

## New Testament in Context (TMM2031)

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Module Level:	5
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM2011 Bible in Context
Aims:	<p>To enable students to develop their understanding of how the New Testament should be read in light of both its original and subsequent contexts.</p> <p>To enable students to consider how the New Testament has been interpreted in the Christian tradition.</p> <p>To provide students with an opportunity to develop their own practice of New Testament interpretation.</p>
Content:	<p>A survey of different approaches to interpreting the New Testament.</p> <p>Examples of how the Old Testament has been interpreted in the Christian tradition.</p> <p>Worked examples of how New Testament texts can be related to a range of contexts.</p> <p>Developing students' own practice of using the New Testament.</p> <p>The texts studied in this module must be at least largely different from those studied in other modules taken by the student on this programme.</p>

Learning Outcomes: By the end of this module the students will be able to:

**Subject Knowledge [SSK 1]**

Compare, contrast and evaluate alternative interpretative approaches to the New Testament.

Analyse and evaluate how knowledge of context shapes the reading of New Testament texts, articulating some of the questions to which this gives rise.

Demonstrate a detailed knowledge of New Testament texts and aspects of their interpretation.

**Subject Skills [SSS 1, 3]**

Apply different approaches to reading and interpreting New Testament texts with a critical awareness of the questions raised by them.

Relate New Testament texts to contemporary situations and practices of discipleship, ministry and mission, and explore questions to which this gives rise.

Reflect on their own practice of biblical interpretation.

**Key Skills [KS 1, 2, 3]**

Identify, gather, analyse and evaluate textual source materials for a range of purposes and audiences, and communicate their findings with clarity and fairness.

Undertake a critical analysis of information and arguments, communicating these effectively to non-specialist audiences, showing critical awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.