St Andrew's Greek Orthodox Theological College

H7110A History of the Early Church

Semester One, 2022

Teaching Staff:

Name:	Very Revd Fr Anastasios Bozikis
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Consultation times:	By appointment

H7110A History of the Early Church

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Unit Weighting:	9 credit points
Mode of study:	Face to face (synchronous learning)) and Distance (asynchronous learning)
Pre-requisite units:	None
Co-requisite units:	None
Units excluded:	H8110A – Early Church History

Scheduled times and Venues:　Lectures will be delivered weekly in face to face mode (and/or via Zoom video conferencing if the Covid-19 situation demands) on Wednesday, 6.00-9.00pm and students are expected to personally attend (or login and participate in real time). To complete a unit a student must have been present for at least 80% of all prescribed contact hours, as per attendance policy (www.sagotc.edu.au/page/attendance).

Distance students will have access to the Zoom recording approximately 12-24 hours after the completion of the lecture. If, at any time, a distance student is available to participate in any given lecture in real time, then they are most welcome to login via Zoom.

Teaching Staff:

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	BCom (UQ 1990), BTh (SCD 1995), MTh (Syd 1997)
Phone:	0404 003 903
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Consultation times: By appointment	

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

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

Curriculum Objectives

The early centuries (i.e. to the 4th or 5th centuries) of the Christian church's history were a formative period where doctrine was consolidated and institutional structures were established. As such, this period is fundamentally important to an understanding of the subsequent history of the church. This introductory unit provides an approach to the study of church history, with particular reference to the Early Church period. In doing so, it sets the context for doctrinal and institutional development, with an analysis of the various conflicts, challenges and relationships that occurred and which set the foundation for the ongoing development of the church. The unit may serve as a Core unit and part of a Major in Church History within the Bachelor awards.

Learning Outcomes

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

1)	identify the cultural, political and religious factors that influenced the development of the early church
2)	review the major challenges and controversies that arose in the Early Church period
3)	analyse the contribution of selected people and movements to the development of the church's thought and structures
4)	interpret individual primary historical documents in their social context
5)	utilise appropriate methods of historical inquiry to construct a coherent historical argument in written form

Learning Activities

- Face to face lectures along with a PowerPoint presentation (delivered via Zoom, if necessary).

- Zoom 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 where applicable.

Content

1. Approaches to Historical Inquiry
2. The First 300 Years
   - Early spread of the church: cultural, political, religious influences
   - Church and Society: persecution and martyrdom
   - Doctrinal Development: apologists, theologians, controversies
   - Ecclesiastical Development: bishops, papacy
3. Nicaea and Beyond
   - Emergence of Ecumenical Councils
   - Constantine and the Church: emergence of a "state church"
   - After Nicaea What?

Unit Weekly Schedule

Appropriate readings for each topic are provided via the Moodle interface.

Week 1 –   Wednesday 23rd February
Topic 1:   Studying Church History: An Introduction
          Why Study Church History?; Course Overview; Course Requirements;
          Analysing the Sources.

Week 2 –   Wednesday 2ⁿᵈ March
Topic 2 :   Church History Methodology
              What is Church History?; Approaches to the Study of History.

Week 3 –   Wednesday 9ᵗʰ March
Topic 3:   The Birth of the Church in Context
              Alexander and the Hellenistic World; The Jewish Milieu; The Roman Empire.
              The Challenges of Judaism, Paganism, Greek Philosophy and the
              Roman State.

Week 4 –   Wednesday 16ᵗʰ March
Topic 4:   Christian Witness and Martyrdom in the Sub-Apostolic Age
              Causes of Persecution; Martyrdom.

              Non-Teaching Week – Wednesday 23ʳᵈ March – No Class

Week 5 –   Wednesday 30ᵗʰ March
Topic 5:   Reasoning with Athens: the Apologists' Engagement with Culture
              Case Study: comparing and contrasting the approaches of St Justin Martyr
              and Tertullian

Week 6 –   Wednesday 6ᵗʰ April
Topic 6:   Gnosticism: The Enemy Within
              Orthodoxy vs. Heresy; Gnostic Belief Systems; Manichaeism;
              The Apologists' Defence.

Week 7 –   Wednesday 13ᵗʰ April
Topic 7:   Defining Orthodoxy
              Montanism; Marcion; Formation of the New Testament Canon.

Mid-Semester Recess – April 15 – May 1

Week 8 –   Wednesday 4ᵗʰ May
Topic 8:   Controversy and Schism: Church Life and Thought 180-250AD
              The Church in Gaul, Rome, North Africa and Alexandria; Paschal,
              Doctrinal and Disciplinary Controversies.

Week 9 –   Wednesday 11ᵗʰ May
Topic 9:   The Decian Persecution
              Decian Persecution; St Cyprian of Carthage; the *Lapsi*; the Novatian Schism;
              Baptismal Controversy.

Week 10 –   Wednesday 18ᵗʰ May
Topic 10:   The Diocletian Persecution
              Emperor Diocletian; The Tetrarchy; the Great Persecution and its
              Consequences; The Rise of Constantine; Edict of Milan.

Week 11 –   Wednesday 25ᵗʰ May
Topic 11:   Constantine the Great: Emperor and Saint
              Religious Policies; the Donatist Dispute; Constantinople – the New Rome.

Week 12 –   Wednesday 1ˢᵗ June
Topic 12:   Arianism and the First Oecumenical Synod
              The Alexandrian Background; Beginnings of the Controversy; Arius and his
              Teaching; Road to Nicaea; the Synod; Arian Dispute until the Death of
              Constantine; St Athanasios the Great.

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Learning Resources

PRESCRIBED TEXT

Stevenson, James. (rev. & ed. W.H.C. Frend). *A New Eusebius.* **London*:* SPCK, 1987.**

It is **essential that you have access to the material in this book** for lectures, your readings and assessment tasks. Please ensure that you purchase the **1987 revised edition** as this is the one to which we will refer. Avoid the original edition as well as the 2011 edition which is very expensive. Copies may be purchased on online bookstores such as Book Depository.

Representative References

Allard, P. *Christianity and the Roman Empire from Nero to Theodosius.* 7th ed. New York: St Vladimir's Seminary Press, 2017.

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity AD 200-1000.* 2nd edition. Cambridge: Blackwell, 2003.

Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great.* Oxford: Oxford University Press, 2009.

Chadwick, Henry. *The Early Church.* Harmondsworth, London: Penguin Books, 1993.

Davidson, I. J., *The Birth of the Church: From Jesus to Constantine AD 30-312.* Baker History of the Church, Vol 1; Grand Rapids/ Oxford: Baker/Monarch, 2004.

Davidson, I. J., *A Public Faith: From Constantine to the Medieval World: AD 312-600.* Baker History of the Church, Vol 2; Grand Rapids/ Oxford: Baker/Monarch, 2005.

Frend, W.H.C. *The Early Church from the Beginnings to 461.* London: SCM Press, 2003.

Gonzalez, Justo L., *The Early Church to the Dawn of the Reformation. The History of Christianity* Vol. I, *R*evised and updated; New York: HarperCollins, 2010.

Hall, Stuart G. *Doctrine and Practice in the Early Church.* 2nd ed. London: SPCK, 2005.

Harvey, Susan Ashbrook and David G. Hunter (eds), *The Oxford Handbook of Early Christian Studies.* Oxford: OUP, 2010.

Ludlow, Morwenna, *The Early Church.* London: I.B. Taurus, 2009.

McGowan, Andrew C., *Ancient Christian Worship.* Grand Rapids MI: Baker Academic, 2016.

McGuckin, (Fr) John Anthony. *The Path of Christianity : The First Thousand Years.* Downers Grove, IL: IVP Academic, 2017.

Mitchell, Margaret M. and Frances M. Young (eds), *The Cambridge History of Christianity Volume 1: Origins to Constantine.* Cambridge: CUP, 2014.

Schmemann, Alexander. *The Historical Road of Eastern Orthodoxy.* Translated by Lydia W. Kesich. Crestwood, NY: St Vladimir's Seminary Press, 1992. Philadelphia: University of Pennsylvania Press, 2008.

Schott, Jeremy M. *Christianity, Empire, and the Making of Religion in Late Antiquity.* Philadelphia: University of Pennsylvania Press, 2008.

Young, Frances, Lewis Ayres, Andrew Louth (eds), *The Cambridge History of Early Christian Literature*. Cambridge: CUP, 2007.

Assessment Profile

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Primary Source Analysis (1000 words)	20%	Monday, 21 March	Outcomes 1 and 4
Essay (2000 words)	40%	Tuesday, 24 May	Outcomes 1, 3, 4 and 5
Exam (1 hour)	30%	Thursday, 16 June	Outcomes 1, 2 and 4
Tutorials/Forum Discussions	10%	Throughout the semester as indicated on the Forum posts	Outcomes 1, 2 and 3

Detailed information on assessment tasks and assessment standards

The College's cover sheet, downloadable from Moodle, should be attached to the front of both the Primary Source Analysis and Essay. These tasks should be uploaded to Moodle by midnight of the due date.

1. **Primary Source Analysis (1000 words – 20%)**

   Read the primary source below:

   NER 16 Pliny, *Ep.* X, 96 and NER 17 Pliny, *Ep.* X. 97 (pp. 18-21)

   It can be found in Stevenson, James. (rev. & ed. W.H.C. Frend). *A New Eusebius.* (London*:* SPCK, 1987). (NER refers to the primary source extract and stands for 'New Eusebius Revised').

   Write a critical analysis of 1000 words (excluding footnotes and bibliography) on the primary source.

   Read the primary source and the associated editorial comments by Stevenson and write a critical analysis of the primary source discussing the following:

   I. Who is its intended or imagined audience?

   II. What kind of document is it? eg. letter/ epistle, treatise, decree, sermon

   III. What does the source reveal about:
      a. the early Christians' social composition and social status (eg. wealthy patrician class or poorer plebe social classes? Sex? Age?);

b. the early Christians' corporate life (especially in terms of ministry, organization and formal worship, sacraments);

c. the early Christians' thought world, as well as Christian theological expression and formulation;

d. the Roman attitude and policy towards Christians

e. early Christians' experience of violent persecution, as well as its causes?

f. early Christians' attitudes towards martyrdom?

Note: All of the above questions may not be relevant to the particular primary source. It is your task to interpret the document and identify the appropriate themes that it raises. You may refer to secondary sources to support or clarify your argument. If so, ensure all references are properly footnoted and a bibliography provided.

2. Essay (2000 words – 40%)

Each student is required to write a 2000 word research essay on a topic to be selected from the list below. The emphasis in the essay is on demonstrating skill in mounting an argument and supporting it with evidence. Students are required to show evidence of wide reading and rely on three categories of sources:

a. primary sources (original text and/or translations);
b. general references (compendia, dictionaries, encyclopaedias etc);
c. monographs, chapters and articles related to the topic and the analysed text.

A minimum requirement for the essay amounts to 8-10 bibliographical titles.

Essay Questions:

a. Outline and discuss the reasons for Roman persecution of Christians in the first two centuries AD.

b. Compare and contrast the approaches of St Justin Martyr and Tertullian to pagan philosophy and Graeco-Roman culture?

c. Explain the beliefs of any ONE of the following heresies and analyse its contribution to the development of the Church's thought and structures:
  (i)   Gnosticism
  (ii)   Marcionism or
  (iii) Montanism

d. Analyse the process through which the early Church developed a canon of Scripture?

e. Explain the causes of either the Decian or the Diocletian Persecution and assess its consequences for the Church.

The essay **must be submitted to Studiosity** for feedback well in time for a response to be received and acted on and for the paper to be submitted to the lecturer by the due date.

The essay is to be uploaded on to Moodle by the due date along with a fully completed and signed Cover Sheet and a Studiosity report. Failure to provide a fully completed and signed Cover Sheet and/or a Studiosity report will result in a 10% penalty being imposed for each. No extensions of time will be permitted,

except in the *documented* case of serious illness or misadventure.

The essay should be in accordance with the standard scholarly requirements, <u>as expressed in the *Assessment Guidelines*</u> available on Moodle. Footnotes and bibliography are to be prepared following the Turabian/ Chicago Style citation method. As a rule, students should remain close to the prescribed word limit (+/- 10%) which includes footnotes but not the bibliography.

As part of the grading process a student may be required to attend a 10-15 minute interview with the lecturer sometime after submission to discuss the paper, its engagement with the primary and secondary sources, its argument and its conclusions considered within the broader historical context.

3. Exam (1 hour – 30%)

There will be a **written exam of 1 hour** (plus 10 minutes reading time) in which the student will respond to questions asking them to engage with the learning material studied over the last semester, including lectures, tutorials and readings. The format of the exam will be discussed in class.

The exam will be held during Exam Week and the Registrar will confirm the date, time and location closer to the day.

4. Tutorials/Forum Discussions (10%)

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

Instructions

(a) 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 250 words** must be submitted no later than the Tuesday 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.

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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 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

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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/

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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).

Typically, postgraduate students should expect to devote 5 hours per week to actual assessment preparation (approx. 16 hours preparation per 1,000 words of written assessment or 25 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.

Please see Section 6 of the College's Handbook, available online at www.sagotc.edu.au for information about the grading system.

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, tutorials, 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