (Downers Grove: IVP, 2014)
 Dehmlow-Dreier, Mary Sue (ed), *Created and Led by the Spirit: Planting Missional Congregations* (Grand Rapids: Eerdmans, 2013)
 Goodhew, David, Andrew Roberts & Michael Volland, *Fresh! An introduction to Fresh Expressions of Church and Pioneer Ministry* (London: SCM, 2012)
 McQuoid, Stephen & Neil Summerton, *Fresh Shoots in Stony Ground: the challenges of church planting* (Bristol: CPI, 2012)
 Male, David, *Pioneers 4 Life* (Abingdon: BRF, 2011)
 Malphurs, Aubrey, *The Nuts and Bolts of Church Planting* (Grand Rapids, Baker, 2011)
 Moynagh, Michael, *Church for Every Context* (London: SCM, 2012)
 Murray, Stuart, *Church Planting: laying foundations* (Carlisle: Paternoster, 1998)
 Murray, Stuart, *Planting Churches* (Milton Keynes: Paternoster, 2008)
 Nelstrop, Louise & Martyn Percy (eds), *Evaluating Fresh Expressions* (Norwich: Canterbury, 2008)
 Robinson, Martin, *Planting Mission-Shaped Churches Today* (Oxford: Monarch, 2006)
 Walker, John, *Testing Fresh Expressions: Identity and Transformation* (Farnham: Ashgate, 2014)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Philosophy and Christian Worldview
Unit Code	176 (8176 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This introduces students to the skills and ideas that are essential to philosophical enquiry and gives students an overview of key themes, issues and ideas in the classical Western philosophical tradition from Socrates to Descartes. The unit begins with an introduction to aesthetics, epistemology, logic and metaphysics and how these topics were addressed in Greek philosophy. The unit introduces some key themes of medieval Catholic philosophy and Renaissance Humanism. Through critical interaction with intellectual ideas that have shaped the philosophical tradition, this unit challenges students to engage with philosophical ideas concerning goodness, truth and beauty from a Christian point of departure.

COURSE UNIT OVERVIEW

This introduces students to the skills and ideas that are essential to philosophical enquiry and gives students an overview of key themes, issues and ideas in the classical Western philosophical tradition from Socrates to Descartes. The unit begins with an introduction to aesthetics, epistemology, logic and metaphysics and how these topics were addressed in Greek philosophy. The unit introduces some key themes of medieval Catholic philosophy and Renaissance Humanism. Through critical interaction with intellectual ideas that have shaped the philosophical tradition, this unit challenges students to engage with philosophical ideas concerning goodness, truth and beauty from a Christian point of departure.

AIMS

To introduce students to a selection of leading thinkers in the classical Western philosophical tradition and to equip students with critical tools to reflect deeply on the issues of goodness, truth and beauty from a Christian perspective. The unit also aims to acquaint students with philosophical concepts and basic principles of logic in such a way as to develop their critical thinking skills.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Identify and understand the meaning of key concepts and terms in philosophy (such as epistemology, hermeneutics, ontology and metaphysics)
- Demonstrate a basic understanding of epistemological, ethical and aesthetic theories
- Recognise and distinguish between valid and invalid arguments

Intellectual Skills

By the end of this unit students will be able to:

- Compare and contrast differing views on major philosophical ideas
- Critically assess a variety of classical philosophical texts and their contribution to the philosophical tradition

Practical Skills

By the end of this unit students will be able to:

- Interact with complex texts with skill, precision and critical insight
- Make informed personal judgements on philosophical positions

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Identify instances of good and poor reasoning in texts

Employability Skills

Engage in informed debate in a way which facilitates the understanding of differing world views

SYLLABUS

1. What is a Christian Worldview?
2. The Central Questions of Philosophy
3. Logic
4. Epistemology
5. Aesthetics
6. Greek Philosophy 1: Socrates and Plato
7. Greek Philosophy 2: Aristotle
8. Roman philosophy: Stoicism and Neo-Platonism
9. Medieval Catholic Philosophy
10. Renaissance Humanism 1: Mirandola and Machiavelli
11. Renaissance Humanism 2: Erasmus and More

TEACHING AND LEARNING METHODS

175: Interactive lectures

8175: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<ul style="list-style-type: none"> Formative: 176: <ul style="list-style-type: none"> An essay plan 8176: <ul style="list-style-type: none"> An essay plan 	<ul style="list-style-type: none"> 300 words 300 words 	n/a n/a
Summative: <ul style="list-style-type: none"> 176: An essay 8176: An essay and a learning journal* 	2000 words 2000 words	100% 100% Pass/fail*
<p>* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.</p>		

FEEDBACK METHODS

<ul style="list-style-type: none"> Oral feedback in class (176 only) Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

<p>Aristotle, <i>The Metaphysics</i>, edited by Hugh Lawson-Tancred (London: Penguin, 1999)</p> <p>Buckingham, W., <i>The Philosophy Book (Big Ideas Simply Explained)</i> (DK Publishing, 2011)</p> <p>Craig, E., <i>Philosophy: A Very Short Introduction</i> (OUP, 2002)</p> <p>Eagleton, T., <i>The Meaning of Life</i> (OUP, 2007)</p> <p>Gaarder, J., <i>Sophie's World</i> (London: Orion, 2000)</p> <p>Honderich, T., <i>Oxford Companion to Philosophy</i> (OUP, 1995)</p> <p>Kenny, A., <i>The Rise of Modern Philosophy</i> (OUP, 2006)</p> <p>McGrade, A.S., <i>Cambridge Companion to Medieval Philosophy</i> (CUP, 2003)</p> <p>Plato, <i>The Republic</i> edited by G. R. F. Ferrari (CUP, 2000)</p> <p>Tarnas, R., <i>The Passion of the Western Mind</i> (Ballantine Books, 1995)</p>
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SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

N/A

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Religion, Culture and Society 1
Unit Code	180 (8180 for distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit provides an outline of the development of western religion, culture and society, in order to equip students with a framework in which to situate their studies. Primary attention will be given to key periods of change and transformation. Consideration is given to the interrelationship between religious, cultural and social developments. Western culture will be situated in its wider global context. Students are introduced to the relevance of these historical developments for contemporary issues facing the Christian faith, theology, church and mission today.

COURSE UNIT OVERVIEW

The unit provides an outline of the development of western religion, culture and society, in order to equip students with a framework in which to situate their studies. Primary attention will be given to key periods of change and transformation. Consideration is given to the interrelationship between religious, cultural and social developments. Western culture will be situated in its wider global context. Students are introduced to the relevance of these historical developments for contemporary issues facing the Christian faith, theology, church and mission today.

AIMS

To engage knowledgeably and critically with the main developments in (primarily) western religion, culture and society, from the early church to the present day.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Assess critical stages in the development of western culture
- Compare developments in western culture to those in other global centres

Intellectual Skills

By the end of this unit students will be able to:

- Analyse the relationship of Christian faith to wider cultural developments

Practical Skills

By the end of this unit students will be able to:

- Explain how historical issues relate and apply to contemporary debates
- Use footnotes and a bibliography in an appropriate way

Transferable Skills and Personal Qualities

By the end of this students will be able to:

- Discern and use past trends to assess current contexts and identify possible future trends

Employability Skills

This unit prepares graduates to engage knowledgeably and critically with the main developments in (primarily) western religion, culture and society, thus developing analytic skills and the ability to identify general trends and patterns in society

SYLLABUS

Sessions will normally cover:

1. Introducing the Concepts: Religion, Culture and Society
2. Primitive Christianity and the Birth of Christendom
3. The Medieval World
4. Renaissance Recoveries
5. Reformation Challenges
6. Enlightenment Progressions
7. Romantic Reactions
8. Capitalist Expansions
9. Imperialist Dominations
10. Revolutionary Changes
11. Multipolar Modernisms

TEACHING AND LEARNING METHODS

180: Interactive lectures

8180: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 180: An essay plan and indicative bibliography	400 words	n/a
• 8180: An essay plan and indicative bibliography	400 words	n/a
Summative:		
• 180: An essay	2000 words	100%
• 8180: An essay <i>and a learning journal*</i>	2000 words	100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (180 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Bednarowski, Mary Farrell (ed.), *Twentieth-Century Global Christianity. A People's History of Christianity*, 7 (Minneapolis: Fortress, 2008)

Cowen, Noel, *Global History. A Short Overview* (Cambridge: Polity, 2001)

Cox, Harvey, *The Future of Faith* (New York: HarperCollins, 2009)

Davies, N., *Europe: A History* (Oxford: OUP, 1996)

Goudzwaard, Bob, *Capitalism and Progress. A Diagnosis of Western Society* (Toronto: Wedge/Grand Rapids: Eerdmans, 1979)

Hinson, E. Glenn, *The Early Church. Origins to the Dawn of the Middle Ages* (Nashville, TN: Abingdon, 1996)

Jenkins, Philip, *The Lost History of Christianity. The Thousand-Year Golden Age of the Church in the Middle East, Africa and Asia - and How it Died* (Oxford: Lion, 2009)

Kay, Peter, *The Enlightenment. The Rise of Modern Paganism* (New York: Norton, 1966)

MacCulloch, Diarmaid, *A History of Christianity. The First Three Thousand Years* (London: Allen Lane/Penguin, 2009)

Stanley, Brian, *The Bible and the Flag. Protestant Missions and British Imperialism in the Nineteenth and Twentieth Centuries* (Leicester: Apollos, 1990)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor**

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Sociology of Religion
Unit Code	181 (8181 distance learning version)
Unit Level	1
Contact Hours	22 (n/a for distance learning)
FHEQ Level	4
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit provides an introduction to and academic engagement with the central themes of the Sociology of Religion. Students are introduced to the main schools of thought and theories concerning the place of religion in contemporary society. They also study the different social scientific methods available for the study of religion in its social context.

COURSE UNIT OVERVIEW

This unit provides an introduction to and academic engagement with the central themes of the Sociology of Religion. Students are introduced to the main schools of thought and theories concerning the place of religion in contemporary society. They also study the different social scientific methods available for the study of religion in its social context.

AIMS

To develop knowledge and understanding of the sociology of religion and an appreciation of some of the central issues raised by classic and contemporary social scientific analysis of religious discourse and practice.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Recognise and evaluate concepts central to the Sociology of Religion

Intellectual Skills

By the end of this unit students will be able to:

- Analyse the main developments in contemporary forms of religion
- Compare different interpretations of the place of religion in contemporary society

Practical Skills

By the end of this unit students will be able to:

- Demonstrate relevant skills required in the study of the Sociology of Religion

- Reflectively evaluate their own learning and personal planning processes

Transferable Skills and Personal Qualities

By the end of this course students will be able to:

- Demonstrate the ability to think critically

Employability Skills

This unit develops generic skills of managing information, critical thinking and evaluation, which will be important skills in a range of graduate contexts

SYLLABUS

Sessions will normally include:

1. Introduction to Sociological Method
2. The 'Founding Fathers' of the Sociology of Religion
3. Marx's Critique of Religion
4. Modernity and Secularisation
5. Civil Religion
6. Fundamentalism
7. Postmodernity
8. Consumerism
9. Globalisation
10. Theological Critiques of Ideology 1
11. Theological Critiques of Ideology 2

TEACHING AND LEARNING METHODS

181: Interactive lectures

8181: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 181: An essay plan and indicative bibliography	400 words	n/a
• 8181: An essay plan and indicative bibliography	400 words	n/a
Summative:		
• 181: An essay	2000 words	100%
• 8181: An essay <i>and a learning journal*</i>	2000 words	100% Pass/fail*

* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

FEEDBACK METHODS

- Oral feedback in class (181 only)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

Aldridge, Alan, <i>Religion in the Contemporary World. A Sociological Introduction</i> (Cambridge: Polity, 2000)
Bauman, Z., <i>Collateral Damage: Social Inequalities in a Global Age</i> (Cambridge: Polity, 2011)
Bauman, Z. and Donskis, L., <i>Moral Blindness: The Loss of Sensitivity in Liquid Modernity</i> (Cambridge: Polity, 2013)
Berger, P., <i>Invitation to Sociology</i> (London: Penguin, 1963)
Bruce, S., <i>God is Dead: Secularization in the West</i> (Oxford: Blackwell, 2002)
Davie, Grace, <i>The Sociology of Religion</i> (Los Angeles: Sage Publications, 2007)
Davie, Grace, Paul Heelas and Linda Woodhead, <i>Predicting Religion: Christian, Secular and Alternative Futures</i> (Aldershot: Ashgate, 2003)
Fenn, R. K., <i>The Blackwell Companion to the Sociology of Religion</i> (Oxford: Blackwell, 2001)
Giddens, A., <i>Sociology</i> (Cambridge: Polity, 1993)
Hamilton, Michael, <i>The Sociology of Religion</i> (London: Routledge, 1995)
Milbank, John, <i>Theology and Social Theory</i> (Oxford: Blackwell, 1990)
Taylor, C., <i>A Secular Age</i> (Cambridge: Harvard University Press, 2007)
Zizek, S., <i>Living in the End Times</i> (London: Verso, 2010)

SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)
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ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities
Course Unit Descriptor

17.11.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Independent Study
Unit Code	190
Unit Level	1
Contact Hours	3
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Director of Undergraduate Studies
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Students may choose, with the approval of the appropriate member of the teaching staff, any topic within the theological field which they wish to explore in depth. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

This unit is normally available only to those who are not preparing for accredited Baptist ministry.

COURSE UNIT OVERVIEW

Students may choose, with the approval of the appropriate member of the teaching staff, any topic within the theological field which they wish to explore in depth. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

This unit is normally available only to those who are not preparing for accredited Baptist ministry.

AIMS

To enable students to explore a subject of special interest.

LEARNING OUTCOMES

Knowledge and Understanding

By the end of this unit students will be able to:

- Demonstrate adequate knowledge of their chosen subject area

Intellectual Skills

By the end of this unit students will be able to:

- Describe and evaluate the information they have collected about their chosen subject area
- Engage creatively with the issues they have identified

Practical Skills

By the end of this unit students will be able to:

- Work independently at HE level
- Show the skills to collect, analyse and evaluate appropriate data
- Present a coherent, extended piece of work

Transferable Skills and Personal Qualities

By the end of this unit students will be able to:

- Present the outcomes of self-directed study and learning
- Demonstrate their ability to be self-disciplined and manage their own time effectively

Employability Skills

The skills learned in independent study are transferrable and valuable in employment contexts. These skills include:

- the ability to collate information, evaluate it and present the outcomes of such research in a sustained piece of writing (or other appropriate format);
- the ability to be self-disciplined, manage time well and produce work to agreed deadlines.

SYLLABUS

n/a

TEACHING AND LEARNING METHODS

Independent study

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: An outline of the project	400 words	n/a
Summative: A project, presented in appropriate medium and format	2000 words	100%

FEEDBACK METHODS

- Oral feedback (as appropriate)
- Written feedback on formative and summative written submissions within 15 working days

REQUISITES

Available on which programme(s)?

BA in Theology

Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

n/a

SCHEDULED ACTIVITY HOURS

3 contact hours

PLACEMENT HOURS

N/A

INDEPENDENT STUDY HOURS

97

ADDITIONAL NOTES

APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	