ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE
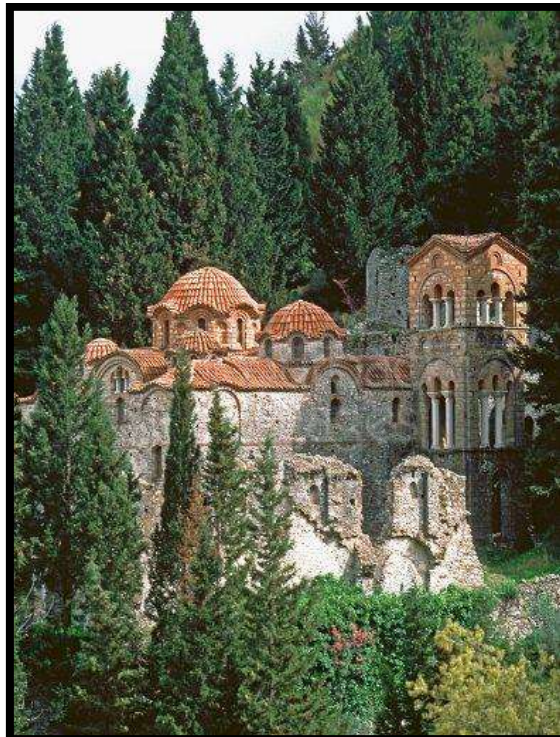
H7233A
Later Byzantine History

Semester One, 2022

Teaching Staff:

Name: Very Revd Fr Anastasios Bozikis

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Consultation times by appointment

H7233A LATER BYZANTINE HISTORY

Semester One, 2022

Unit Weighting:	9 credit points
Mode of Study:	Distance (asynchronous learning)
Pre-requisite unit:	H7232A Early Byzantine History
Co-requisite units:	None
Units excluded:	H8133A – Byzantium: Resplendence and Twilight

Scheduled times and Venues: All pre-recorded lectures will be uploaded on Moodle.

Teaching Staff: Name: Very Revd Fr Anastasios Bozikis
BCom (UQ 1990), BTh (SCD 1995), MTh (Syd 1997)
Mobile: 0404 003 903
Email: abozikis@sagotc.edu.au
Consultation times: By appointment

Learning Management System: http://sagotc.moodle.com.au/

Workload:		
	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study & assignments:	9 hours
	Total Workload/week:	12 hours

Curriculum Objectives

Building upon Early Byzantine History, this course unit examines the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the 9th to 15th centuries, as well as the empire's relations with its neighbours. It is an Elective unit and forms part of a Major in Church History within the Bachelor awards.

Learning Outcomes

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

1. distinguish the various social, cultural and religious factors both within the Byzantine empire and its immediate cultural context from the 9th to 15th centuries;
2. analyse the contribution of key people and events in the later Byzantine Church;
3. interpret primary historical documents of the later Byzantine Church;
4. utilise appropriate methods of historiography and historical research in the analysis of significant issues in the later Byzantine Church;
5. apply the key contributions of leading figures and significant events in the later Byzantine period to the Church's present mission.

Learning Activities

The usual pattern for each three-hour session will include

- Two-hour lecture, presenting the content of the week's topic.

- One-hour tutorial focusing mainly on primary source documents.

- Associated discussion and note-taking.

- Recordings of the weekly lecture along with a PowerPoint presentation will be made available on Moodle.

- Students must read the weekly material uploaded onto Moodle.

- Audio-visual supplement such as power-point or DVD.

- Student contributions to tutorials and/or Forum Discussions on Moodle.

Content:

1. Historical method, themes, concepts and sources of the period.

2. The Schism between East and West, the Crusades and attempts at re-union.

3. Christianity as inspiration for the blossoming of culture: art, architecture, music, and literature.

4. Natural phenomena and the decline of Byzantium, including their effect on the Byzantine mentality.

5. Relations of Byzantium with its neighbours: cultural exchange and antagonism.

6. Biographical studies of major personalities: emperors, intellectuals, saints, women.

7. The fall of Constantinople and the legacy of Byzantium.

Unit Weekly Schedule

Week 1 –   Thursday 24th February
Topic 1:   Introduction and Background

Week 2 –   Thursday 3rd March
Topic 2 :   **The Tenth Century: Expansion and Radiance**

Week 3 –   Thursday 10th March
Topic 3:   **The Crisis of the Eleventh Century – The Great Schism of 1054**

Week 4 –   Thursday 17th March
Topic 4:   **The First Crusade**

Non-Teaching Week – Thursday 24th March – No Class

Week 5 –   Thursday 31st March
Topic 5:   **The Fourth Crusade and the Latin Empire (1204-61)**

Week 6 –   Thursday 7th April
Topic 6:   **Restoration and the Councils of Lyons (1274) and Blachernae (1285)**

Week 7 –   Thursday 14th April
Topic 7:   **Natural Disasters and Decline**

Mid-Semester Recess - Apr 15 – May 1

Week 8 –   Thursday 5th May
Topic 8:   **The Byzantine Commonwealth and the Rise of the Ottoman Turks**

Week 9 –   Thursday 12th May
Topic 9:   **The Western Church in a Post-Patristic Age**

Week 10 –   Thursday 19th May
Topic 10:   **The Hesychast Controversy**

Week 11 –   Thursday 26th May
Topic 11:   **Final Attempt at Reunion: the Council of Ferrara-Florence (1438-39)**

Week 12 -   Thursday 2nd June
Topic 12:   **The Fall of Constantinople (1453) and the Aftermath** (Dr Mario Baghos)

Learning Resources

Prescribed Text

Cameron, Averil. *Byzantine Matters.* Princeton and Oxford: Princeton University Press, 2014.

It is **essential that you have access to the material in this book** for your first assessment task.

A copy of this book may be purchased in online bookstores such as Book Depository.

Representative References

Angold, M. *The Byzantine Empire 1025-1204: A Political History.* New York: Longman, 1984.

Cameron, Averil. *The Byzantines.* Oxford: Blackwell Publishing, 2006.

Christophilopoulou, A. *Byzantine History.* 2 vols. Amsterdam: Hakkert, 1986.

Chrysostomos, Archbishop. *Orthodox and Roman Catholic Relations from the Fourth Crusade to the Hesychastic Controversy.* Etna, CA: Center for Traditionalist Orthodox Studies, 2001.

Foskolou, V. *Byzantium on the Web.* Byzantinische Zeitschrift, 2007.

Gregory, Timothy E. *A History of Byzantium.* Oxford: Blackwell Publishing, 2005.

Herrin, Judith. *Byzantium: The Surprising Life of a Medieval Empire.* London: Penguin Books, 2008.

Herrin, Judith. *Unrivalled Influence: Women and Empire in Byzantium.* Princeton and Oxford: Princeton University Press, 2013.

Hussey, Joan Mervyn. *The Orthodox Church in the Byzantine Empire.* Oxford: Clarendon Press, 1986.

Johnson, M. et. al. *Approaches to Byzantine Architecture and its Decoration.* Ashgate Publishing, 2012.

Kaldellis, Anthony. *The Byzantine Republic: People and Power in New Rome.* Cambridge, Mass. and London, England: Harvard University Press, 2015.

Kaldellis, Anthony. *Streams of Gold, Rivers of Blood: The Rise and Fall of Byzantium, 955AD to the First Crusade.* New York: Oxford University Press, 2017.

Kaldellis, Anthony. *Romanland: Ethnicity and Empire in Byzantium.* Cambridge, Mass. And London, England: Harvard University Press, 2019.

Kazhdan, Aleksandr P. et.al (eds.). *The Oxford Dictionary of Byzantium.* Oxford: Oxford University Press, 1991.

Kazhdan, Aleksandr P. *People and Power in Byzantium: An Introduction to Modern Byzantine Studies.* Washington, DC: Dumbarton Oaks, 1996 (reprint).

Laiou, Angeliki. *Women, Family and Society in Byzantium.* Ashgate Publishers, 2009.

Louth, Andrew. *Greek East and Latin West: The Church AD 681-1071.* Crestwood, NY: St Vladimir's Seminary Press, 2007.

Meyendorff, J. *Byzantium and the Rise of Russia: A Study of Byzantino-Russian Relations in the Fourteenth Century.* Cambridge: Cambridge University Press, 1981.

Necipoglu, N. *Byzantium between the Ottomans and the Latins: Politics and Society in the Late Empire.* Cambridge: Cambridge University Press, 2009.

Nicol, D.M. *The Last Centuries of Byzantium, 1261-1453* (2nd ed.) Cambridge: Cambridge University Press, 1993.

Obolensky, D. *Byzantium and the Slavs*. Crestwood, NY: St Vladimir's Seminary Press, 1994.

Papadakis. A. (with Meyendorff J.) *The Christian East and the Rise of the Papacy: The Church 1071-1453 AD.* Crestwood, NY: St Vladimir's Seminary Press, 1994.

Parry, Ken *et al* (eds.). *The Blackwell Dictionary of Eastern Christianity*. Oxford: Blackwell Publishers, 1999.

Psellus, Michael. *Fourteen Byzantine Rulers: The Chronographia of Michael Psellus*. Translated by E.R.A. Sewter. London: Penguin Books, 1966.

Riley-Smith, J. *The Crusades: A History.* (3rd ed.) London and New York: Bloomsbury Academic, 2014.

Runciman, S. *The Eastern Schism: A Study of the Papacy and the Eastern Churches during the 11th and 12th Centuries.* Eugene, OR: Wipf & Stock Publishers, 2005.

Savvides, A.G.C. and B. Hendrickx. *Introducing Byzantine History.* Paris: Herodotos, 2001.

Sherrard Phillip. *The Greek East and the Latin West*. London: Oxford University Press, 1959 (reprinted Limni [Greece]: Denise Harvey & Company, 1992).

Stouraitis Ioannis. *Jihad and Crusade: Byzantine positions towards the notions of "holy war"*. Byzantina Symmeikta. Vol. 21 (2011).

Treadgold, Warren. *A History of the Byzantine State and Society*. Stanford: Stanford University Press, 1997.

Wells, Colin. *Sailing from Byzantium: how a lost empire shaped the world.* New York: Bantam Dell, 2006.

Assessment Profile

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. Critical analysis of and engagement with significant historical primary and secondary sources (Outcomes 3 and 4)

2. Written analysis of key social, cultural, historiographical, and/or religious aspects relevant to the later Byzantine period (Outcomes 1, 2 and 4)

3. Written presentation addressing the application of lessons from the later Byzantine period of the Church to an understanding of subsequent developments in the history of the Orthodox Church (Outcomes 2, 4 and 5)

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Book Review (1000 words)	20%	Week 4 16th March	1 & 4

Essay (3000 words)	60%	Week 11 25th May	1, 2, 3 & 4
Tutorials/Forum Discussions	20%	Throughout the semester as indicated on the Forum posts	3 & 5

Detailed information on assessment tasks and assessment standards

1. Book Review

Students are required to write a review of Averil Cameron's *Byzantine Matters* (Princeton and Oxford: Princeton University Press, 2014). In this book the author explores a number of controversial themes encountered in the study of the history of Byzantium. Examine the issues raised and critically assess Cameron's approach and conclusions in light of the relevant literature.

A critical review treats the analysed topics in the 3rd person ("the author states" etc.). To substantiate their assertions, students should give appropriate citations from the book and indicate where, i.e. at what page(s), the information appears in the text. The references to the relevant pages must be included in the text, since the reviewed source is indicated in the title of the piece; footnotes are required only when other sources are referred to. If footnotes are utilised, you must follow the style of the *Assessment Guidelines* (available on Moodle). The review should conclude with an assessment of the contributions (and weaknesses, if any) of the selected volume in terms of scholarship and ecclesial experience.

The marking criteria for this assignment:

- Overall accuracy of the summary
- Capacity to critically discuss the indicated themes within the analysed work
- Illustration of the indicated themes by carefully selected **and** briefly analysed quotations
- Correct references
- Logical consistency and literary quality

The assignment must be <u>at least 1000, and no more than 1100</u>, words in length. It comprises 20% of the overall mark, is due in Week 4 and corresponds to Outcomes 1 and 4. This assignment (accompanied by a cover sheet) should be uploaded to Moodle by the due date.

2. Essay

Students will be required to write an essay on a topic selected from the list given below:

a. What factors contributed to the Schism between the Eastern and Western Churches?
b. How did the Crusades contribute to the ultimate estrangement between East and West?

c. What factors contributed to the decline of Byzantium?
d. How did the Hesychastic Controversy contribute to the theological and psychological self-definition of the Christian East?
e. Discuss how religion and politics featured in the historical antagonism between Orthodox Christianity and Islam in the 1300s.
f. Why did the Council of Florence fail to achieve a lasting union between East and West?

The emphasis in an essay is on your skill in mounting an argument and supporting it with evidence. You will need to show evidence of wide reading. A minimum requirement for the essay amounts to **8-12 bibliographical titles**. You are expected to:

- **identify** the main historical ideas,
- **support** your assertions with textual evidence,
- **interpret** the author's ideas and thoughts,
- **evaluate** critically the relevant secondary sources, and
- **express** your opinion briefly as a conclusion of your essay

The essay should be edited in accordance to the standard scholarly requirements, as expressed in the *Assessment Guidelines* (available on Moodle). As a rule, students should remain within a 10% range of the prescribed word limit which includes footnotes but not bibliography.

The assignment, with an assessment cover sheet attached, should be uploaded onto Moodle by the due date.

Please also consult the 'General Criteria for the Allocation of Grades' below.

3. Tutorials/Forum Discussions

This assessment task examines student participation and responses to the regular Tutorial questions and discussions posted on Moodle.

Instructions

Students will be expected to contribute to the regular 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].

Your responses should **not be less than 300 words** must be submitted no later than the Wednesday of the week following the publication of the question.

Marks will be awarded for:
   a. a timely response that meets the minimum word limit;
   b. evidence of careful reading of prescribed text; ability to express fairly the main ideas dealt with in this material; evidence of some personal engagement with and critical appreciation of the historiographical themes under consideration; evidence of development in understanding to make use of material already covered;
   c. active interaction with your peers;
   d. clarity of thought and expression, accuracy of grammar, spelling and

punctuation in properly structured sentences and paragraphs (NOT POINT FORM);

    e. appropriate referencing where required.

Course Unit Revision

This course unit booklet was last revised in February 2022 to align it with the new curriculum and the revised Course Unit Outlines.

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 assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

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

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

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 section 6.1 in the 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 Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

Library

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at http://www.sagotc.edu.au/library.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice.

Staff and students also have access to:

Online Student Resources

Moodle

St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database

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 each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: http://sagotc.softlinkhosting.com.au

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 organisation helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

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 (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It 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 subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

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*.

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 numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

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:

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

Demand Hours, Grading System and Attendance

The student workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

a. set aside an appropriate number of private study periods in the week of 2-3 hours duration
b. select study times when you are not likely to be tired or interrupted
c. space your study out over the week
d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
e. plan some rest from study during the mid-semester recess
f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Typically, undergraduate students should expect to devote 4 hours per week to actual assessment preparation (approx. 13 hours preparation per 1,000 words of written assessment or almost 20 hours preparation for a 1.5 hour examination).

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

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, residential school programs 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

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 work 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 independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of 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 skills	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 problems	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 *(Continued on next page)*

Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	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 Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	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 to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
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 contributions 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