



ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE

# L7250A

## Liturgical Rites

(Face-to-Face / Distance)

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**Semester Two, 2022**

***Teaching Staff:***

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## L7250A Liturgical Rites

### Semester Two, 2022

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<b>Unit Weighting:</b>	9 credit points
<b>Mode of study:</b>	Face-to-face & Distance (synchronous & asynchronous)
<b>Prerequisites:</b>	L7101 Introduction to Christian Worship
<b>Corequisites:</b>	Nil
<b>Exclusions:</b>	Nil

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#### Scheduled times and Venues:

Face-to face:	CAMPUS / REDFERN or ZOOM: <b>Wednesdays 1:30 pm - 4:30 pm</b> (Synchronous Learning)
Distance:	ACCESS TO RECORDINGS (via Moodle). Lecture uploaded weekly. (Asynchronous Learning)

<b>Teaching Staff:</b>	Name: Basilios Psilacos (Associate Lecturer in Worship & Liturgy)
	Phone: 02 9549 3104
	Email: bpsilacos@sagotc.edu.au
	<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 / week
	Study & assignments:	9 hours personal study / week
	Total Demand Hours:	143 hours

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### Background and Context

The 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 Christian Liturgical Rites of the Orthodox Church. In so doing it will not only enable students to identify origins of contemporary practice but also provide an appreciation of Christian Liturgical Rites as a rational communal worship “with one mouth and one heart”.

### Curriculum Objectives

This course unit builds on the Introduction to Worship with a particular focus on rites other than those of Christian initiation. It enables sacramental and non-sacramental Christian traditions to study the role of rites in their ecclesial life.

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## Learning Outcomes & Threshold Concepts

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

1. Demonstrate a sound knowledge of history, structure, and symbolism of particular rites.
2. Explain 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.

*Liturgical rites are an ecclesial expression of a rational communal worship  
"with one mouth and one heart".*

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## Content and Learning Activities

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

1. The range of ecclesial rites within the Paschal (movable/lunar) calendar cycle, drawn from worship books and ecclesial traditions.
2. A selection of ecclesial rites from the Festal (fixed/solar) calendar cycle, drawn from worship books and ecclesial traditions.
3. The ecclesial rites of daily worship/prayer.
4. The Cathedral (Asmatic) rite.
5. History, structure and symbolism of particular sacramental/ceremonial rites.
6. The nexus between pastoral context and ritual application.

## Unit Weekly Schedule

### Introduction

Week 1	<i>Introduction and requirements for the course unit:</i> Review of Terminology and Books
	<i>Tutorial Reading:</i> ❖ Florovsky, G. "The Worshipping Church", <i>The Festal Menaion</i> (South Canaan, Penn: St Tikhon's Seminary Press, 1969) 21-37.

### Rites of the Paschal (Moveable) Cycle of Feasts

Week 2	<i>Lecture Topics:</i> Preparatory Period; Great Lent; Sundays of Lent; Services of Lent; Liturgy of the Presanctified Gifts.
	<i>Tutorial Reading:</i> ❖ Ware, K. "The Contents of the Triodion", and "The Inner Unity of the Triodion", <i>The Lenten Triodion</i> (London: Faber and Faber, 1978) 38--64.
Week 3	<i>Lecture Topics:</i> The Great Canon; The Akathist Hymn; Holy Week; Pascha – Antipascha.
	<i>Tutorial Reading:</i> ❖ Pott, T. "The Formation of the Byzantine Paschal Triduum: The Connection between Spontaneous and Non-Spontaneous Evolution", <i>Byzantine Liturgical Reform</i> (Crestwood, NY: SVS Press, 2010) 153-195.
Week 4	<i>Lecture Topics:</i> Sunday of the Myrrh-bearers; Sundays of Pentecost; Mid-Pentecost; Ascension; Sunday of the Holy Fathers; Pentecost; Sunday of All-Saints.
	<i>Tutorial Reading:</i> ❖ A monk of the Eastern Church, "The Time of Easter and of Pentecost", <i>The Year of Grace of the Lord</i> (Crestwood, NY: 2001) 175-211.

### Rites of Select Feasts within the Fixed Calendar Cycle

Week 5	<i>Lecture Topics:</i> Annunciation of the Theotokos; Saints Peter and Paul; Transfiguration; Dormition of the Theotokos; Saint John the Baptist; Exaltation of the Cross.
	<i>Tutorial Reading:</i> ❖ Schmemmann, A. "The Byzantine Synthesis", <i>Introduction to Liturgical Theology</i> (New York: SVS Press, 1996) 149-193.
Week 6	<i>Lecture Topics:</i> Synaxis of the Archangels; Entrance of the Theotokos; Fore-feasts of Christmas; After-feasts of Christmas; New Year; Theophany.
	<i>Tutorial Reading:</i> ❖ Schmemmann, A. "The Byzantine Synthesis", <i>Introduction to Liturgical Theology</i> (Crestwood, NY: SVS Press, 1996) 193-220.

## Ecclesial Rites of Daily Worship/Prayer

Week 7	<b>Lecture Topics:</b> Vespers; Compline; Mid-night Office.
	<b>Tutorial Reading:</b> ❖ Uspensky, Nicholas, "Orthodox Vespers", <i>Evening Worship: in the Orthodox Church</i> (Crestwood: NY, SVS Press, 1985) 13-30.
Week 8	<b>Lecture Topic:</b> Matins
	<b>Tutorial Reading:</b> ❖ Calivas, Alkiviadis, C. "Analyzing the History and Content of Liturgical Texts: Risks and Challenges", <i>Essays in Theology and Liturgy, volume 3: Aspects of Orthodox Worship</i> (Brookline, Massachusetts, Holy Cross Orthodox Press, 2003) 125-137.
Week 9	<b>Lecture Topics:</b> Matins (cont.); Hours; 24 hr Service; Supplication to the Theotokos ( <i>Paraklesis</i> ).
	<b>Tutorial Reading:</b> ❖ Getcha, Archim. J. "The Offices of the Horologion", <i>The Typikon Decoded</i> (Crestwood, NY, SVS Press, 2012) 67-97.

## The Cathedral (Asmatic) Rite

Week 10	<b>Lecture Topics:</b> Introduction; Vespers; Matins; <i>Trithekti</i> (Third-Sixth); <i>Pannychis</i> (Vigil).
	<b>Tutorial Reading:</b> ❖ Strunk, Oliver. "The Byzantine Office at Hagia Sophia", <i>Essays on Music in the Byzantine World</i> (New York: Norton & Company, 1977) 112-150.

## History, Structure and Symbolism of Particular Sacramental/Ceremonial Rites

Week 11	<b>Lecture Topics:</b> A Selection of Sacraments & Ceremonies: Ordination; Marriage.
	<b>Tutorial Readings:</b> ❖ Bradshaw, Paul F. "The Structure of the Rites", <i>Ordination Rites of the Ancient Churches of East and West</i> (New York, Pueblo Publishing Company, 1990) 20-36.
Week 12	<b>Lecture Topics:</b> A Selection of Sacraments & Ceremonies: Funeral; Holy Unction.
	<b>Tutorial Readings:</b> ❖ Velkovska, Elena, "Funeral Rites according to the Byzantine Liturgical Source", <i>Dumbarton Oaks Papers</i> 55 (2001): 43: 21-51.

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## 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.

- A monk of the Eastern Church. *The Year of Grace of the Lord*. Crestwood, NY: SVS Press, 1986.
- Baggley, John. *Festival Icons for the Christian Year*. Crestwood, NY: SVS Press, 2000.
- Bouyer, L. *The Christian Mystery: From Pagan Myth to Christian Mysticism*. Edinburgh: T&T Clark, 1990.
- Bradshaw, Paul, F. *Ordination Rites of the Ancient Churches of East and West*. New York: Pueblo Publishing Company, 1990.
- Bradshaw, Paul and John Mellow. *Foundations in Ritual Studies*. Grand Rapids MI: Baker Academic, 2007.
- Calivas, Alkiviadis C. *Essays in Theology and Liturgy, Vol. 3: Aspects of Orthodox Worship*. Brookline, Massachusetts: Holy Cross Orthodox Press, 2003.
- Cooke, Bernard and Gary Macy. *Christian Symbol and Ritual: An Introduction*. Oxford/New York: Oxford University Press, 2005.
- Foundoulis, I. *Λογική Λατρεία. Αποστολική Διακονία*, 1984 [Greek: *Rational Worship*].
- Foundoulis, *Κείμενα Λειτουργικής: Χειροτονία Πρεσβυτέρου, τόμ. 4. Θεσσαλονίκη*, 1977 [Greek: *Liturgical Texts, vol. 4: Ordination of the Presbyter*].
- Getcha, Archim. J. *The Typikon Decoded*. Crestwood, NY: SVS Press, 2012.
- Mills, William, C. *Baptize all Nations: Reflections on the Gospel of Matthew for the Pentecost Season*. Orthodox Research Institute, 2007.
- Mills, William, C. *From Pascha to Pentecost: Reflections on the Gospel of John*. Orthodox Research Institute, 2005.
- Mother Mary & Archimandrite Kallistos Ware. *The Festal Menaion*. South Canaan, Pennsylvania: St Tikhon's Seminary Press, 1990.
- Mother Mary & Archimandrite Kallistos Ware. *The Lenten Triodion*. London, Boston: faber and faber, 1984.
- Parenti, Stefano, "The Cathedral Rite of Constantinople: Evolution of a Local Tradition", *Orientalia Christiana Periodica* 77 (2011): 449-469.
- Pott, T. *Byzantine Liturgical Reform*. Crestwood, NY: SVS Press, 2010.
- Radle, Gabriel, "The Development of Byzantine Marriage Rites as Evidenced by Sinai Gr. 957". *Orientalia Christiana Periodica* 78 (2012): 133-148.
- Schmemmann, A. *Introduction to Liturgical Theology*. Crestwood, NY: SVS Press, 1996.
- Strunk, Oliver. *Essays on Music in the Byzantine World*. New York: Norton & Company, 1977.
- Taft, Robert, S.J. *The Liturgy of the Hours in East and West: The Origins of the Divine Office and its meaning for today*. St John's Abbey, Collegeville, MN: The Liturgical Press, 1986.
- Talley, Thomas J. *The Origins of the Liturgical Year*. Second edition. Collegeville, Minnesota, The Liturgical Press, 1991.
- Uspensky, Nicholas, *Evening Worship: in the Orthodox Church*. Crestwood, NY: SVS Press, 1985.
- Velkovska, Elena, "Funeral Rites according to the Byzantine Liturgical Source", *Dumbarton Oaks Papers* 55 (2001): 43: 21-51.
- Ware, K. et al. *The Lenten Triodion*. London: faber and faber, 1977.

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## 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)

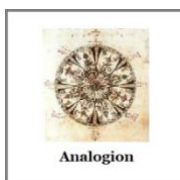
### Digital Chant Stand



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/>



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## 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:

- **The 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

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

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Analyse recent writing on Christian rites or sacramental (e.g., critical review, short essay) [Outcome 1, 2]
2. Present a coherent theological understanding of the transformative power of Christian rites in relation to ecclesial life (e.g., essay) [Outcomes 2, 3, 5]
3. Apply the basic principles of liturgical theology to one or more pastoral contexts (e.g., student presentation, written report) [Outcomes 3, 4, 5]

## Submission of Assessment Tasks

All assessment tasks should be edited according to the standard scholarly requirements, as expressed in the **Assessment Guidelines**, (available on Moodle, from a button under “Useful Links”). Failure to reference according to the Assessment Guidelines will incur a penalty. As a rule, students should remain within a 10% range of the prescribed word limit which includes footnotes but not bibliography.

Assignments (with an attached ‘Assessment Task Cover Sheet’) must be uploaded onto Moodle **as a WORD document (not PDF)** by the due date.

The **Assessment Task Cover Sheet** is available on Moodle, from a link under “Useful Files” (paper copies are also available from the library). Failure to provide a properly completed ‘Assessment Task Cover Sheet’ will incur a penalty (this includes the declaration of authorship).

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
1. One Summary / Critical Review (1000 words)	20%	10 Aug (Wk3)	1 & 2
2. Forum Participation	10%	Continuous	1, 3, 4 & 5
3. Essay (2000 words)	40%	12 Oct (Wk9)	2, 3 & 5
<b>Church attendance on 16<sup>th</sup> October 2022</b> (Sunday of the Holy Fathers of the Seventh Ecumenical Synod) <b>This is a Prerequisite for Assessment Item 4 (Written Report)</b>			
4. Written Report (1500 words) of Church attendance on <b>Sunday 16<sup>h</sup> October 2022</b>	30%	9 Nov (Study Week)	3, 4 & 5

## Detailed Information on Assessment Tasks and Assessment Standards:

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### Assessment Item 1

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#### Summary / Critical Review:

**Due date: Wednesday, 10<sup>th</sup> August 2022, by 6pm**

Value: 20%

Length: 1000 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:

Taft, Robert S.J. "Toward a Theology of the Liturgy of the Hours", *The Liturgy of the Hours* (St John's Abbey, Collegeville, MN: The Liturgical Press, 1986) 334-361.

#### 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 liturgical rites.
- 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 briefly express your own understanding of these topics.
- develop your ability to engage and articulate well in a limited space.

#### Instructions

You will be required to give a summary/critical review of the above prescribed reading.

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 **1000 words** on the article. In your summary/critical review I am looking for:

- a. An opening paragraph which presents the main argument of the article
- b. An outline of the major topics/arguments covered in the article
- c. Your own critical reflections and reactions to the ideas presented in the article (namely, your own critical and appreciative comments!)
- d. The contribution the article makes to the study of liturgical rites.

#### 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 1000-word summary/critical review.
- 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 liturgical theology argues its case.

A summary/critical review 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/critical review 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 liturgical rites.

**D:** The summary/critical review 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 liturgical rites.

**C:** The summary/critical review 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 liturgical rites.

**P:** The summary/critical review 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 liturgical rites.

**N:** The summary/critical review 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 liturgical rites is unclear and somewhat confused.

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## Assessment Item 2

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### Forum Discussions:

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

### Due date: Continuous

Value:	10%
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 3

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### Essay

### Due date: Wednesday, 12<sup>th</sup> October 2022, by 6 pm

Value:	40%
Length:	2000 words

### Essay Topic:

Select ONE feast, EITHER one from the moveable cycle OR one from the fixed cycle of feasts. For the selected feast, discuss:

- A) The meaning of the feast from an analysis of the hymnological texts;
- B) The historical development of the feast day under examination;
- C) Its relationship with other related liturgical rites of other feasts (analyse the hymnal relationship); and
- D) The spiritual significance it has in one's Christian and ecclesial life (namely, the way that the hymnal content can be seen as a paradigm for Christian living).

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 9 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.

### 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 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.

## Written Report

**Due date: Wednesday, 9<sup>th</sup> November 2022, by 6 pm**

Value: 30%

Length: 1500 words

### Task:

ATTEND the rite of a Sunday Matins service at an Eastern Orthodox parish on **Sunday 16<sup>th</sup> October 2022**. The date of attendance and the parish details must be included in the written report.

PREPARATION for your visit involves downloading and/or printing a specific version of the Matins service (from [www.agesinitiatives.com](http://www.agesinitiatives.com) ). The details for this preparation are provided on **pages 18-19** of this Course Unit Booklet.

WRITE A REPORT that will include the following:

1. Identify the hymnal structure of the matins service (e.g., Kathismata, Evlogitaria, Canon, etc.). Include any difference noted between the downloaded version and the version of the Parish practice (are there any reasons for these?).
2. Include a short reflection of the thematic content of the hymns contained therein.
3. Evaluation: In this section students are asked to look for any thematic progression of the structural elements throughout the service (e.g. any darkness to light motif).
4. How this content can be applied to pastoral context/s, such as e.g., tending to needs, strengthening, encouraging, comforting, educating, guiding oneself/others, and leading by example to help people progress towards holiness.

PLEASE NOTE: For points 3 & 4, you will need to engage with other contemporary liturgical sources which are relevant. References will be required.

The emphasis in this task is the application of your understanding/knowledge of liturgical elements of the Matins service with an ability to pastorally contextualise these.

The written report should demonstrate sound knowledge of:

- The main structural elements of the Matins service;
- Any theme/s that coincide with the Matins service;
- Applying hymnological content of the Matins service to the pastoral context of a Christian's spiritual life/struggle.

### Rationale

This assignment is designed to:

- allow you to carefully develop a reasonably extended treatment of a particular liturgical rite within the range of material covered in the unit;
- examine how well you have grasped what the central ideas are associated with the theme;
- demonstrate how well you understand and employ liturgical elements in relation to this topic;
- develop your ability to communicate well in writing.

In writing the report 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 can discerningly apply your acquired knowledge of the topic in a pastoral context;
- c) Remember this is a written report. It is an informational piece of writing, with specific intention of relaying information and recounting certain ecclesial events in a presentable form. This means you need to be at least familiar with the basic elements/content of the topic;
- d) Include all references in an appropriate style, listing the date and place of the attended Matins service, and any resources used in the preparation of the written report. You are encouraged to make use of online resources such as [www.agesinitiatives.com](http://www.agesinitiatives.com) among others.

#### PREPARATION for Assessment Task 4:

The following steps will guide you in your preparation:

1. Go to: [www.agesinitiatives.com](http://www.agesinitiatives.com)
  2. Click on the menu tab: "AGES DCS" or on the picture below the heading "Digital Chant Stand"
  3. Select the Sunday with the date that you plan to attend the Matins service.
  4. Select "GR-ENG Text/Music" which is found under the heading "Matins – Customizable"
  5. After a few seconds, a page will open that is titled "Service Preferences" Here you will need to select/enable the following preferred specific elements of the Matins service, followed by the "APPLY" screen button:
    - ( - ) = Leave unselected
    - ( + ) = Select
- 
- (-) Eothion Gospel (Not EP / GOA)
  - (+) Ode 1: Octoechos: Canon-1
  - (+) Ode 1: Menaion: Canon-1
  - (-) Ode 1: Katavasia
  - (+) Ode 3: Octoechos: Canon-1
  - (+) Ode 3: Menaion: Canon-1
  - (-) Ode 3: Katavasia
  - (+) Ode 3: Short Litany
  - (+) Mid-Ode Kathisma or Hypakoe
  - (-) Ode 4: Octoechos: Canon-1
  - (-) Ode 4: Menaion: Canon-1
  - (-) Ode 4: Katavasia
  - (-) Ode 5: Octoechos: Canon-1
  - (-) Ode 5: Menaion: Canon-1
  - (-) Ode 5: Katavasia

- (-) Ode 6: Octoechos: Canon-1
- (-) Ode 6: Menaion: Canon-1
- (-) Ode 6: Katavasia
- (+) Ode 6: Short Litany
- (+) Principal Kontakion and Synaxarion
- (-) Ode 7: Octoechos: Canon-1
- (-) Ode 7: Menaion: Canon-1
- (-) Ode 7: Katavasia
- (-) Ode 8: Octoechos: Canon-1
- (-) Ode 8: Menaion: Canon-1
- (-) Ode 8: Katavasia
- (-) Kontakia and Synaxarion
- (+) Katavasias Odes 1-8
- (+) Eothinon Gospel (EP / GOA)
- (-) Magnificat: Mode of Canon
- (-) Ode 9: Octoechos: Canon-1
- (-) Ode 9: Menaion: Canon-1
- (+) Magnificat: Mode of Katavasia
- (+) Ode 9: Katavasia
- (-) Litanies, End, no Dismissal
- (-) Litanies and Dismissal
- (-) Conclusion, i.e. "Through the prayers..."

6. After clicking the "Apply" screen button, the specified version of the Matins service will appear. Before downloading and printing, make sure that from the "media links" are invisible, namely, from the above blue menu bar, hovering over the symbol of musical notes, the popup text "Show/Hide media links" will appear, and when clicking it you will notice some musical characters appear and disappear from within the Matins text. Choose the version when these symbols are not appearing.
7. At the top right hand side of the window showing the Matins service, there is a symbol for printing. When hovering over this symbol the popup text shows "Print this frame". You can either print the Matins service on paper from your printer, or if you want to download it in digital format, in your printer setup, change the printer to "Adobe PDF" or any other setting that will save the service in a PDF file in your location of choice.
8. With these printed/digital versions, you will attend the Matins service on your selected date.
9. If you are not so familiar with the Matins service and/or the language used, you are encouraged to ask for help from someone who can (and is willing to) be with you at the service, and show you where the service is at in your printed/digital version, as the service progresses live on the day.

These STRUCTURAL ELEMENTS are as follows:

- the Introductory elements and Hexapsalmos (these are not shown in your printed/digital version, since they are standard for every Matins service);
- the "God is the Lord..." with the Apolytikia (Dismissal) troparia;
- the Kathismata;
- the Resurrectional Evlogitaria;

- the Hypakoe and Anavathmoi;
- the Canon (1<sup>st</sup> & 3<sup>rd</sup> Odes);
- the Kathismata (second group found after Ode 3);
- the readings of Kontakion, Oikos and Synaxarion;
- the Katavasias;
- the Eothinon (Morning) Gospel reading with the “Having beheld the Resurrection...” and Psalm 50;
- the Megalynarion (Magnificat);
- the Exapostellarion;
- the Lauds with the Stichera and Doxastikon; and
- the Great Doxology.

## Course Unit Revision

The material for this course unit was last revised on 21 July 2022.

## 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'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 hours 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.

## 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.
<b>Subsidiary Descriptions</b>					
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 contributing 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.