The Church of Ireland Theological Institute and the University of Dublin, Trinity College

Certificate in Christian Theology and Practice Student Handbook 2023

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Student Information

About the Course

BACKGROUND

The Certificate in Christian Theology and Practice (CCTP) is a programme that has been carefully constructed as a partnership between the Church of Ireland Theological Institute and the School of Religion in Trinity College, Dublin. It aims to provide the tools for a broad range of people to develop their own theological foundations, their own personal discipleship and their own readiness to serve others. All those who participate are given an extended opportunity to think through the implications of what their call to discipleship might entail. Is it a call to ordination or to a particular expression of lay ministry? For some, the CCTP will be a means towards the end of selection and training for ordination; for others it will be an opportunity to acquire new learning skills for a continued and advanced role in lay ministry or a deeper understanding of the faith. The new Certificate will be used as a component of Reader training,[1]and the training of Ordained Local Ministers.[2]

VALIDATION

The Certificate in Christian Theology and Practice is a course jointly taught by the Church of Ireland Theological Institute and Trinity College Dublin. It is validated by Trinity College as a Special Purpose Certificate and is the defined entry route to the MTh for those students in the pre-selection stream exploring ordination.

DURATION
The course runs for twelve months every calendar year (January – December) and is an NFQ Level 7 qualification.

COURSE STRUCTURE
The course comprises of six five-credit modules (30 ECTS) which each require 20 contact hours and 100 study hours. The classroom hours will be divided over six residential weekends (see diagram below). The core modules are 'Encountering the Old Testament', 'Introduction to the Creeds', 'Leading Public Worship', 'Encountering the New Testament' and 'The Development of Theological Thinking'. The sixth module will be an elective module designed to meet the needs of the different types of participant. 'Theological Reasoning and Critical Thinking' is undertaken by those candidates seeking admission to the MTh, and 'Spirituality and Self Understanding'

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[1] For further information regarding the different components of Reader training please consult your Diocesan Warden of Readers.
[2] For further information regarding OLM please contact Rev Ken Rue.

will be available for Lay Reader trainees and those participants who are pursuing the course as an expression of intentional discipleship. The CCTP will be taught initially at NFQ 6 and progress over the course of the year to NFQ 7.

COURSE OVERVIEW

	Friday evening (3 hours) 6.30pm-9.30pm	Saturday a.m. (3 hours) 10.00am-1.00pm	Saturday p.m. (3 hours) 2.00pm-5.00pm	Sunday a.m. (2.5 hours) 9.00am-11.30am
January 20-22	Encountering the Old Testament NFQ 6	Encountering the Old Testament NFQ 6	Introduction to the Creeds NFQ 6	Introduction to the Creeds NFQ 6
March 10-12	Encountering the Old Testament NFQ 6	Encountering the Old Testament NFQ 6	Introduction to the Creeds NFQ 6	Introduction to the Creeds NFQ 6
May 12-14	Encountering the New Testament NFQ 7	Encountering the New Testament NFQ 7	Preparing to Lead Public Worship NFQ 7	Preparing to Lead Public Worship NFQ 7
June 9-11	Encountering the New Testament NFQ 7	Encountering the New Testament NFQ 7	Preparing to Lead Public Worship NFQ 7	Preparing to Lead Public Worship NFQ 7
September 15-17	Theological Reasoning and Critical Thinking/Spirituality and Self Understanding NFQ 7	Theological Reasoning and Critical Thinking/Spirituality and Self Understanding NFQ 7	Development of Theological Thinking NFQ 7	Development of Theological Thinking NFQ 7
November 3-5	Theological Reasoning and Critical Thinking/Spirituality and Self Understanding NFQ 7	Theological Reasoning and Critical Thinking/Spirituality and Self Understanding NFQ 7	Development of Theological Thinking NFQ 7	Development of Theological Thinking NFQ 7

Admissions Information

Minimum Requirements for Entry to the Programme

A student may be admitted to the course on the grounds of any one of the following criteria.

1. Completion of Leaving Certificate, A Levels or equivalent secondary level academic course.

2. Professional training and/or experience which is deemed to satisfy the academic requirement.

3. Otherwise satisfy the Admissions Committee that they have the ability to complete and benefit from the course.

ADMISSION PROCESS

All applications to the course will be assessed by the Admissions Committee which comprises of two academics from CITI, the Director of Undergraduate Teaching and Learning (School of Religion, Trinity College), an additional Trinity academic who teaches on the programme and two administrative officers from CITI and Trinity respectively. Those seeking to enter the programme on the grounds of criterion 3 will be interviewed by an academic from the Admissions Committee.

Assessment and Regulations

Each individual module will be assessed on the basis of an equivalent to 2500 words of course work. The pass mark for each module is 40 per cent. Successful completion of the course will depend upon students achieving a credit-weighted average mark of at least 40 per cent, and either:

1. accumulating 30 credits by achieving at least the pass mark in each module, or
2. passing by compensation by achieving the pass mark in modules carrying 25 credits and obtaining a module mark of at least 35 per cent in the remaining module.

Students who do not pass the course are required to be reassessed in the failed components of any module for which a mark of less than 40 per cent was achieved. In the case of failure at the reassessment session, the programme may only be repeated once.

Coursework Regulations

The following rules from the Department of Religions and Theology, T.C.D., have been shortened and adapted. These regulations appear within the CITI Handbook, apply to the MTh, and have been further modified and adapted for relevance to the Certificate in Christian Theology and Practice.

1. Essays are important for a number of reasons. They are immensely useful in helping you to learn how to construct an argument and defend a position. If you learn to improve your essay skills that will help your mental presentation and spoken presentation in many areas of life. Essays are also an important source of feedback for your teachers. Essays tell them both how you are coping with the subject, how well you are learning the necessary skills, and also how their presentation of the course comes across.

2. When you write an essay do not reproduce other peoples' work without clear acknowledgement. This rule should be followed with all the material you use in your work, whether it consists of original sources, secondary reading or even other students' essays. **Unacknowledged copying is plagiarism**; it is considered an extremely serious offence and may lead to sanctions imposed by the University. Furthermore, plagiarism is a violation of integrity and as such is a serious matter forministerial formation and suitability for Christian ministry and discipleship. CITI regards plagiarism as a very serious matter. Therefore, it is CITI policy that students check all essays for plagiarised material using the Turnitin software programme.

3. **Extension Policy**

A request for an extension to a deadline for the submission of assessed work (essay or online tasks) should be submitted to the course co-ordinator (Dr Patrick McGlinchey). It is not sufficient to contact the module tutor or to inform the office administration of your request. Extension requests must be submitted in writing, preferably by e-mail. Applications for an extension should normally be made ahead of the submission date unless there is a pressing reason for why this has not been possible. Late submissions without an extension or medical certification will involve the following academic penalties:

Penalties for late submission

Up to one week's lateness incurs a penalty of 10% on the work submitted. One to two week's lateness incurs a penalty of 20%. In the event of work still not being submitted after two weeks, the student will not be awarded marks for the assessment.

Students should be aware that extensions are for extraordinary circumstances and should not be used as a matter of course to compensate for poor time management.

4. **Appeals Process for CCTP and the MTh**

CITI adheres to an adapted version of the Trinity College Postgraduate Appeals Process as outlined in the Trinity College Calendar Part III. All appeals should be heard first at Institute level. The grounds for appeal are outlined in the Calendar under General Academic Regulation for Graduate and Higher Degrees and adapted for this document.

Grounds for Appeal

An appeal will only be heard by the Course Appeals Committee where the student's case: i. is not adequately covered by the ordinary regulations, or ii. is based on a claim that the regulations were not properly applied in the applicant's case, or iii. represents an ad misericordiam appeal such as illness, bereavement, serious personal crisis, etc.

Please note that an Appeal cannot change exam results or marks but can change the effect of the results.

A student who wishes to appeal should first write to the Course Coordinator, within two weeks of the publication of results, clearly stating the grounds for appeal and, where necessary, enclosing documentary evidence.

The Course Coordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Course Coordinator cannot resolve the matter, the student may appeal to the Course Appeals Committee. The relevant Director of Teaching and Learning (DUTL or DTLPG) will convene and chair this committee which will

be composed of the Course Coordinator (of the programme not taken by the student, either MTh or CCTP) and another member of academic staff. At the Appeals Committee, the student concerned should have representation appropriate to the formality of the process, for example, a supervisor, Course Coordinator or other appropriate staff member.

No one will be appointed to an Appeals Committee where a conflict of interest might arise. Should the DTLPG or DUTL experience a conflict of interest, she or he will be substituted by the Head of School.

Appeals against the decision of an Appeals Committee may be made in writing to the Dean of Graduate Studies or Senior Lecturer, who has the discretion to grant or deny the appeal. Appeals against the decision of the Dean of Graduate Studies (MTh) or Senior Lecturer (CCTP) may be brought to the relevant Academic Appeals Committee.

5. Learning to write clear, succinct and well-structured essays is an important part of your course and so you should adhere to the specified word limits. Lecturers may penalise your work if it is too short or refuse to read material greatly beyond the limit.

6. At the front of every essay you should place the completed **Assignment Cover Sheet.** A copy of the cover sheet is included in this handbook and can be downloaded from the CITI website (www.theologicalinstitute.ie) Click on the Student Life tab and select forms. The name of the module (in the space marked work submitted for) and lecturer's name should be clearly indicated on the cover sheet.

7. Every essay should be typed using a standard 12 point font (Times New Roman, Calibri, Arial). The main body of essays should be double spaced. The footnotes should be single spaced in 10 point font.

8. All essays must be submitted to the office by 7 pm on the due date. Essays that are submitted after 7pm will be deemed as a late entry. You are required to submit an electronic copy. The electronic copy must be sent to assignment@theologicalinstitute.ie. Please save this file as a pdf document. It must have an assignment coversheet attached, which is fully and properly completed. Students should also retain personal copies of all work submitted. Essays are not to be submitted to the individual lecturers.

9. When you submit essays it is your responsibility to keep a copy (and when writing essays on a computer remember to back up your work frequently).

10. Instructions for coursework from tutors should be observed and attention paid to layout, footnotes, bibliography etc.

11. All written work must conform to the Chicago Manual of Style (15th Ed.) for referencing purposes and to the Oxford Guide to Style for matters of use of the English language (grammar, punctuation, abbreviations and the like).

12. Students are advised that they will not be given academic credit for the same work more than once. For this reason they are encouraged to choose essay titles that do not present the appearance of overlap. If a situation should arise in which a student has apparently submitted the same or substantially the same piece of material for credit twice (whether for the same module or separate modules), the essay submitted second will be given a mark of 0.

13. In the event that students fail and must resubmit an assignment, resubmissions should be turned in in a timely manner. The student not the staff member, is responsible for ensuring that resubmissions are completed within the specified time limit.

14. Essay should be turned in and will be marked in anonymised form using the last five digits of the students Trinity ID number as their identifier. The student's name should appear nowhere on the submitted essay document.

15. CITI adheres to Trinity College policies on student appeals.

16. Students are advised to make use of the Style Guide for Student Essays and Dissertations Referencing, Bibliographies, and Writing Made Easy which is to be found within the CITI Handbook.
https://www.theologicalinstitute.ie/student-_life/student-handbook

17. Essays will be marked within 15 working days of receipt of the assignment.

External Examiner

The External Examiner is nominated by the CITI/Trinity Joint Programmes Management Committee and has oversight of both the MTh and CCTP. He or she will do sample moderation of assignments and also be called upon to moderate any hard cases which have not been resolved earlier in the marking process.

Marking Criteria

Grades are determined by judgments across the criteria and do not necessarily represent the same band of achievement on all criteria. Positive achievements on some criteria balance or compensate for weaknesses on other criteria and vice-versa. The final grade reflects the weighting of the different variables in this judgement, as agreed by the examiners, and subject to confirmation by the Court of Examiners. Feedback on assignments will be returned to students in line with the TCD marking policy for postgraduates.

See CCTP Grid Bands:

0–29 A highly unsatisfactory level of achievement across the criteria.

30–39 A very weak level of achievement across criteria OR so highly un-satisfactory on at least one criteria that achievements on other criteria do not balance this.

40–49 A weak level of achievement across the criteria OR a very weak level of achievement on at least some criteria balanced by at least satisfactory achievement on others.

50–59 A satisfactory level of achievement across the criteria OR a good level of achievement on some criteria balancing weaknesses in others.

60–69 A good level of achievement across the criteria OR an excellent level on some criteria and at least satisfactory on all criteria.

70–79 An excellent level of achievement on all the criteria OR a truly outstanding achievement on some of the criteria and at least satisfactory on all criteria.

Level 6 CCTP Assessment Grid

Student Number/Name:

Assessment Title:

Module Code:

	Excellent	Good	Satisfactory	Limited in Scope	Unsatisfactory	N/A
Factual information is conveyed accurately.						
Appropriate sources are consulted and attributed.						
The writing is clear, cleanly presented and conforms to punctuation and spelling conventions.						
The paper demonstrates informed understanding of key concepts.						

Comment:

Mark:
Signature:

Level 7 CCTP Assessment Grid

Student Number/Name:

Assessment Title:

Module Code:

	Excellent	Good	Satisfactory	Limited in Scope	Unsatisfactory	N/A
A coherently structured argument shapes the paper.						
The paper engages an appropriately broad range of academic sources with understanding and relates them to its argument.						
The work exhibits accuracy in punctuation, spelling, sentence structure and citation formatting.						
The work exhibits informed understanding and applies key concepts constructively.						

Comment:

Mark:

Signature:

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COURSEWORK COVER SHEET

All written work including cover sheet must be submitted in electronic form to the CITI office by email: assignment@theologicalinstitute.ie.

STUDENT NUMBER (last 5 digits)……………………….

YEAR:……………………

MODULE CODE: …………………………

LECTURER:…………………………………………….

ASSIGNMENT NAME:……………………………………………

DATE WORK DUE:…………………………………………

DATE SUBMITTED TO TURNITIN:……………………………..

WORD COUNT

FOR OFFICE USE ONLY

Policies

Data Protection
CITI adheres to the requirements of GDPR for data protection. For further information on this policy please click on the link below:
https://www.theologicalinstitute.ie/about-us/quality-assurance

Safeguarding
CITI adheres to relevant legislation for the safeguarding of vulnerable persons. Please see the Church of Ireland Safeguarding Trust policy.
https://www.ireland.anglican.org/about/safeguarding

Student Complaints
CITI is committed to a standard of excellence in all dealings with students. Students who have a complaint in regard to any matter of process should raise it as soon as possible and typically within one month of the incident. Students should raise this issue in the first instance with the Course Co-ordinator or with the Director of the Institute.

- In the first instance CITI will endeavour to resolve the complaint informally. This will involve discussion with the Director and one other member of staff in order to ensure appropriate gender balance.
- If the complaint cannot be resolved informally, the student will submit the complaint in writing and it will be considered by the CITI/Trinity Joint Programmes Committee.
- All complaints will be treated with full confidentiality in so far as is practicable.
- A person against whom a complaint is made has the right to view and comment upon the written complaint.
- The person making the complaint is permitted to be accompanied by an additional person of their own choosing.
- Malicious or frivolous complaints will result in disciplinary action.

Modules

ENCOUNTERING THE OLD TESTAMENT (REF11000)

Lecturer: Dr Katie Heffelfinger

Module Description:
This module invites students to explore the world of the Old Testament and its relevance to their own world. They will be given an overview of the important historical movements and customs that should inform their encounters with the text. They will also unpack the ideas and assumptions that undergird contemporary discussion of the Bible, including what it means to describe the text as inspired and authoritative and the necessity of interpretation. They will consider their own role in reading and will begin the process of learning to interpret the text for themselves by exploring the various literary genres in which the text is conveyed. Consideration will be given to the importance of ongoing study and life-long learning as well as the place of biblical study in personal spiritual development.

Learning Outcomes

On successful completion of this module, students should be able to:

Describe the central content of the Old Testament and the various literary genres in which this content is conveyed.

Discuss models for the nature of Scripture, the relationship of interpreter and text and relevant attitudes and virtues for engaged interpreters.

Relate the major ancient historical movements and cultural customs relevant to the interpretation of the Old Testament.

Explain the impact of biblical narrative, poetry, law and prophecy on the contemporary believer's faith and practice.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures). Students will post some of their assessed work in the online forum for the benefit of their classmates and will participate in lecturer moderated activities and discussion boards within the VLE.

Modes of Assessment

Essay (2,000 words) 80% of module mark

Online Learning Contributions 20% of module mark

Deadlines for Submission of Assessed Work:

Essay (2000 words) is due 12th May, 2023.

Required or Recommended Reading

Brent A. Strawn, *The Old Testament: A Concise Introduction** (London: Routledge, 2020).[2]

Supplementary Texts

Philip J. King and Lawrence E. Stager, *Life in Biblical Israel* (London: Westminster John Knox, 2001).

Bruce C. Birch, Walter Brueggemann, Terence E. Fretheim and David L. Petersen, *A Theological Introduction to the Old Testament* (Nashville: Abingdon, 2005).

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[2] The book title with an asterisk is the core text for the module. Students are expected to purchase a copy in advance of undertaking the module.

INTRODUCTION TO THE CREEDS (REF11010)

Lecturer: Revd Dr Patrick McGlinchey

This course is an introductory level exploration of the Apostles' Creed and Nicene Creed. It sets the Creeds in their historical context and explains the different factors involved in their formation. Core theological concepts are introduced (e.g. The Trinity, incarnation, soteriology, pneumatology, ecclesiology, eschatology) and the students learn about early challenges to creedal beliefs. They will explore the uses of the Creeds and trace their relationship to the teaching of the New Testament and early post-apostolic statements of belief.

Learning Outcomes

On successful completion of this module, students should be able to:

Describe the historical-theological background to the formation of the Apostles' Creed and the Nicene Creed.

Discuss the theological heresies (e.g. Gnosticism, Arianism, Subordinationism) which influenced the development of the Creeds.

Relate the core theological ideas which make up the content of the Apostles' and Nicene Creeds and their on-going significance for the life of the church.

Explain the relationship between the content of the Creeds and the biblical material on which they are based.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures).

Modes of Assessment:
Students will submit two written assignments totalling 2,500 words.

Deadlines for Submission of Assessed Work:

Essay 1 (1000 words), 40% of module mark is due Friday 31st March, 2023.
Essay 2 (1500 words), 60% of module mark is due Friday 5th May, 2023.

Required or Recommended Reading:

Frances Young, *The Making of the Creeds* (London: SCM Press, 1991).
Michael F. Bird, *What Christians Ought to Believe: An Introduction to Christian Doctrine through the Apostles' Creed* (Grand Rapids: Zondervan, 2016).

PREPARING TO LEAD PUBLIC WORSHIP (REF11020)

Lecturer: Dr Bridget Nichols

This module builds on the modules on the Bible and the Creeds to introduce students to:

The Calendar. This section of the module surveys the structure of the Christian Year, focusing particularly on the Incarnational cycle (marking of events in the life of Christ – Christmas, Epiphany, Baptism, Presentation in the Temple, Transfiguration) and the Paschal Cycle (Lent, Holy Week, Easter, the Ascension). Attention is given to the work of the Spirit in the post-Ascension Church (Pentecost) and the celebration of the witness of faithful people in every generation (the cycle of commemorations of apostles, martyrs, evangelists). Students will be encouraged to apply this consciousness to the planning of preaching and intercession which draws worshippers formatively into the Church's mediation of the narrative of salvation.

     The Lectionary. In this section of the module, schemes developed by the Churches to ensure a systematic and seasonally appropriate reading and preaching of scripture in the context of worship are considered. Discussion will emphasise their rationale, and their contribution to ecumenical understanding.

     The Sacraments. The final section of the module offers a brief introduction to Baptism and the Eucharist. It focuses on their importance as regular celebrations of the gift of salvation through the death and resurrection of Christ; of the role of the Spirit in the worship of the Church; and of the life and vocation of the Church as Christ's body in the world. The importance of the Apostles' Creed as a baptismal text and the biblical foundations for the Christian sacraments will form part of the treatment of the subject. This part of the module is particularly designed to lay down some theological foundations for practical ministry and discipleship.

Learning Outcomes

On successful completion of this module, students should be able to:

Describe a rationale for the organisation of the Christian Year that builds on modules on the Bible and the Creeds.

Account for different systems regulating the way scripture is read in worship (e.g. Revised Common Lectionary and *lectio continua*) and apply this in developing homiletic skills.

Relate the celebration of the sacraments of Baptism and the Eucharist both to the doctrinal patterns of the Creeds and to a range of scriptural sources.

Formulate explanations of the theological underpinnings of Baptism and the Eucharist suited to congregational formation.

Articulate a set of key liturgical terms which will equip them as practitioners to communicate with peers and explain concepts to newcomers.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures).

Modes of Assessment:

Students will submit two written assignments totalling 2,500 words.

Deadlines for Submission of Assessed Work:

Article for Local Group (750 words), 30% of module mark due 2nd June, 2023. Observation Notes (1,750 words), 70% of module mark is due Friday 18th August, 2023.

Required or Recommended Reading:

Archbishops' Council of the Church of England *Common Worship: Times & Seasons* (London: Church House Publishing, 2006).[3]
Archbishops' Council of the Church of England *New Patterns for Worship* (London: Church House Publishing, 2002).
Paul F. Bradshaw, *Daily Prayer in the Early Church: A Study of the Origin and Early Development of the Divine Office* (Eugene OR: Wipf & Stock, 2008).

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[3] There is no core text for this module. The lecturer will supply all necessary reading material via the Trinity College VLE.

ENCOUNTERING THE NEW TESTAMENT (REF11030)

Lecturer: Dr Margaret Daly-Denton

In this module students are invited to further their engagement with the Bible through examination of the New Testament and its world. They will be given an overview of the New Testament and its content as well as its social and historical contexts. They will be introduced to some main literary types encountered in the New Testament and advised of the importance of reading within appropriate expectations for each. They will begin learning to practice exegesis as an interpretive task and be guided through the development of skill in observing detail and building curiosity about the meaningfulness of what they read. They will be invited to distinguish between various aims of reading, with an emphasis on the importance of meaning and application over the gleaning of historical data. The module will invite student reflection on the place of New Testament study in their journey of personal discipleship.

On successful completion of this module, students should be able to:

Describe Second Temple Judaism, the Greco-Roman World, and the early church contexts and articulate the relevance of these contexts to the production and interpretation of the New Testament.

Discuss the content and genre of some New Testament texts and the implications of these categories for interpretation and application.

Define exegesis and apply the skills of observation and interrogation to selected texts.

Compare approaches to reading the New Testament and select models appropriate to the aims of discipleship, faith formation and ministry.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures).

Modes of Assessment:

Students will submit two written assignments totalling 2,500 words.

Deadlines for Submission of Assessed Work:
Essay (1,500 words), 60% of module mark is due 11th August 2023.

Bible Dictionary Entry (1,000 words), 40% of module mark is due 15th September 2023.

Required or Recommended Reading:

D. A. Carson and Douglas J. Moo, *An Introduction to the New Testament**, 2nd ed. (Grand Rapids: Zondervan, 2005).[4]

D. A. Carson and Douglas J. Moo, *Introducing the New Testament: A Short Guide to Its History and Message*, ed. Andrew D. Naselli (Grand Rapids: Zondervan, 2010)

Brown, Raymond E., *An Introduction to the New Testament* (New York: Doubleday, 1997.

Carl R. Holladay, *A Critical Introduction to the New Testament: Interpreting the Message and Meaning of Jesus Christ* (Nashville: Abingdon, 2005).

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[4] The book title with an asterisk is the core text for the module. Students are expected to purchase a copy in advance of undertaking the module.

DEVELOPMENT OF THEOLOGICAL THINKING (REF11040)

Lecturer: Dr Gesa Thiessen

This course will offer students a theological overview of some major movements and ideas which have shaped the Church over its history. It will involve an introduction to the sources and methods of theology and an orientation to the principal epochs of church history (patristic, medieval, reformation and modern). Students will learn about some of the key currents of thought which have marked these time periods and how they have influenced the future development of theology. To anchor their learning, students will explore the historical development of ecclesiology and how this has been impacted by particular theological and cultural influences.

Learning Outcomes

On successful completion of this module, students should be able to:

Articulate a definition of theology and describe its different fields of interest.

Describe the different sources of theology (scripture, tradition, reason and experience) and their relationship to one another.

Outline core elements in the theological worldviews associated with the patristic, medieval, reformation and modern periods.

Relate how the understanding of ecclesiology has changed as a result of developments in the world of theology and the context of the church in the 21st century.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures)

Modes of Assessment:

Essay (2,000 words) 80% of module mark
Online Learning Contributions 20% of module mark

Deadline for submission of assessed work:

Essay (2000 words) is due 1st December 2023.

Required or Recommended Reading:

Alister E. McGrath, *Christian Theology: An Introduction* (Oxford: Blackwell Publishing, 2007).

ELECTIVE MODULES

THEOLOGICAL REASONING AND CRITICAL THINKING (REF11050)

Revd Dr William Olhausen

This module introduces students to key elements of the task of thinking and reasoning clearly and communicating their ideas in appropriately academic ways. It will set study within the context of Christian spiritual discipline and will suggest ways in which intellectual inquiry may be understood as contributing to Christian discipleship. It will attempt to inculcate values of openness to learning and to rigorous intellectual engagement with both troubling and diverging lines and patterns of thought. It will stress the necessity of understanding prior to critique and will attempt to equip students with the skills both to understand the argumentation of academic materials and to construct their own academic arguments in convincing ways. It will cover assessment of evidence and argumentative construction as well as matters of presentation, good academic practice with respect to sources and basic research procedures.

Learning Outcomes

On successful completion of this module, students should be able to:

Locate intellectual enquiry within the broad context of Christian engagement and theological endeavour.

Relate and analyse the claims and main argumentative structures of a piece of academic writing.

Create arguments that marshal evidence into coherent and consistent claims.

Identify plagiarism and employ viable strategies for avoiding it.

Compose well-articulated essays which adhere to the standard conventions of academic discourse and English language usage and employ appropriate citation methods.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures).

Modes of Assessment:

Students will submit two written assignments totalling 2,500 words. The interim Argument Analysis will not be assessed.

Deadlines for Submission of Assessed Work:

Precis (500 words), 20% of module mark is due on September 29th, 2023.
Argument Analysis (1,000 words), 40% of module mark is due on Friday, 27th October, 2023.
Essay (1,000 words), 40% of module mark is due on Friday, 17th November 2023.

Recommended or Required Reading:

Jo Lally, Ruth Matthews, Alison Rowe et. al., *OCR AS Critical Thinking Student Book**,
       2nd edition (Oxford: Heinemann Educational Publishers, 2008).[5]
Richard A. Holland Jr, and Benjamin K. Forrest, *Good Arguments: Making Your Case
       in Writing and Public Speaking*, (Grand Rapids: Baker Academic, 2017).
Alister E. McGrath, *Christian Theology: An Introduction* (Oxford: Blackwell Publishing,
       2007) See chapters 5 & 6.

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[5] The book title with an asterisk is the core text for the module. Students are expected to purchase a copy in advance of undertaking the module.

SPIRITUALITY AND SELF-DEVELOPMENT (REF11060)

Lecturers: Revd Dr Patrick McGlinchey and Revd Canon Dr Maurice Elliott

This course will introduce students to some of the classic principles and practices of Christian Spirituality. The taught inputs will take their lead from a consideration of various biblical perspectives on the centrality of personal spirituality for the flourishing of personal discipleship (e.g. indications in the Psalms, the Hebrew Bible tradition of lament, New Testament directions for prayer and discipline). As a second consideration, the taught inputs will introduce key developments in the history of Christian Spirituality (e.g. monasticism, asceticism, mysticism, pietism, charismatic and ecstatic forms of spirituality). Students will be invited to learn experientially from their encounter with spiritual practices which have emerged from these streams. In order to frame a robust and broad understanding of Christian Spirituality, the course will also create awareness of the need for individual spiritual practice to be intentionally established alongside various layers of more communal belonging.

Learning Outcomes

On successful completion of this module, students should be able to:

Describe some core biblical patterns of Christian spirituality.

Define and apply some of the main approaches to spirituality defined over the course of the Christian tradition.

Relate the implications of spiritual practice to the challenges and responsibilities of discipleship.

Apply learned techniques of self-examination and accountability to personal life and discipline.

Teaching and Learning Methods:

Lectures at residential study weekends will be supplemented by on-line learning via VLE (e.g. Blackboard Collaborate, discussion boards, teleconferencing, website material, pre-recorded video lectures).

Modes of Assessment:

Students will submit two written assignments totalling 2,500 words.

Deadlines for Submission of Assessed Work:

Essay (2,000 words), 80% of module mark is due Friday, 17th November, 2023.
Diary Entry (500 words), 205 of module mark is due on Friday, 24th November, 2023

Recommended or Required Reading:

Philip Sheldrake, *A Brief History of Spirituality* (Oxford: Blackwell Publishing, 2007).[6]
Elaine Graham, Heather Walton and Frances Ward, *Theological Reflection: Methods*
(London: SCM Press, 2005).

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[6] The book title with an asterisk is the core text for the module. Students are expected to purchase a copy in advance of undertaking the module.