



ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE

# L8101

## Introduction Christian Worship

(Face-to face / Distance)

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Semester One, 2022

### **Teaching Staff:**

Names:	His Eminence Metropolitan Seraphim of Sebasteia Basilios Psilacos (Assistant)
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## L8101 Introduction to Christian Worship

### Semester One, 2022

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<b>Unit Weighting:</b>	9 credit points
<b>Mode of Study:</b>	Face to face & Distance (synchronous & asynchronous)
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Units excluded:</b>	L5101 Introduction to Christian Worship; L7101 Introduction to Christian Worship

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#### Scheduled times and Venues:

Face-to face:	CAMPUS / REDFERN or ZOOM: <b>Wednesdays 9:30am-12:30pm</b> (Synchronous Learning)
Distance:	ACCESS TO RECORDINGS (via Moodle). Lecture uploaded weekly. (Asynchronous Learning)

<b>Teaching Staff:</b>	Names: His Eminence Metropolitan Seraphim of Sebasteia Basilios Psilacos (Assistant)
	Phone: 02 9549 3104
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	<i>Consultation times by appointment.</i>

**Learning Management System:** Moodle

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<b>Workload:</b>	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study & assignments:	9 hours
	Total Demand Hours:	143 hours

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### Background & Context

The critical study of ancient liturgical customs in worship is detailed and complex. Current Orthodox liturgical practices, grounded in Holy Scripture and Holy Tradition, were developed over time and were influenced by a variety of factors and circumstances. This course unit will attempt to enquire into the various sources of Christian worship throughout its history. In so doing it will not only enable students to identify origins of contemporary practice but also provide an appreciation of Christian worship as the doxological and Eucharistic expression of the people of God.

### Curriculum Objectives

This graduate course unit introduces students to concepts that provide a foundation for the study of Christian worship.

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## Learning Outcomes & Threshold Concept

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

1. Demonstrate a sound knowledge of history, structure, and symbolism of particular rites
2. Articulate a sound comprehension of the spiritual richness and transformative power of liturgical rites
3. Employ a ritual framework to devise rites and sacramental expressions where required
4. Give appropriate pastoral expression to liturgical rites
5. Participate with greater intellectual and spiritual awareness in the worship and mysteries of the Church

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.

*The critical study of ancient liturgical customs is detailed and complex. Current Orthodox liturgical practices, grounded in Holy Scripture and Holy Tradition, were developed over time and were influenced by a variety of factors and circumstances.*

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## Content and Learning Activities

Meetings will generally be divided between lectures, class study of material, discussion and tutorial exercises.

1. The biblical basis for Christian worship
2. The theology of Christian worship
3. The role of culture in the development of worship
4. The historical developments in Christian worship
5. Current issues in Christian worship
6. Preparation of a Christian worship service

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## Unit Weekly Schedule

### Introduction

Week 1	<i>Introduction and requirements for the course unit:</i> Liturgics and its relationship to other disciplines within Theology.
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### The Biblical Basis for Christian Worship

Week 2	<i>Primary sources for Liturgics:</i> Written and oral tradition; Old and New Testaments; Apocrypha.
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## Historical Developments in Christian Worship and their Significance for Liturgical Issues Today

Week 3	<p><i>“Apostolic” Fathers:</i> Clement of Rome; “Shepherd” of Hermas; St Ignatius of Antioch; The Martyrdom of Polycarp.</p> <p><i>2<sup>nd</sup> Century:</i> Didache; St Justin the Martyr; St Irenaeus of Lyons.</p>
Week 4	<p><i>Turn of the 3<sup>rd</sup> Century:</i> Clement of Alexandria; Tertullian; “Apostolic Tradition” of Hippolytus.</p> <p><i>3<sup>rd</sup> Century:</i> Origen; St Cyprian of Carthage; <i>Didascalia Apostolorum</i>.</p>
Week 5	<p><i>4<sup>th</sup> &amp; 5<sup>th</sup> Centuries (Hellenic):</i> Eusebius of Caesaria; Apostolic Church Order; “Apostolic Constitutions”; St Athanasius the Great; St Basil the Great; St Gregory Nazianzus; St Gregory of Nyssa; St Amphilochius of Iconium; St Cyril of Jerusalem.</p>
Week 6	<p><i>Cont.:</i> St. Epiphanius Bishop of Salamis; St John Chrysostom; <i>Euchologion</i> of St Serapion Bishop of Thmuis; Catechetical Homilies of Theodore of Mopsuestia; St Isidore of Pelusium; St Cyril of Alexandria; St Proclus of Constantinople.</p>
Week 7	<p><i>Cont.:</i> Pseudo-Dionysius the Areopagite “The Ecclesiastical Hierarchy”; the so-called “Canons of Hippolytus”; the Testament of the Lord Jesus Christ.</p>
Week 8	<p><i>4<sup>th</sup> &amp; 5<sup>th</sup> Centuries (Non-Hellenic):</i> The “Pilgrimage” of Egeria; Sts Ambrose of Milan, St Jerome; St Augustine.</p>
Week 9	<p><i>6<sup>th</sup> Century Onward (Hellenic):</i> Leontios of Byzantium; St John Moschus; Pseudo-Proclus; St Maximus the Confessor; Pseudo-Germanus; St John of Damascus; St Theodore the Studite; St Photius the Great; Pseudo-Sophronius; Nikephoros Kallistos Xanthopoulos; St Nicholas Cabasilas; St Gregory Palamas; St Philotheos I of Constantinople; Symeon Archbishop of Thessalonica; Pseudo-Kodinos.</p>
Week 10	<p>Nestorian &amp; Monophysite works; other Western sources from 6<sup>th</sup> Century onwards; Ecclesiastical hymnography; Synods &amp; Councils; other influential factors of Liturgical development.</p>
Week 11	<p>Liturgical books; older liturgical collections; liturgical codices and papyri; use of different liturgical languages. Parish &amp; Monastics Rites.</p>

## The Role of Culture in Christian Worship

Week 12	<p>Jewish and Gentile influences on Christian worship; combat against the heresies as a reason for liturgical development. Liturgical rubrics (rites) of both East and West.</p>
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## Preparation of a Christian Worship Service

Liturgical items, books and vestments are presented and discussed throughout the course during the latter part of the classes.

## Learning Resources

### Recommended Texts

You do not have to purchase the following textbooks, but you may like to refer to them. This is not an exhaustive bibliographical list and students are strongly encouraged to browse the library and conduct their own independent research.

- Alfeyev, Metropolitan Hilarion. *Orthodox Christianity*, Volume IV: The Worship and Liturgical Life of the Orthodox Church. Yonkers, NY: St Vladimir's Seminary Press, 2016.
- Anagnostopoulos, Stephanos K. *An interpretation of the divine liturgy based on actual events and experiences of holy priests, monks and lay people*. Piraeus, Greece: The author, 2008.
- Barker, M. *Temple Themes in Christian Worship*. London: T & T Clark, 2007.
- Bechtel, C.M. *Touching the Altar: The Old Testament for Christian Worship*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2008.
- Bradshaw, Paul, F. *Eucharistic Origins*. London: SPCK, 2004.
- Cabie, R. *The Eucharist*. Collegeville, MN: The Liturgical Press, 1986.
- Calivas, A.C. *Essays in Theology and Liturgy – Vol.3: Aspects of Orthodox Worship*. Brookline, MA: Holy Cross Orthodox Press, 2003.
- Cabasilas, N. *A Commentary on the Divine Liturgy*. London: SPCK, 1978.
- Cummings, Owens F. *Eucharist doctors: A theological history*. New York: Paulist Press, 2005.
- Dabovich, S. *The Holy Orthodox Church: The Ritual, Services and Sacraments of the Orthodox Church*. Rollinsford, NH: Orthodox Research Institute, 2009.
- Dalmaï, I-H. *The Eastern Liturgies*. London: Burn & Oates, 1960.
- Day, J. *The Baptismal Liturgy of Jerusalem: Fourth and Fifth-Century Evidence from Palestine, Syria and Egypt*. Aldershot, Hampshire: Ashgate, 2007.
- Deiss, H. *Springtime of the Liturgy*. Collegeville, MN: The Liturgical Press, 1979.
- DiSante, C. *Jewish Prayer: The Origins of Christian Liturgy*. Translated by J. O'Connell. New York: Paulist Press, 1985.
- Dix, G. *The Shape of the Liturgy*. London: Adam & Charles Black, 1982.
- Farley, Lawrence. *Let Us Attend: A Journey Through the Orthodox Divine Liturgy*. Ben Lomond, CA: Conciliar Press, 2007.
- Ferguson, E. *Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2009.
- Fisher, Eugene J (ed). *The Jewish Roots of Christian Liturgy*. New York: Paulist Press, 1990.
- Fountoulis, J. *Liturgics I: Introduction to Worship [in Greek]*. Thessalonika, 1993.
- Gerakas, A.J. *The Origin and Development of the Holy Eucharist: East and West*. Staten Island, NY: St. Paul's, 2006.
- Hall, C.A. *Worshipping with the Church Fathers*. Downers Grove, IL: IVP Academic, 2009.
- Irwin, Kevin W. *Models of the Eucharist*. New York: Paulist Press, 2005.
- Jevtic, Atanasije. *Christ the New Pasha: The Divine Liturgy*. Belgrade: Chilander, Ostrog & Tudros Monasteries, 2007.
- Johnson, Lawrence, J. *Worship in the Early Church*. 4 volumes (with CD). Collegeville, MN: Liturgical Press, 2009.
- Jungmann, J.A. *The Early Liturgy*. University of Notre Dame Press, 1959.
- Kasper, Walter. *Sacrament of Unity: The Eucharist and the Church*. Translated by Brian McNeil. New York: Crossroad Publishing Company, 2004.
- Louth, A., *Introducing Eastern Orthodox Theology*, Downers Grove, Illinois: InterVarsity Press, 2013
- Martimort, A. G. Ed. *The Church at Prayer*. 4 Volumes. Collegeville, MN: Liturgical Press, 1992.
- Mendez, M.F. *Theology of Food: Eating and the Eucharist*. Chichester, West Sussex: Wiley-Blackwell, 2009.
- Philiass, George. *Liturgics: Volume 1 [in Greek]*. Athens, 2006.

- Philiass, George. *Tradition and Development in the Worship of the Church [in Greek]*. Athens, 2006.
- Pott, Thomas. *Byzantine Liturgical Reform*. Crestwood, NY: SVS Press, 2010.
- Schmemmann, A. *Introduction to Liturgical Theology*. Crestwood, NY: SVS Press, 1986.
- Schmemmann, A. *Of Water and the Spirit*. Second Revised and Expanded Edition. Crestwood, NY: SVS Press, 1997.
- Schultz, H-J. *The Byzantine Liturgy*. New York: Pueblo, 1986.
- Taft, R F. *A History of the Liturgy of St John Chrysostom: Volume II: The Great Entrance*. Rome: Pontificio Instituto Orientale, 2001.
- Taft, R F. *A History of the Liturgy of St John Chrysostom: Volume V: The Precommunion*. Rome: Pontificio Instituto Orientale, 2004.
- Taft, Robert F. *Beyond East and West: Problems in Liturgical Understanding*. Rome: Pontifical Oriental Institute, 1997.
- Taft, R F. *Divine Liturgies – Human problems in Byzantium, Armenia, Syria and Palestine*. Aldershot, Hampshire: Ashgate, 2001.
- Taft, R F. *Through Their Own Eyes: Liturgy as the Byzantines Saw It*. Berkeley, CA: InterOrthodox Press, 2006.
- Theodorou, E. *Lectures in Liturgics [in Greek]*. Athens, 1979.
- Trembelas, P.N. *The Three Liturgies according to the Codices in Athens [in Greek]*. Athens, 1982.
- Trembelas, P.N. *Three Liturgies [in Greek]*. Athens, 1935.
- Uspensky, N. *Evening Worship in the Orthodox Church*. Crestwood, NY: SVS Press, 1985.
- Watkins, C. *Living Baptism: Called Out of the Ordinary*. London: Darton, Longman and Todd, 2007.
- Webber, M. *Bread and Water, Wine and Oil: An Orthodox Christian Experience of God*. Ben Lamond, CA: Conciliar Press, 2007.
- West, K.M. *The Garments of Salvation: Orthodox Christian Liturgical Vesture*. Crestwood, NY: SVS Press, 2013.
- Westerfield-Tucker, K.B (editor). *The Oxford History of Christian Worship*. Oxford: Oxford University Press, 2006.
- White, James. *Introduction to Christian Worship: Descriptive and Interpretive Sources*. Nashville: Abingdon, 2001
- Wright, R. *Our Daily Bread: Glimpsing the Eucharist through the Centuries*. New York: Paulist Press, 2008.
- Wybrew, H. *The Orthodox Liturgy*. Crestwood, NY: SVS Press, 1990.
- Zizioulas, John D., *The Eucharistic Communion and the World*. London: T&T Clark International, 2011.

### **Gorgias Liturgical Studies Series**

- Baldovin, J. *Liturgy in Ancient Jerusalem*. Gorgias Liturgical Studies, Volume 13. Piscataway, NJ: Gorgias Press, 2010.
- Barrett-Lennard, R.J.S (translator). *The Sacramentary of Sarapion of Thmuis*. Gorgias Liturgical Studies, Volume 26. Piscataway, NJ: Gorgias Press, 2010.
- Bradshaw, P (editor). *Essay in Early Eastern Initiation*. Gorgias Liturgical Studies, Volume 12. Piscataway, NJ: Gorgias Press, 2010.
- Bradshaw, P (editor). *The Canons of Hippolytus*. Translated by Carol Bebawi. Gorgias Liturgical Studies, Volume 7. Piscataway, NJ: Gorgias Press, 2010.
- Fenwick, J. *Fourth Century Anaphoral Construction Techniques*. Gorgias Liturgical Studies, Volume 61. Piscataway, NJ: Gorgias Press, 2010.
- Grsibroke, W.J. (editor and translator). *The Liturgical Portions of the Apostolic Constitutions*. Gorgias Liturgical Studies, Volume 17. Piscataway, NJ: Gorgias Press, 2010.
- Johnson, M. *Liturgy in Early Christian Egypt*. Gorgias Liturgical Studies, Volume 33. Piscataway, NJ: Gorgias Press, 2010.
- Power, D (translator). *Irenaeus of Lyons and Baptism and Eucharist*. Gorgias Liturgical Studies, Volume 21. Piscataway, NJ: Gorgias Press, 2010.

## Online Liturgical Resources

### The Greek Orthodox Archdiocese of America



This web page is a rich resource for numerous themes regarding our Faith and the Church. For us, the relevant link on “Chapel” provides useful content regarding the liturgical Calendar, Feasts, Texts and Hymns, etc. The “Library” link also offers valuable information on a number of topics including Liturgy and Worship”

[www.goarch.org/](http://www.goarch.org/)

<https://www.goarch.org/chapel>

[www.goarch.org/liturgy](http://www.goarch.org/liturgy)

### Greek Liturgical Texts of the Orthodox Church (in Greek)



This link offers all the liturgical books in Greek which are used in Orthodox Christian worship.

<http://glt.goarch.org/>

### The Greek Orthodox Archdiocese of Australia



This web page also provides useful educational links and information regarding Ecclesial Sacraments and Services.

<http://www.greekorthodox.org.au/>

### Podcasts on Worship by Fr Thomas Hopko



Ancient Faith Ministries is a department of the Antiochian Orthodox Christian Archdiocese of North America with a pan-Orthodox outreach. The specific link offers Podcasts rich in worshipping content.

[www.ancientfaith.com/podcasts/spiritandtruth](http://www.ancientfaith.com/podcasts/spiritandtruth)

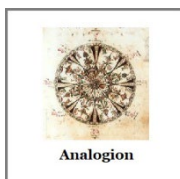
### Digital Chant Stand



This web link offers online bilingual content which is used in current liturgical practice of the Eastern Orthodox Church.

[www.agesinitiatives.com/dcs/public/dcs/dcs.html](http://www.agesinitiatives.com/dcs/public/dcs/dcs.html)

### Resource on the Psaltic Art



This site contains selected resources on the Psaltic Art (also known as Psaltiki, Byzantine Chant or Byzantine Music).

<http://analogion.com/>



## 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.

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

## Online Student Resources

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### 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](http://www.moodle.sagotc.edu.au)

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### 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**

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=lec6TJ8ajoQ&feature=youtu.be>

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## 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)

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

- **Fr Stavros Agoroudis** (Librarian) at [library@greekorthodox.org.au](mailto:library@greekorthodox.org.au) or (02) 9549 3105.
- **Father Irenaeus Triantis** (IT Registry Officer) at [moodle@sagotc.edu.au](mailto:moodle@sagotc.edu.au) or 9549 3101.

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## 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:

- ☐ Analyse recent writing on Christian rites or sacramental expressions [Outcome 1]
- ☐ Present a coherent theological understanding of the transformative power of Christian rites in relation to ecclesial life [Outcomes 2, 3, 5]
- ☐ Apply the basic principles of liturgical theology to one or more pastoral contexts [Outcomes 3, 4, 5]

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All assessment tasks should be edited in accordance to the standard scholarly requirements, as expressed in the *Guidelines for the Preparation of Assessment Tasks*, available on the Moodle home page at [sagotc.moodle.com.au](http://sagotc.moodle.com.au).

## Submission of Assessment Tasks

The College's 'Assessment Task Cover Sheet' should be attached to the front of an assessment task. The 'Assessment Task Cover Sheet' is available on the Moodle home page at [sagotc.moodle.com.au](http://sagotc.moodle.com.au). Paper copies of the 'Assessment Task Cover Sheet' are available from the library.

All assessment tasks must be submitted via MOODLE (in either PDF or WORD format), unless otherwise directed by your lecturer.

**Please make sure when submitting assessments with the coversheet that it is correctly filled in, including most importantly the declaration of authorship.**

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
1. Tutorial Assignment a. Written Summary/Critical Review (1200 words) b. Forum Participation	a. 20% b. 10%	a. 16 March <small>(Wk4)</small> b. Continuous	1, 2, 3, 4 & 5
2. Essay (2400 words)	40%	11 May <small>(Wk9)</small>	1, 2 & 3
3. Examination (Take-home)	30%	9 June <small>(StudyRecessWk)</small>	2, 4 & 5

## Detailed information on assessment tasks and assessment standards

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### Assessment Item 1

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#### Tutorial Assignment:

Value: **30%**

**This Tutorial Assignment has two components:**

- a) Written summary/critical review**
- b) Forum Participation (Continuous)**

#### Rationale

This assignment is designed to:

- demonstrate that you have critically engaged with one of the range of topics covered in the tutorials which essentially have to do with the nature of worship.
- test how well you have grasped the central issues in one of the readings covered in the course.
- give you an opportunity to develop and express briefly your own understanding of these topics.
- develop your ability to engage and articulate well in a limited space.

### Assessment Item 1a

#### Written Summary / Critical Review:

**Due date: Wednesday, 16 March 2022, by 6pm** (Week 4)

Value: 20 %

Length: 1200 words

Task: You are required to summarize and critically review the following prescribed tutorial reading which is provided in the folder "Tutorial Readings" of this unit's main Moodle page:

Alfeyev, Metropolitan Hilarion. "Formation of the Daily Liturgical Cycle", *Orthodox Christianity, Volume IV: The Worship and Liturgical Life of the Orthodox Church* (Yonkers, NY: St Vladimir's Seminary Press, 2016) 31-55.

#### Instructions for the Written Component

You will be required to give a **Summary / Critical Review** of the above prescribed tutorial reading (accessed in this course's Moodle page, under section titled "**Information & Resources**", in the folder named "**Tutorial Readings**", and then in its subfolder named "**Assessment 1a**"). This piece of work is designed to assist you in being able to express in your own words what you believe is the main point being made by an author and how that message is being communicated, namely, what an author is trying to communicate. This

assessment task asks that you write approximately 1200 words on the prescribed article. In your summaries I am looking for:

- a. *Introduction* – An opening paragraph/s which provides a brief overview of the main themes of the reading in summary form.
- b. *Summary* – An extended description of the article explaining key concepts and identifying the main argument(s)
- c. *Critique* – Discusses and evaluates the strengths, weaknesses and important features of the text, e.g., the contribution the article makes to the study of worship.
- d. *Conclusion* – a restatement of the overall opinion of the text

### Assessment Criteria

1. *Presentation*: clarity of thought and expression, accuracy of grammar, spelling and punctuation in properly structured sentences (NOT POINT FORM).
2. *Content*: 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 themes under consideration; evidence of development in understanding to make use of material already covered.
3. *Reasoning*: depth of understanding of the main ideas of the theme under consideration; ability to analyse the reasoning that underlies the argument; ability to develop your own ideas in conversation with the material presented.

### Pass/Fail requirements

To obtain a pass in this assessment, you must:

- submit the 1200 words summary.
- demonstrate a reasonable understanding of the content and main ideas covered in the topics under consideration.
- present your ideas in a reasonably clear, logical and grammatically correct fashion.
- show evidence of personal engagement with the material of the chosen topics and some development of understanding of how liturgics argues its case.

A summary assignment that is graded fail is considered to be of unsatisfactory standard in relation to the aims of the assessment as set out above. It may contain a number of faults: for example, failure to demonstrate an understanding of the topic; inadequate grasp of the major ideas of the themes chosen; illogical or badly reasoned argument; unfair or unsupported criticisms; plagiarism; poor presentation or expression of ideas; excessive spelling, grammatical and typographical errors; failure to abide by word limitations.

### Assessment Standards

**HD:** The summary demonstrates an exceptional level of sustained and critical engagement in portraying the main ideas of the article. It gives evidence of a high level of personal reflection, synthesis and sustained argument. There is a critical examination of the Orthodox understanding of the nature of worship.

**D:** The summary demonstrates a high level of sustained and personal engagement in portraying the main ideas of the article. It gives evidence of a good level of personal reflection, synthesis and sustained argument. There is a sound examination of the Orthodox understanding of the nature of worship.

**C:** The summary demonstrates a sound level of sustained and personal engagement in portraying the main ideas of the article. It gives evidence of personal reflection, synthesis and sustained argument. There is a clear examination of the Orthodox understanding of the nature of worship.

**P:** The summary demonstrates a good engagement in portraying the main ideas of the article. It gives evidence of a personal reflection but exhibits lower levels of synthesis and sustained argument. There is a fair examination of the Orthodox understanding of the nature of worship.

**N:** The summary lacks a clear portrayal of the main ideas portrayed in the article. It gives evidence of a low level of personal reflection, synthesis and sound argument. The examination regarding the Orthodox understanding of worship is unclear and somewhat confused.

### Assessment Item 1b

#### Forum Discussions:

#### Due date: Continuous

Value: 10 %

Length: Oral: 7-10 minutes (max.)

Task: 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 the other students. For this reason, students will be expected: first to respond to the questions and second, 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.

Your weekly responses to the questions and contribution to other student answers should not exceed 250 words.

**Full marks (namely 10%) will be awarded for your full participation and engagement in these. Namely, a mark will simply be given for your presence/participation 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 (Saturday).**

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## Assessment Item 2

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### Major Essay

**Due date: Wednesday, 11 May 2022, by 6pm** (Week 9)

Value: 40%

Length: 2400 words

#### Essay Question:

“The *Apostolic Tradition of Hippolytus* together with the *Apostolic Constitutions* are foundational sources for the liturgical tradition of the first centuries of Christianity. Provide an outline of the Divine Liturgy/Eucharist as evidenced in these treatises critically comparing and contrasting the way these were celebrated at the time, together with the meaning behind what was being done; and identify the extent to which practises then reflect those of today.”

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 12 bibliographical titles.

The essay should demonstrate sound research and rely on three categories of sources:

- ☐ primary sources (original text and/or translations).
- ☐ general references (compendia, dictionaries, encyclopaedias etc).
- ☐ monographs, chapters and articles related to the topic.

The essay should be edited in accordance to the standard scholarly requirements, as expressed in the *Guidelines for the Preparation of Assessment Tasks*, available in the Library or as a pdf copy from the Registrar. As a rule, students should remain close to the prescribed word limit which includes footnotes but not bibliography.

The College's blue cover sheet, available in hardcopy from the library or pdf from the Registrar, should be attached to all assessment tasks.

All assessment tasks must be submitted via MOODLE (in either PDF or WORD format), unless otherwise directed by your lecturer.

#### Rationale

This assignment is designed to:

- allow you to carefully develop a reasonably extended treatment of a particular liturgical topic within the range of material covered in the unit.
- encourage you to research and read as widely as possible in the literature relevant to the theme of the essay.
- examine how well you have grasped what the central ideas are associated with the theme.
- demonstrate how well you understand and employ the major warrants appropriate to arguing your case in relation to this topic.
- develop your ability to communicate well in writing.



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 appropriate style, listing the major books and journals you have consulted in the preparation of the essay.

### Assessment Criteria

**1. Presentation:** clarity of thought and expression; structure of argument (namely, how well the elements of the essay are put together); accuracy of grammar, spelling, syntax and punctuation; consistency and accuracy of citations.

**2. Content:** evidence of wide and careful reading on the topic; ability to report fairly the main ideas presented by authors researched and cited; evidence of personal engagement with and critical appreciation of the arguments relevant to a discussion of the topic.

**3. Reasoning:** the depth and originality of understanding of the main ideas relevant to the topic; ability to discern the reasoning that underlies these ideas; appreciation of different methods, approaches and conclusions taken by different theologians researched for the essay; ability to argue a reasoned case in the development of your own ideas in the essay.

**4. Referencing:** 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.

### Pass/Fail Requirements

To obtain a pass in this assessment, you must:

- write an essay of appropriate length that deals directly with the question asked.
- demonstrate a reasonable understanding of main terms and concepts relevant to a discussion of the topic.
- show some evidence of grasping the grounds (or warrants) that underlie the arguments presented by the authors researched for the essay (namely, not just what he said but the reason it was said).
- present your own ideas in a clear, logical and grammatically correct fashion.
- present an essay that has a reasonably clear and coherent structure.
- acknowledge clearly any sources which are being used in the writing of the essay.

An essay that is graded fail is considered to be of unsatisfactory standard in relation to the aims of the assessment as set out above. It may contain a number of faults. For example: failure to address the question asked; inadequate grasp of the major terms and ideas

required to understanding and discussing the topic chosen; illogical or badly reasoned argument; unfair or unsupported criticisms of others; plagiarism; poor presentation or expression of ideas; excessive spelling, grammatical, and typographical errors; inadequate referencing; failure to abide by the word limit.

#### Assessment Standards for the Major Research Essay

**HD:** The essay will demonstrate evidence of a wide breadth of reading and research on the case study. It will demonstrate an analytical engagement of the content of the selected themes with such research and evidence a high level of personal reflection. The essay follows appropriate stylistic procedures, uses comprehensible English expression, and makes relevant use of quoted texts. The essay will be worthy for consideration for publication.

**D:** The essay will demonstrate a noticeable breadth of reading and research on the selected theme. The essay follows appropriate stylistic procedures, uses comprehensible English expression, and makes relevant use of quoted texts.

**C:** The essay will demonstrate a thorough understanding of the selected theme. The essay will also demonstrate evidence of some further research and reading around the topic. The essay follows appropriate stylistic procedures and uses comprehensible English expression.

**P:** The essay will demonstrate a basic understanding of the selected theme. The essay follows appropriate stylistic procedures and uses comprehensible English expression.

**N:** The essay will not have addressed all of the themes contained in the question. The essay does not follow appropriate stylistic procedures, and does not use comprehensible English expression.

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### Assessment Item 3

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**This assessment item is an exam**

**Due date: Thursday, 9 June 2022, by 6pm** (Study Recess Week)

This assessment task is a take home examination.

Value: 30%

This assessment task will examine the extent to which a student can apply the theology of Christian Liturgical Worship to concrete and current pastoral situations.

The exam questions will be handed out in the beginning of Study Recess Week; you will have approx. 3-4 days to answer the questions.

The examination will be made up of THREE questions and you will be asked to answer them in approximately 600 words per question.

You will be marked according to how well you apply principles of Christian Liturgical Worship to contemporary pastoral situations.

**Assessment Criteria:**

1. *Presentation*: clarity of thought and expression; structure of argument (namely, how well the elements of the question are put together); accuracy of grammar, spelling, syntax and punctuation; consistency and accuracy of citations (if any).
2. *Content*: evidence of wide and careful reading on the topic; ability to present fairly the main ideas from researched sources and cited; evidence of personal engagement with and critical appreciation of the arguments relevant to a discussion of the topic.
3. *Reasoning*: the depth and originality of understanding of the main ideas relevant to the topic; ability to discern the reasoning that underlies these ideas; appreciation of different methods, approaches and conclusions taken by different liturgical sources researched for the question; ability to argue a reasoned case in the development of your own ideas in answering the question.
4. *Referencing*: clear, accurate and honest use of resource materials; and accurate citation of materials quoted from other sources.

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### Course Unit Revision

The material for this course unit was last revised on 15 February 2022. The Student Feedback Survey from the previous year's class has been taken into consideration for this revision.

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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.

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### 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.

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**Example:**

*Student submits an assignment worth 50 marks 4 days late.*

*Total mark available=50*

*Penalty: 4 days late = 5% of 50x4 = 10 marks penalty*

*The student's original mark is 40.*

*Final mark =40-10=30*

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**Grounds for Extension**

An extension of an assessment task's 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's 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.

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**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.

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## 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:

- set aside an appropriate number of private study periods in the week of 2-3 hours duration
- select study times when you are not likely to be tired or interrupted
- space your study out over the week
- 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)
- plan some rest from study during the mid-semester recess
- 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.

## 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)
% 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
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, & 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
	(H)	(D)	(C)	(P)	(N)

## **QUASI-GRADES**

### **Quasi-grade outcomes**

For every unit in which they are enrolled, students will be awarded a grade, or the Academic Board will record a quasi-grade (explained below).

Quasi-grade outcomes are as follows:

#### **Extension (E)**

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

#### **Incomplete (I)**

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

#### **Unavailable result (U)**

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student.

#### **Withdrawal (W)**

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal as described on the College's website.

#### **Satisfactory Progress (SP)**

This outcome will be recorded where a research unit (e.g. Research Essay, Research Project, Honours Thesis) continues into the following semester. This will automatically flag that a final result is not due until the end of the next semester.



## STUDENT SELF ASSESSMENT OF ACADEMIC PROGRESS

St Andrew's Greek Orthodox Theological College is committed to assisting you to be successful in your coursework.

In order to help us do this, please consider completing this form when you receive your first marked assignment each semester. (You may also use it at other times). We invite you to answer the following questions about your performance in this class as honestly as you possibly can. When you have answered them we encourage you to return the form to your lecturer or to the counsellor and discuss the outcome with them if you consider it helpful.

Your Name:

Date:

Name of Unit

Lecturer

How many units are you taking this semester?

How many hours do you do paid work each week?

What mark did you expect to get for this piece of assessment?

What mark did you receive?

Now you have had a piece of work assessed are you concerned about your academic progress?

How do you feel you are doing in this class at present? (circle one)

*Very Well*

*Good*

*OK*

*Not Well*

*Poorly*

If you feel that you are doing "OK" or better, please turn to Section II.

If you feel that you are doing less than "OK", please begin on Section I.

If you are unsure about how well you are doing in class, please begin on Section I.

### Section I: If you feel that you are doing less than OK, try to identify the reason.

Use the check list below to review your learning skills:

**Yes**

**No**

#### *How I manage time*

☐☐

I spend too much time studying but don't seem to learn much.

☐☐

I usually spend a long time travelling to and from class.

☐☐

I have heavy paid work commitments that limit my time for study.

☐☐

I have trouble balancing my study time, my paid work, and my social life.

☐☐

I find it difficult to attend classes.

#### *How I concentrate*

☐☐

My study environment is often disrupted by family, housemates, or neighbours.

☐☐

I find the classroom environment not conducive to listening and discussing.

☐☐

I can't sit and study for long periods of time without becoming tired or distracted.

☐☐

I go to class, but I usually doodle, daydream, or fall asleep.

### ***How I listen & take notes***

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | My class notes are sometimes difficult to understand later.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I usually seem to get the wrong material into my class notes. |
| <input type="checkbox"/> | <input type="checkbox"/> | I'm never sure about the major concepts in the material.      |
| <input type="checkbox"/> | <input type="checkbox"/> | I don't look at my class notes after I've taken them.         |

### ***How I read my texts***

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | When I get to the end of a chapter, I can't remember what I've just read.             |
| <input type="checkbox"/> | <input type="checkbox"/> | I don't know how to pick out what is important in the text.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | I can't keep up with my reading assignments; I try to scan them quickly before class. |

### ***How I write essays and papers***

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | When teachers assign essays or papers, I can't seem to get started.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | I start to write my essays and papers too close to the due date.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I can't seem to organise my thoughts into an essay or report that makes sense.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | I have assessment anxiety (very nervous about assessments)  |
| <input type="checkbox"/> | <input type="checkbox"/> | I do not write easily because I have a learning disability.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I worry about writing academic papers because I find academic language and academic formatting strange. |

### ***How I communicate and relate to others***

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I have difficulty talking to the teacher.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | I rarely talk to classmates about our studies.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | I don't participate well in class because English is not my first language. |

### ***How I try to improve***

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I used some university online learning skills and/or read some books on learning skills. |
| <input type="checkbox"/> | <input type="checkbox"/> | I have found a mentor/counsellor who has begun to support and guide me.                  |

### ***Other difficulties***

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I have some health issues that affect my studies.              |
| <input type="checkbox"/> | <input type="checkbox"/> | I have some economic issues that affect my studies.            |
| <input type="checkbox"/> | <input type="checkbox"/> | I have trouble accessing all the resources I need for success. |

**Section II: If you feel that you are doing OK or better, to what do you attribute your success?**

Yes	No	Tick as many items as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	I have good study habits.
<input type="checkbox"/>	<input type="checkbox"/>	I plan a schedule that allows me to stay on top of class requirements and complete projects comfortably before deadlines.
<input type="checkbox"/>	<input type="checkbox"/>	I take good notes.
<input type="checkbox"/>	<input type="checkbox"/>	I review and edit my notes soon after class for better retention.
<input type="checkbox"/>	<input type="checkbox"/>	I am able to turn chapter/section headings into questions and search for answers as I read.
<input type="checkbox"/>	<input type="checkbox"/>	I study in a group.
<input type="checkbox"/>	<input type="checkbox"/>	I discuss my academic work with other students or friends.
<input type="checkbox"/>	<input type="checkbox"/>	I use library support or other support services (please describe).
<input type="checkbox"/>	<input type="checkbox"/>	I sort my research notes, revise an outline, and write a first draft, and then revise my paper and proofread before submitting.
<input type="checkbox"/>	<input type="checkbox"/>	I am aware of situations that cause me stress and can identify the signs..
<input type="checkbox"/>	<input type="checkbox"/>	I have taken a learning skills class.
<input type="checkbox"/>	<input type="checkbox"/>	I have had some of this material in previous classes.
<input type="checkbox"/>	<input type="checkbox"/>	I have made use of the teacher's office hours.
<input type="checkbox"/>	<input type="checkbox"/>	Other (specify):
<input type="checkbox"/>	<input type="checkbox"/>	If asked, I am willing to mentor another student.

What are the next steps you might take to increase your success?

*We want to help you maximise your learning experience and to achieve success, so that you might be better prepared for ministry.*

## 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) A Science or Social Science approach

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) A Humanities approach

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

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### 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 [e.g. (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

The following may help you in writing in your theology classes:

<http://www.marquette.edu/wac/departamental/MarquetteUniversityWritinginTheologyCourses.shtml>

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

## TUTORIAL OVERVIEW 2022

Week	Date	Topic
2	2 March	Jungmann, J.A., <i>The Early Liturgy</i> , London, 1959, pp.29-38: "The Breaking of Bread: The Oldest Forms of Eucharistic Service".
3	9 March	Louth, A., <i>Introducing Eastern Orthodox Theology</i> , Downers Grove, Illinois, 2013, pp.122-140: "Time and the liturgy".
4	16 March	Jungmann, J.A., <i>The Early Liturgy</i> , London, 1959, pp.188-198: "Christological Disputes and their Influence on the Liturgy".
<b>NON-TEACHING WEEK (one week)</b>		
5	30 March	Jungmann, J.A., <i>The Early Liturgy</i> , London, 1959, pp.39-49: "The Celebration of the Eucharist in the Writings of the Apologists".
6	6 April	Schmemmann, A., <i>Introduction to Liturgical Theology</i> , New York, 1996, pp.68-85: "The Liturgy of Time".
7	13 April	Wybrew, H., <i>The Orthodox Liturgy</i> , New York, 1990, pp.27-45: "The Fourth Century".
<b>MID-SEMESTER RECESS (two weeks)</b>		
8	4 May	Taft, R., <i>Beyond East and West</i> , Rome, 1997, pp.203-232: "How Liturgies Grow. The Evolution of the Byzantine Divine Liturgy".
9	11 May	Calivas, A.C., <i>Essays in Theology and Liturgy – Vol.3: Aspects of Orthodox Worship</i> , Brookline, 2003, pp.1-22: "The Liturgy: The Church's Faith in Motion".
10	18 May	Dix, G. <i>The Shape of the Liturgy</i> , Second Edition, London, 1982, pp.238-256: "The Meaning of the Eucharist".
11	25 May	Pott, T., <i>Byzantine Liturgical Reform</i> , New York, 2010, pp.121-142: "The Origin and Characteristics of the Studite Liturgical Tradition".
12	1 June	<b>Review</b>