St Andrew's Greek Orthodox Theological College

T7214A The Trinity

Semester One, 2022

Teaching Staff:

Name:	Assoc. Prof. Philip Kariatlis
Phone:	02 9549 3103
Email:	pkariatlis@sagotc.edu.au
Consultation times:	Tuesdays 2-5pm or
otherwise	by appointment.

T7214A The Trinity

Semester One, 2022

Credit value:	9 credit points
Mode of study:	Face to Face/ Synchronous and Asynchronous ZOOM
Pre-requisite units:	18 TH cr pts in Systematic Theology

Scheduled times and Venues:	Thursday 9.30am-12.30pm	
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		pkariatlis@sagotc.edu.
	au Consultation times:	
		Tuesday 2-5pm or otherwise by appointment.

Workload:	Weeks in Teaching Session:	12
	Timetabled hours/week:	3 hours/week
	Study & assignments:	9 hours personal study/week
	Total Workload for unit:	143

Background and Context

In today's society, the word, 'dogma' is seen in a very pejorative way. Indeed, dogmas in general—and also more specifically, the doctrine of the mystery of the Holy Trinity—are usually considered by most to be fixed, unbending teachings created by human persons in authority throughout history making bold demands on the faithful. More particularly, this is precisely how theological truths pertaining to the Trinitarian God and God's self-revelation to the world are seen. Living in an age which 'demythologises' all institutions and structures, the doctrine of the Holy Trinity has often been reduced to a speculative and abstract piece of teaching with hardly any relevance to Christian living.

This course unit aims at examining the attitude of the early Church towards the doctrinal truth of the mystery of the Holy Trinity, its Biblical and Patristics formulations, together with modern articulations, in order to uncover its existential and salvific ramifications. In so doing,

the unit will consider the extent to which this pre-eminent teaching of the Church—indeed, the dogma of all dogmas—is indeed "right, rejoicing the heart… and lightning the eyes… more to be desired a day than gold, even much fine gold; sweeter also than honey, and drippings of the honeycomb." (Ps 19:7-10).

Curriculum Objectives

This course unit examines systematically the Church's teaching on the mystery of the Holy Trinity. It aims to demonstrate soteriological and existential consequences of this doctrine for the way Christians live their lives. It is an advanced unit and may form part of a Major in the sub-discipline of Systematic Theology within the Discipline of Theology.

Learning Outcomes & Threshold Concepts

At the end of this course unit, students should be able to:

1. Identify the major theological themes in the doctrine of the Trinity;

2. Outline the development of the teaching from Biblical sources through Patristic understandings and into modern times;

3. Critically review writings of current theological thinkers on this topic;

4. Articulate some Trinitarian doctrines for a contemporary reader;

5. Apply insights from their study to Christian life within their particular context.

During this course unit, students may acquire the following threshold concept. This concept is fundamental to a proper understanding of the unit or course. It is essential for further progress in the discipline. It is often troublesome for students.

> Within the context of Orthodox theology, those doctrinal truths relating to the mystery of the Trinitarian Godhead are not some speculative abstractions about God; on the contrary, they are 'pointers to life and everyday living' with existential and salvific significance.

Content and Learning Activities

Lectures, tutorials, seminars and student presentations. These different learning activities will aim at consolidating the different outcomes and content of the course unit.

1. Biblical foundations of the doctrine of the holy Trinity; Old and New testaments

2. The historical developments of the Trinitarian doctrine

3. Modern understandings of the Trinity

4. Systematic considerations: for example, persons, essence/substance, koinonia

5. Salvific and existential implications

6. Contemporary Trinitarian theology: problems and perspectives

Content and Learning Activities

Week 1

Introduction and Requirements to the Course Unit

Week 2

Towards a definition of Orthodox dogmatic theology—character, methodology, object, content and sources. Doctrinal outline.

Tutorial Reading

Peter Bouteneff, 'Dogma and Truth: First Thoughts on Knowing', in *Sweeter than Honey: Orthodox Thinking on Dogma and Truth* (Crestwood, NY: SVS Press, 2006), 19-42.

Optional Extra

Archbishop Stylianos, 'Dogma and Authority in the Church', *Phronema*, 12(1997): 8-23.

Bishop Maxim [Vasiljevic], 'An Existential Interpretation of Dogmatics: Theological Language and Dogma in the Face of the Culture of Pluralism', *St Vladimir's Theological Quarterly* 51.4(2007): 395-422.

Week 3

The Doctrine of God

Tutorial Reading

Vladimir Lossky, 'The Divine Darkness', in *The Mystical Theology of the Eastern Church,* (Crestwood, NY: SVS Press, 1973), 23-43.

Optional Extra

Daniel Clendenin, 'The Mystery of God: Apophatic Vision', in *Eastern Orthodox Christianity: A Western Perspective*, (Michigan: Baker Books, 1994), 47-70.

Emmanuel Clapsis, 'Naming God' in Rightly Teaching the Word of your Truth, (Brookline: Holy Cross Orthodox Press, 1995), 1-15.

Trinitarian Theology: Scope of 20th cent. Orthodox Trinitarian Studies Today
(Prof. Aristotle Papanikolaou, Fordham University) Part I

Papanikolaou, Aristotle. 'The Doctrine of the Trinity: Its History and Meaning'. In *The Orthodox Christian World*. Oxford: Routledge, 2012, 398-410.

Optional Extra

Peter Bouteneff, 'From Ousia to Sophia: The Patristic and Classical Background to Twentieth-Century Essentialism and Personalism', *International Journal of Systematic Theology,* vol. 23.1 (2021): 57-67.

'Khaled Anatolios, 'Fourth Century Trinitarian Theology' in *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine* (Grand Rapids, MI: Baker Academic, 2011), 15-31.

Non-Teaching Week

Trinitarian Theology: Scope of 20th cent. Orthodox Trinitarian Studies Today
(Prof. Aristotle Papanikolaou, Fordham University) Part 2

Tutorial Reading

Tanner, Kathryn. 'The Trinity as Christian Teaching'. In *The Oxford Handbook of the Trinity*. Edited by Gilles Emery and Matthew Levering. Oxford: Oxford University Press, 2011, 349-358.

Optional Extra

Papanikolaou, Aristotle. 'From Sophia to Personhood: the Development of 20th Century Orthodox Trinitarian Theology'. *Phronema* 33:2(2018): 1-20.

Week 5

No lecture

Origins, Complexities, Conflicts and Historical Development of the Trinitarian Doctrine

<u>Tutorial Reading</u>

Thomas Hopko, 'The Trinity in the Cappadocians', in *Christian Spirituality: Origins to the Twelfth Century*, ed. B. McGinn, J. Meyendorff, J. Leclercq, (NY: The Crossroad Publishing Company, 1985), 260-276.

Optional Extra

John Anthony McGuckin, 'The Trinity in the Greek Fathers', in *The Cambridge Companion to The Trinity*, ed. Peter C. Phan (Cambrdige: Cambridge University Press, 2011), 49-69.

Emergence of the Trinitarian Doctrine: From Complexity to Biblical Clarification—A Christ-centred Approach Made Possible by the Spirit and Known within the Context of Worship

<u>Tutorial Reading</u>

Boris Bobrinskoy, 'The Revelation of the Trinity in the New Testament'. In *The Mystery of the Trinity: Trinitarian Experience and Vision in the Biblical and Patristic Tradition* (Crestwood, New York: St Vladimir's Seminary Press, 1999): 63-100

Optional Extra

Hilarion Alfeyev, 'God in the New Testament', in *Orthodox Christianity: Doctrine and Teaching of the Orthodox Church,* vol. 2 (Yonkers, New York: St Vladmir's Seminary Press, 2012), 81-110

Gerald O' Collins, 'The Scriptural Roots'. In *The Tripersonal God: Understanding and Interpreting the Trinity* (New York: Paulist Press, 1999): 11-82.

The Trinitarian God—Systematic Considerations

    a. **One essence, three hypostases**

    b. **Commonality, Diversity, Unity**

    c. **The Father, the principle, source of the Son and Holy Spirit**

Tutorial Reading

Behr, John. "'One God Father Almighty'". *Modern Theology* 34:3(2018): 320-330.

Optional Extra

John Zizioulas, 'The Being of God', in *Lectures in Christian Dogmatics* (London: T&T Clark, 2008): 47-64

Peter Bouteneff, 'From Ousia to Sophia: The Patristic and Classical Background to Twentieth-Century Essentialism and Personalism', *International Journal of Systematic Theology* 23:1(2021): 57-67

Philip Kariatlis, 'St Basil's Contribution to the Trinitarian Doctrine: A Synthesis of Greek *Paideia* and the Scriptural Worldview', *Phronema* 25(2010): 57-83

Week 9

The Teaching on the Son
  a. **The Son as a Distinct Hypostasis; not a creature (ποίημα) or offspring begotten in time (γέννημα)**
  b. **The eternity and co-equality of the Son with the Father; 'true God from true God'**
  c. **The consubstantiality of the Son not dissimilar to the 'unbegotten' Father**

Tutorial Readings

Gerald O'Collins, 'Lord, Saviour, God and Spirit' in *Christology: A Biblical, Historical and Systematic Study of Jesus* (Oxford: Oxford University Press, 2009), 141-157

Dumitru Staniloae, 'The Person of the Incarnate Lord in the Faith of the Church' in *The Experience of God: Orthodox Dogmatic Theology,* vol. 3 (Brookline, MA: Holy Cross Orthodox Press, 2011), 25-42

Week 10

The Teaching on the Holy Spirit
  a. **'Equal in honour' and consubstantial with the Father and the Son**
  b. **A distinct hypostasis**
  c. **Not an intermediary phenomenon between God and creation**

     d. **The divinity of the Holy Spirit as demonstrated through his names, titles and actions**

     e. **The *filioque***

<u>Tutorial Readings</u>

Philip Kariatlis, '"What Then? Is the Spirit God? Certainly!" St Gregory's Teaching on the Holy Spirit as the Basis of the World's Salvation', *Phronema* 26.2(2011): 81-102

An Agreed Statement of the North American Orthodox-Catholic Theological Consultation, 'The Filioque: A Church Dividing Issue?', *Greek Orthodox Theological Review* 49.3-4(2004): 359-392

Week 11

Anthropological and ecclesiological implications of the Trinitarian doctrine. The Trinitarian foundations of reality

<u>Tutorial Readings</u>

Kallistos of Diokleia, "The Human Person as an Icon of the Trinity", *Sobornost* 8.2(1986): 6-22.

Optional Extra

John Zizioulas, 'The Trinity and Personhood'. In *Communion and Otherness.* Ed. Paul McPartlan (London: T&T Clark, 2006): 155-170

Anatolios, Khaled. 'Personhood, Communion and the Trinity in Some Patristic Texts'. *The Holy Trinity in the Life of the Church.* Edited by Khaled Anatolios. Grand Rapids, MI: Baker Academic, 2014: 147-164.

Week 12

Revision and Concluding Remarks

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Recommended Texts

Alfeyev, Bishop Hilarion. *Orthodox Christianity II: Doctrine and Teaching of the Orthodox Church.* Yonkers, New York: St Vladimir's Seminary Press, 2013.

Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine.* Grand Rapids, Michigan: Baker Academic, 2011.

Ayres, Lewis. Nicaea and its Legacy: *An Approach to Fourth Century Trinitarian Theology.* Oxford: Oxford University Press, 2006.

Bates, Matthew. *The Birth of the Trinity: Jesus, God and Spirit in New Testament and Early Christian Interpretations of the Old Testament.* Oxford: Oxford University Press, 2015

Berry, R.J. & T.A. Noble, eds. *Darwin, Creation and the Fall: Theological Challenges.* Nottingham:

Apollos, 2009. Bobrinskoy, B. *The Mystery of the Trinity.* Crestwood: SVS Press, 1999.

Bouteneff, Peter. *Sweeter Than Honey: Orthodox Thinking on Dogma and Truth.* Crestwood, NY: SVS Press, 2006.

Boyer, Steven. *The Mystery of God: Theology for knowing the Unknowable.* Grand Rapids, MI: Baker Academic, 2012.

Callen, Barry L. *Caught between Truths: The Central Paradoxes of the Christian Faith.* Lexington: Emeth Press, 2007.

Cunnigham, Mary and Theokritoff, Elizabeth. *The Cambridge Companion to Orthodox Christian Theology.*
Cambridge: Cambridge University Press, 2008.

De Margerie, Betrand. *The Christian Trinity in History.* Petersham, MA: St Bede's Publications, 1982.

Emery, Gilles and Levering, Matthew (ed.). *The Oxford Handbook of the Trinity.* Oxford: Oxford University Press, 2011.

Fairbairn, Donald. *Life in the Trinity: An Introduction to Theology with the Help of the Church Fathers.* Downers Grove: IVP Academic, 2009.

Fox, Patricia. *God as Communion.* Collegeville: Glazier, 2001.

Franke, John R. *The Character of Theology: an Introduction to its Nature, Task and Purpose.* Grand Rapids: Baker, 2005.

Gaitley, Michael, Father, M.I.C. *The One is Three: How the Most Holy Trinity Explains Everything.* Stockbridge, MA: Marian Press, 2012.

Gallaher, Brandon. *Freedom and Necessity in Modern Trinitarian Theology.* Oxford Theology and Religion Monographs. Oxford: OUP Oxford, 2016.

Grenz, Stanley & John R. Franke .*Beyond Foundationalism: Shaping Theology in a Postmodern Context.* Louisville: Westminster John Knox Press, 2001.

Holmes, Stephen. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity.*

Downers Grove, IL: InterVarsity Press, 2012.

Kaiser, Walter C., Daniel M. Doriani, and Kevin J. Vanhoozer. *Four Views on moving beyond the Bible to Theology*. Grand Rapids: Zondervan, 2009.

Karmiris, John. *A Synopsis of the Dogmatic Theology of the Orthodox Catholic Church*. U.S.A.: Christian Orthodox Edition, 1973.

Kärkkäinen, V.M. *Trinity and Religious Pluralism: The Doctrine of the Trinity in Christian Theology of Religions*. Aldershot: Ashgate, 2004.

Laats, Alar. *Doctrines of the Trinity in Eastern and Western Theologies*. Berlin: Peter Lang, 1999.

Letham, Robert. *The Holy Trinity in Scripture, History, Theology and Worship*. Philipsburg: P&R Publishing, 2004.

Lossky, Vladimir., *The Mystical Theology of the Eastern Church*. Crestwood: SVS Press 1985.

Letham, Robert. *The Holy Trinity: In Scripture, History, Theology and Worship*. Phillipsburg, New Jersey: P&R Publishing, 2001.

Marmion, Declan & Rik Van Nieuwenhove. *An Introduction to the Trinity*. Cambridge: Cambridge University Press, 2011.

O'Collins. Gerald. *The Tripersonal God: Understanding and Interpreting the Trinity*. New York, Mahwah: Paulist Press, 1999.

Ormerod, Neil. *The Trinity: Retrieving the Western Tradition*. Milwaukee, Wis.: Marquette University Press, 2005.

Papanikolaou, Aristotle. *Being with God: Trinity, Apophaticism and Divine-Human Communion*. Notre Dame, Indiana: University of Notre Dame Press, 2006.

Phan, Peter. Editor. *The Cambridge Companion to the Trinity*. Cambridge: Cambridge University Press, 2011.

Pomazansky, Michael. *Orthodox Dogmatic Theology: A Concise Exposition*. Platina, California: Saint Herman of Alaska Brotherhood, 1984.

Sokolowski, Robert.. *Christian Faith and Human Understanding : Studies in the Eucharist, Trinity, and the Human Person*. Washington: Catholic University of America Press, 2006.

Volf, Miroslav. *God's Life in Trinity*. Minneapolis : Fortress Press, 2006

Yannaras, Christos. *Elements of Faith*. Edinburgh: T & T Clark, 1991.

_____. *On the Absence and Unknowability of God*. London: T&T Clark International,

2005. Zizioulas, John. *Lectures in Christian Dogmatics*. Edinburgh: T&T Clark, 2008

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Assessment Profile

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

1) Demonstrate a familiarity with current issues in Trinitarian theology (Outcomes 1, 3, 4)
2) Present a coherent theological understanding of an issue in Trinitarian theology showing its historical development and present relevance. (Outcomes 1, 2, 3)
3) Show how Trinitarian theology informs a Christian way of living. (Outcomes 1, 4, 5)

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
1. Summary/Critical Review Demonstrate a familiarity with a current issue in Trinitarian theology	30%	10 March	1, 3 & 4
2. Major Essay Present a coherent understanding of an issue in Trinitarian theology showing its historical development and present	40%	12 May	1, 2 & 3
3. Forum Participation/Responses Show how Trinitarian theology informs a Christian way of living	30%	2 June	1, 4 & 5

Detailed information on assessment tasks and assessment standards

Assessment 1

Summary / Critical Review   30%

Date Due: 10th March 2022

World Length: 1500 words

Each student will be expected to summarize and critically review one of the prescribed tutorial readings from weeks three onwards.

The following will form the basis of the summary/critical review:
•   a brief description of the article

•   a critical reflection identifying the main argument(s) of the article.

•   an appreciation of what you best liked about the article (namely, what you consider
        to be the strengths of the article)

- reference to the limitations or weaknesses of the article

- **and most importantly, specifically demonstrating familiarity with the way in which the article presents and responds to one of the current issues of contemporary Trinitarian theology.**

- the article's contribution to scholarship today

Assessment 2

Major Essay   40%

Date Due: 12th May 2022

Word length   2000 words

Each student will be expected to answer one of the two following essay questions.

Essay Question 1

"The latter part of the twentieth century witnessed a great resurgence of publications in the area of Trinitarian theology which sought to shed light not only on the centrality of this doctrine and its intrinsic relation to other Christian doctrines, but also, and equally importantly on its salvific impetus. Within Orthodox circles, the pioneering works of Sergei Bulgakov, Vladimir Lossky, John Zizioulas, Dimitru Staniloae and Boris Bobrinskoy, whilst different in their own right, all attempted to continue the reflection and exposition of this central teaching, not only re-examining both the biblical and patristic witnesses, but also attempting to present this teaching in a constructive way with demonstrable engagement with the contemporary context."

After presenting a coherent understanding of the mystery of the Trinitarian doctrine, examine the way the this doctrine can validly apprise contemporary theological discourse relating to Christian anthropology and Christian living within society more broadly.

Essay Question 2

In the history of systematic theology—but also in biblical and historic studies—particular attention has been paid to the problematic of the unity and distinction between the 'economic Trinity' and the 'immanent Trinity (or between the Trinity in its work of creation and grace, and the Trinity in its inner life). Explain the meaning of this 'distinction' and its relationship with a view to presenting the nature of God's self revelation to the world for a contemporary setting.

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In writing the essay it is worth bearing in mind the following principles:

a) show that you have understood and addressed the question or topic of discussion;

b) show that you have researched the essay question well, namely that you have read and thought about a range of books and/or articles on the topic;

c) show that you have come to your own conclusions on the matter in conversation with the views of others that you have read. This is hard at first. But try to analyse, at least

in a preliminary way, your own thoughts and reactions to the readings;

d) remember this is a theological essay. It is not a personal religious testimony. It is legitimate, in the essay, to express your belief, of course. But the aim is to understand, express carefully, and defend belief not merely state it. In the essay you will be expected to make a case for your point of view and support it using the kinds of theological reasoning that will be introduced in this unit. This means you need to be at least familiar with theological points of view other than your own and be able to make a case for the view you wish to espouse;

e) include a bibliography in the appropriate style, listing the major books and journals you have consulted in the preparation of the essay.

f) clear, accurate and honest use of resource materials; accurate citation of materials quoted from others and for bibliography set out in accordance with the College requirements.

Assessment 3
Forum Participation / Responses   30%

Part A: Weekly forum discussion participation 10% (Date Due: Continuous)
Part B: Forum Responses 20% (Date Due: 2nd June 2022, 1000 words)

Instructions
1. Every week students will be expected to contribute in the weekly forums responding to the questions provided.

   [**Please note**: the goal of this task is to see the extent to which students not only engage and respond to the set questions but also the extent to which they respond to answers provided by others students. For this reason, students will be expected: first to respond to the questions and secondly: to comment on answers uploaded by other students].

   The point of this exercise is to provide on-line space for student interaction. This is a very important part of the student experience in on-line learning. [Face to face students also interact in the weekly tutorials].

   Your weekly responses to the questions and contribution to other student answers should not exceed 200 words.

   Full marks (namely 10%) will be awarded for your full participation and engagement in these. Student contribution in forum discussion will need to take place no later than the end of the week following. For example, students will be required to participate in the forum discussion for week 2 no later than by the end of week 3.

2. Beyond the student weekly participation, students will be required to formally answer 5 questions from the weekly forums over the semester and submit them for marking by the 2nd June 2022.

Your answers to each of the FIVE questions should not exceed 200 words per questions. Your final submission should therefore approximately be 1000 words in length (this time not counting footnotes).

With this submission, you will undoubtedly be polishing answers that you have already made in the weekly forums; this time however, polishing your expression and providing references in order to demonstrate a critical engagement with the literature in this area (especially the tutorial readings provided).

Furthermore, and most importantly, in your answers, it is especially important to demonstrate the way in which your understanding of the theology of the church can be applied to different concrete and pastoral situations.

Course Unit Revision

The Unit booklet was revised in January 2022. Assessment tasks and readings were changed; bibliography updated.

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Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days
late. Total mark available=50
Penalty: 4 days late = 5% of 50x4 = 10 mark
penalty The student's original mark is 40.
Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

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In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar
/Academic Director prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

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Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.

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These are remarkable research tools, especially the second database which provides bibliographical and/or full text references in ATLA Religion Database with ATLA Serials. Only some articles are available in full text as PDF files. The articles at the bottom of the reference indicate PDF format. In the search area searches can be undertaken in a Boolean method e.g. theology and science. The language of the articles required can be specified. A journal title can be specified. A time frame by years can be specified. The type of article can be specified e.g. all, review, article, essay, etc. More than one user can access the information at the one time.

If you have any questions about these databases, please feel free to contact Mr Chris Harvey at library@greekorthodox.org.au.

Demand Hours, Grading System and Attendance

Demand hours are the time to which a student is notionally committed per unit, and include both the teaching period and personal study time. A 9 credit point unit is allocated 143 demand hours. A typical breakdown for a unit delivered during the semester could include:

- 36 hours face to face in the lecture room,
- 45 hours devoted to assessment tasks, and
- 62 hours set aside for non-assessable tasks.

Ideally, students should be prepared to devote an average of 10-12 hours per week towards researching, reading, and writing for each unit.

Please see Section 6 of the College's Handbook, available online at www.sagotc.edu.au for information about the grading system, as well as the 'General Criteria for Allocation of Grades' below.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.

GENERAL CRITERIA FOR ALLOCATION OF GRADES

Criteria	P	C	D	H
appropriate length	√	√	√	√
an acceptable standard of literacy	√	√	√	√
coherent	√	√	√	√
structured	√	√	√	√
addressed the issue or question	√	√	√	√
included references or a bibliography (where applicable)	√	√	√	√
demonstrated a basic understanding of the issues	√	√	√	√
showed evidence of basic reading relevant to the topic	√	√	√	√
a capacity to relate issues or apply them		√	√	√
showed evidence of wider reading		√	√	√
independent selection of sources		√	√	√
demonstrated a sound understanding of the issues		√	√	√
showed evidence of a capacity to be critical or evaluative		√	√	√
demonstrated a comprehensive understanding of the issues			√	√
a capacity to relate issues to a wider context			√	√
showed wide independent reading and investigation			√	√
showed evidence of initiative				√
showed evidence of originality or ingenuity				√

HOW ASSIGNMENTS ARE GRADED

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions *(Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others)* amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding core texts and materials	Evidence of having read texts and materials	Inadequate evidence of having read of the core and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and subtle aspects the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and subtle aspects the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument

Analytical and evaluative skills	Evidence of highly developed analytical and evaluative	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate	Well developed skills in expression, presentation, and documentation appropriate	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids	Well developed skills in Delivery, Content, Structure, Use of Visual Aids,	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

SOME ADVICE ON ESSAY WRITING

Approaches to Essay Writing

In my experience there are two major modes of essay writing, which arise from different areas of learning and which reflect slightly different emphases:

i) <u>A Science or Social Science approach</u>

This approach is strongly influenced by the scientific method, and commonly consists of the following parts:

1. An introduction stating the hypothesis to be investigated;
2. A statement of method (how are you planning to investigate this problem?);
3. The main body which outlines the evidence in a systematic and logical manner;
4. A conclusion which reflects on the validity of the hypothesis in the light of the evidence.

The emphasis in this approach is on a clear and rational investigation of the topic, using a clearly identified method and supported by appropriate evidence. The most commonly used approach to referencing one's sources is the Harvard or in-text referencing system.

ii) <u>A Humanities approach</u>

A Humanities approach has certain clear similarities, but with a different emphasis:

1. An introduction which draws attention to the topic to be discussed, often in a creative way to capture the interest of the reader;
2. A main body of content which outlines the main points of the argument in a fluent and coherent way;
3. A conclusion which summarises the main points of the discussion, preferably with a link back to the theme of the introduction.

The emphasis here is less on method and more on a creative and eloquent discussion of the topic. The coherence of the argument should be just as rigorous as with the first approach, but with more emphasis on style and fluency. The most commonly used approach to referencing one's sources is to use footnotes or endnotes; on occasions a footnote or endnote may be used not just to cite a source, but to add a comment or aside to the argument.

Qualities of a Good Paper

Irrespective of the approach used, a good paper will include:

i) an interesting introduction which outlines the nature of the topic and preferably a central thesis;

ii) logically structured content linked together by a clear flow of argument;

iii) engagement with and good understanding of a number of key issues/questions relevant to the topic;

iv) a conclusion which highlights the main points of the analysis and draws the discussion to a fitting close;

v) plenty of references to secondary sources and/or the Bible as appropriate to the topic, using a consistent referencing style (footnote, endnote or in-text);

vi) relatively few grammatical inaccuracies.

Assessment Criteria

Based around the points listed above, the following major criteria will be used in assessing your written work:

1. Breadth and understanding of the content

2. Relevance, originality and accuracy of the content to the objectives of the task

3. Quality of argument (logic, structure, originality)

4. Depth of analysis and conclusions

5. Evidence of wide reading and appropriate use of sources

6. Competence in writing at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, word usage, sentence structure, logical relations, style and presentation.

Other Essay Writing Tips

Quotations

- Quotations are intended to illustrate a point which you, the author, are making, and to bring a range of different perspectives into the argument.
- Quotations from key protagonists/representatives of a position are particularly worthwhile
- A quotation is generally chosen on the basis of one of the following criteria:

  i) it sums up a particular viewpoint with special clarity;
  ii) it illustrates the point you are making in specific terms or via a specific example;
  iii) it provides a distinctive or original perspective on the topic.

References

- References are intended to enable the reader to follow up on a particular item of information or quotation for themselves. Therefore they need to provide adequate information to enable the reader to find the material as accurately and rapidly as possible.
- Either in-text referencing or footnotes may be used, providing a consistent and appropriate style is maintained. Page numbers should always be included.
- Both direct quotations and a section of material taken from a particular source should be referenced.
- Biblical texts can be referenced simply by providing the book, chapter and verse in brackets in the main text [eg (Gen 1:1)]
- Footnotes can also be used to include authorial comments on the material in the main text, although generally this should be used sparingly.

Bibliographies

- Bibliographies are included to provide an overview of all the texts used, as well as to supplement the information in the references.

- Each entry should include the author, the date of publication, the title of the work, the place of publication and the publisher. The place of publication should be a town, city or suburb, not a state or country.
- For the Bible, simply put *The Bible*, followed by the particular version used.
- For internet material, you should put the full address which would enable the reader to find the specific webpage(s) used. You may also want to put the date you accessed the material.

General

- Titles of books or films should always be in italics or underlined. Titles of chapters or articles should be in quotation marks, with the title of the book or journal which it came from in italics or underlined.

Writing in Theology

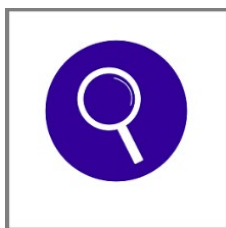Jensen, Michael P. *How to Write a Theology Essay.* London: The Latimer Trust 2012.

Through St Andrew's Online Moodle, Staff & Students have access to the following resources:

St Andrew's Library - Online Catalogue

Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of the text. Please contact the library as help is readily available. Visit our website for further details on library hours, services and contact information.

Website: http://sagotc.edu.au/library
(Click 'Online Catalogue' - No ID or Password required)

JSTOR

JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organization helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

Website: https://www.jstor.org/action/showLogin
To access JSTOR, the User ID is **sagotc**. The Password is **library**.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: https://guides.jstor.org/how-to-use-jstor/

EBSCOhost Research Platform

EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA Religion Database (American Theological Library Association) provides information on topics such as Biblical Studies, World Religions, Church History and contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of religious subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Website: http://search.ebscohost.com/
To access the EBSCOhost Databases, the User ID is **S7139629**. The Password is **sagotc###2612**.

Detailed video tutorials for navigating and using general content on EBSCO are available here: https://ebsco.libguides.com/home

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link: https://ebsco.libguides.com/ebooks/basics

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html

https://www.adobe.com/au/solutions/ebook/digital-editions/download.html

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Oxford Reference Online

Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries*, Companions, and *Encyclopedias*.

Website: https://www.oxfordreference.com/
To access Oxford Reference Online, the User ID is **standrewsorthodox**. The Password is **oxford17**.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: https://www.oxfordreference.com/help

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Early Church Texts

The 'Early Church Texts' website gives students access to a vast amount of information on the Early Church (from the first to the fifth century) and a growing number of on-site original language Greek and Latin texts. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material. The site also has links to many off-site public domain complete original language texts and English translations.

Website: https://earlychurchtexts.com/mainsub/homepage/homepage.shtml
(No ID or Password required)

See the following **video tutorial** for navigating and using Early Church Texts:
https://www.youtube.com/watch?v=Iec6TJ8ajoQ&feature=youtu.be

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: https://studiosity.com/connect/users/pin/new
(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- **Revd Dr Dn Chris Baghos** (Librarian) at library@greekorthodox.org.au or (02) 9549 3105.
- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.