St Andrew's Greek Orthodox Theological College

H8132A

Byzantium: Empire of New Rome

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Semester Two, 2022

Teaching Staff:

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

H8132A – Byzantium: Empire of New Rome

Semester Two, 2022

Unit Weighting:	9 credit points
Mode of study:	Face to Face (synchronous learning) and Distance (asynchronous learning)
Pre-requisite units:	H8110A – Early Church History
Co-requisite units:	None
Units excluded:	H7232A – Early Byzantine History

Scheduled times and Venues: Lectures will be delivered weekly on Wednesdays, 6-9pm. To complete the unit a face to face student must be 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:	Name:	Very Revd Fr Anastasios Bozikis
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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 hours
	Study & assignments:	9 hours
	Total Workload/week:	12 hours

Background and Context

This course directly follows on from H8110A - Early Church History. It begins with the aftermath of the Oecumenical Synod of Nicaea and focuses on the history of the Eastern Church when the influence of Byzantium was at its height. The chronological coverage is from around AD 337 to around AD886, special attention being given to the historical and theological developments that led to the calling of the Oecumenical Synods and the estrangement between East and West leading to the 'Photian' Schism and culminating in the Great Schism of 1054. The course will also focus on the major sources for the history of the Byzantine Church; deal with Church-State relations; discuss the impact of the rise of Islam; and seek to understand the social, cultural and political context of the major theological debates and the development of church polity.

Curriculum Objectives

This course unit builds on the platform of H8110 by examining the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the age of Constantine the Great until the period of the 'Triumph of Orthodoxy' (or, from the 4th to 9th centuries), as well as the empire's relations with its neighbours. It is an Elective unit and forms part of a Specialisation in Church History within the postgraduate awards.

Learning Outcomes

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

1. analyse the impact of major social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 4th to the 9th centuries;
2. assess the significance of the contribution of key people and events in the Byzantine Church;
3. interpret a range of primary historical documents of the Byzantine church;
4. utilise appropriate methods of historiography and historical research in the analysis and evaluation of significant issues in the Byzantine Church;
5. apply the key contributions of leading figures and significant events in the Byzantine period to the Church's ongoing mission.

Content and Learning Activities

The usual pattern for each three-hour session will include:
- Face to face lectures along with a PowerPoint presentation.
- 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. Studying the Byzantine empire in context; methodology and historiography.
2. Constantinople, the imperial cult, and the ecumenical councils.
3. Byzantine historians and historiography.
4. Religious, cultural and social aspects of the Byzantine state.
5. Byzantium and its neighbours.
6. Aspects of an emerging Byzantine worldview; landmarks and threats.
7. The 'triumph of Orthodoxy' and its implications.

Unit Weekly Schedule

Week 1 – Wednesday 27th July
Topic 1 - From Nicaea (325) to Constantinople (381)
>   The Arian Controversy after Nicaea; the Cappadocian Fathers; the 2nd
>   Oecumenical Synod (381).

Week 2 – Wednesday 3rd August
Topic 2 - Church-State Relations in East and West
>   Case Studies of St Ambrose of Milan and St John Chrysostom.

Week 3 – Wednesday 10th August
Topic 3 - The Christological Controversies
>   St Cyril of Alexandria and Nestorios; 3rd Oecumenical Synod of Ephesus (431);
>   4th Synod of Chalcedon (451) and its aftermath.

Week 4 – Wednesday 17th August
Topic 4 - The Rise of Monasticism
>   St Anthony the Great and the Birth of Monasticism; Types of Monasticism; Spread
>   of Monasticism in East and West.

Non-Teaching Week – Wednesday 24th August

Week 5 – Wednesday 31st August
Topic 5 - St Augustine of Hippo
>   Life and Works; Donatist Controversy; Pelagius and Celestius; Pelagian
>   Controversy; Semi-Pelagianism.

Week 6 – Wednesday 7th September
Topic 6 – The Birth of the Middle Ages
>   Barbarian Invasions and Collapse of the Western Roman Empire; Christianisation
>   of the Goths, Franks, Celts, Britons; Monasticism in the West - St Benedict of Nursia.

Week 7 – Wednesday 14th September
Topic 7 - Emperor St Justinian the Great
>   The *Henoticon* and the Acacian Schism; the Rise of Justinian; Administration and
>   Conquest; Church of *Hagia Sophia*; Monophysitism and the 5th Oecumenical Synod
>   (553).

Week 8 – Wednesday 21st September
Topic 8 - The Rise of Islam
>   Mohammed: Life and Teachings; Arab Expansion; Byzantine Response.

Mid-Semester Recess (24th September-9th October)

Week 9 - Wednesday 12th October
Topic 9 - Byzantine Contraction and Decline
>   Heraclios; St Maximos the Confessor and the Monothelite Controversy;
>   the 6th Oecumenical Synod (680-81); the Quinisext Synod (692).

Week 10 –Wednesday 19th October
Topic 10- The Iconoclastic Controversy
>   The Isaurian Dynasty; First Phase of the Controversy; Empress St Irene and
>   the 7th Oecumenical Synod (787); St Theodore the Studite and the Moechian
>   Controversy; Second Phase of Iconoclasm; Empress St Theodora and the
>   Triumph of Orthodoxy (843).

Week 11 – Wednesday 26th October
Topic 11 – The Return of the West
Rise of the Papacy; the Franks, Charlemagne and the Carolingian Empire.

Week 12 – Wednesday 2nd November
Topic 12 - The 'Photian Schism'
St Ignatios and St Photios; the *Filioque* Controversy; Sts Cyril and Methodios and the conversion of the Slavs; the '8th Oecumenical Synod' (879-880).

Learning Resources

Prescribed Text
Herrin, Judith. *Byzantium: The Surprising Life of a Medieval Empire.* London: Penguin Books, 2008. (ebook link available on Moodle)

General References
Angold, Michael. *Byzantium: The Bridge from Antiquity to the Middle Ages*. London: Phoenix Press, 2002.

Bassett, Sarah. *The Urban Image of Late Antique Constantinople*. Cambridge, NY: Cambridge University Press, 2004.

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

Chesnut, Glenn F. *The First Christian Histories: Eusebius, Socrates, Sozomen, Theodoret, and Evagrius*, 2nd Edition. Macon, GA: Mercer University Press, 1986.

Davidson, Ivor J. *A Public Faith: From Constantine to the Medieval World, AD 312-600*, Vol 2: The Monarch History of the Church Series. Edited by John D. Woodbridge, et al. Michigan: Monarch Books, 2005.

Davis, Leo Donald. *The First Seven Ecumenical Councils (325-787): Their History and Theology*. Wilmington, Delaware: Liturgical Press, 1987.

Dvornik, Francis. *The Photian Schism: History and Legend*. Cambridge: Cambridge University Press, 2008.

Fletcher, Richard. *The Conversion of Europe: From Paganism to Christianity, 371-1386 AD*. London: Fontana Press, 1998.

Jeffreys, Elizabeth, John Haldon and Robin Cormack, eds. *The Oxford Handbook of Byzantine Studies*. Oxford: Oxford University Press, 2008.

Kennedy, Hugh. *The Byzantine and Early Islamic Near East*. Aldershot: Ashgate, 2006.

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

Norwich, John Julius. *A Short History of Byzantium.* London: Penguin Books, 1997.

Price, Richard, and Mary Whitby, eds. *Chalcedon in Context: Church Councils 400-700*. Liverpool: Liverpool University Press, 2009.

Assessment

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

Assessment Profile

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Summary/Critical Review (1200 words)	20%	Non-Teaching Week Aug. 24	Outcomes 1 and 4
Essay (3000 words)	50%	Week 9 Oct.12	Outcomes 1, 2, 3 and 4
Forum Discussion (1200 words)	30%	Study Week Nov. 8	Outcomes 1, 3 and 5

Detailed information on assessment tasks and assessment standards

The College's cover sheet is downloadable from Moodle and should be attached to the front of assessment tasks. These tasks should be submitted via Moodle by 5:00pm on the due date.

1. Summary/Critical Review

Task
You are required to summarize and critically review the following book chapter discussing issues of identity related to the study of Byzantium:

Kaldellis, Anthony. " 'The world a city': Romans of the East" In *Hellenism in Byzantium: The Transformations of Greek Identity and the Reception of the Classical* Tradition, 42-119. Cambridge: Cambridge University Press, 2007.

Instructions
This piece of work is designed to assist you to express in your own words what you believe are the main points being made by the author and how that message is being communicated.

In your summary, I am looking for an outline of the major topics/arguments covered in the chapter together with your own critical reflections and reactions to them. I am also looking for your own critical and appreciative comments!

More concretely, in this assignment you will be required to:
1. Introduce the chapter by discussing its context (here you will be required to provide some introductory details about the nature of Hellenic identity in Byzantium and the significance of this for the life of the Church).

2. Discuss the structure of the chapter by outlining the major topics/arguments/personalities covered.

3. Your own critical reflections and reactions to the ideas presented (discussing at least one of its strengths and at least one of its weaknesses).
4. The possible contribution of the chapter to the study of Byzantium and Church history.

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 historical 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 word 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 chapter and some development of understanding of how issues of identity impact on our understanding of Byzantium.

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; 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.

The assignment must be 1200 words in length (+/– 10%). It comprises 20% of the overall mark, is due on the 24th August and corresponds to outcomes 1 and 4. This assignment, accompanied by a Cover Sheet, should be uploaded to Moodle **as a Word document (not PDF)** by the due date. (Failure to provide a properly completed Cover Sheet will incur a penalty).

2. **Essay (3000 words – 50%)**

   Each student is required to write a 3000 word essay. 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 sound research. They should 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 10-15 bibliographical titles.

   Essay Question:

   > *'…what makes a Synod authentic and Oecumenical is not the number of Hierarchs attending, not a consciousness that it is Oecumenical at the time it is convened, and not any requirement that every local jurisdiction of the*

Church be represented in it, but that it remain faithful to and express the authentic Orthodox Christian Tradition.' [Fr James Thornton, *The Oecumenical Synods of the Orthodox Church: A Concise History* (Etna, CA: CTOS, 2007), 22.]

With reference to any <u>one</u> of the Oecumenical Synods discussed in this unit (excluding the Synod of 325AD), discuss and evaluate the validity of this statement in light of the historical, theological and socio-political factors that led to its convocation, contributed to its deliberations and determined its resolution.

The essay is to be uploaded on to Moodle **as a Word document (not PDF)** by the due date along with a fully completed and signed <u>Cover Sheet</u> and a <u>Studiosity report</u>. Failure to provide a fully completed and signed Cover Sheet may result in a penalty being imposed. 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 within the prescribed word limit (+/- 10%) which includes footnotes but not the bibliography.

3. Forum Discussion

This assessment task examines student participation and responses to the regular Forum Discussions.

This assessment item is made up of **two elements**:
(a) Student contribution in the regular forums (10%);
(b) Student submission of answers from the different questions posed in the forums (20%)

<u>Instructions</u>

(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 to the questions and contribution to other student answers should be approximately 300 words in length.

Full marks (namely 10%) will be awarded for your <u>timely and full participation</u> and <u>engagement with the readings and your peers</u>. Student contributions to the Forum discussion will need to take place no later than the Tuesday following the publication of the question.

(b) Beyond the Forum participation, students will be required to <u>formally answer 4 questions</u> from the regular forums over the semester and submit them for marking by the due date.

Your answers to each of the FOUR questions should not exceed 300 words per question. Your final submission should therefore approximately be 1200 words in length (not counting   footnotes).

With this submission, you will edit the answers that you have already made in the forums so that they can be read as stand-alone responses; polish your expression and provide references in order to demonstrate a critical engagement with the literature in this area (especially the tutorial readings provided).

Course Unit Revision

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

Extension Policy

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

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

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

Grounds for Extension

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

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

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

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

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit

where none of the assessment tasks have been completed.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to section 6.1 in the Handbook.

Intellectual Property

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

Library

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

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

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

Staff and students also have access to:

Online Student Resources

Moodle

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

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

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database

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

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

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

JSTOR

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

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

EBSCOhost Research Platform

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

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

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

eBooks (Religion Collection)

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

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

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

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

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

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

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Oxford Reference Online

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

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

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Early Church Texts

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

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

Studiosity

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

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

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

- The 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.

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

General Criteria for Allocation of Grades

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

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

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

presentation appropriate to the discipline	expression, presentation, and documentation appropriate to wider audiences	expression, presentation, and documentation appropriate to the discipline and audience	presentation, and documentation.	presentation, and documentation.	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

NOTE: Beyond the General Criteria above a grade of <u>High Distinction</u> will only be awarded to papers that conform precisely to the requirements of each Assessment Task, especially in terms of timeliness (due date), adherence to the word length limits, proper referencing and provision of a completed cover sheet.