

St Andrew's Greek Orthodox Theological College

T7101A Introduction to Theology



Semester One, 2022

Teaching Staff:

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Consultation Times:	Tuesday 2-5pm or otherwise by appointment. Skype conversations are also possible.

T7101A Introduction to Theology

Semester One, 2022

Credit value:	9 credit points
Mode of study:	Face to Face/ Synchronous and Asynchronous ZOOM.
Pre-requisite units:	9 TH cr pts
Co-requisite units:	None
Units excluded:	None

Scheduled times and Venues: Tuesday, 9.30am—12.30pm

Teaching Staff: Name: Dr Philip Kariatlis
Positions & Qualifications: Associate Professor in Theology;
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Consultations times: Tuesday 2-5pm or otherwise by appointment.
Skype conversations are also possible.

Assessments will be graded by Dn Dr Mario Baghos in consultation with the principal lecturer.

Workload:	Weeks in Teaching Session:	12
	Timetabled hours/week:	3 hours / week
	Study and Assignments	9 hours personal study/week
	Total Demand Hours	143

Background and Context

The word 'theology' as it is used today is a very broad term understood as one among a myriad of academic disciplines studied within a university context. Accordingly, for many, theology, at first glance, is all about the study of God, an intellectual inquiry, in much the same way that geology or biology is the study of the earth or life respectively. This course unit will attempt to enquire into the unique nature and method of theology. It will ask questions such as: how is theology similar to the other fields of study that are found in a university? How is it different? To what extent must theology assimilate to the methodologies of these tertiary studies? Or does it have its own?

Curriculum Objectives

This course unit introduces students into the nature and tasks of theology and to theological methodology. It provides a foundation for all future theology course units.

Learning Outcomes & Threshold Concepts

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

1. Demonstrate a broad understanding of the nature and purpose of theology;
2. Identify and explain the doctrinal presuppositions that are the foundation for theology;
3. Analyse the writing of several theological thinkers and texts, both ancient and modern;
4. Apply appropriate methodology for different types of theological enquiry;
5. Apply the skills of theological reflection to Christian life and ministry.

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.

Theology is an engagement with the data of revelation, using reason and the entire conscience of the person as well as prayer. It is also inextricably linked to life and salvation. Furthermore, far from being purely an *informative* undertaking, theology ought to be *formative* and ultimately *transformative*.

Content and Learning Activities

The unit involves working through weekly lecture material and tutorial readings.

1. The nature and purpose of theology
2. Overview of history of theology
3. Theological method
4. Presuppositions for doing theology
5. Context for theology
6. The vocation of the theologian

Unit Weekly Schedule

Week 1

Introduction and Requirements to the Course Unit

Week 2

Towards a Definition of Theology: Nature and Subject of Christian Theology

Tutorial Readings

Louth, Andrew. 'Thinking and doing, being and praying: where do we start?' *Introducing Eastern Orthodox Theology*. Downers Grove, Illinois: IVP Academic, 2013: 1-15

Optional

Harkianakis, (Archbishop) Stylianos. 'Theology and Life'. *Voice of Orthodoxy* 7 (1986): 53, 65, 77-78.

Louth, Andrew. 'What is Theology? What is Orthodox Theology?'. *St Vladimir's Theological Quarterly* 51.4(2007): 435-444.

Vrame, Anton. 'Theology Matters!' *Religious Education* 104.3(2009): 252-255.

*** Tutorial readings need to be read before class as preparatory material for the lecture.**

Week 3

Theology: A Theandric Endeavour;

Prayer, the Mystical Atmosphere of the Theological Enterprise

Tutorial Readings

Behr, John. 'What Are We Doing, Talking About God?' *Thinking Through Faith: New Perspectives from Orthodox Christian Scholars*. Edited by Aristotle Papanikolaou and Elizabeth H. Prodrömu. Crestwood, NY: SVS Press, 2008: 67-86.

Bloom, (Metropolitan) Anthony. 'The Life of Prayer'. *Theology Today* 61(2004): 26-40.

Optional

Alfeyev, Hilarion. 'The Faith of the Fathers: The Patristic Background of the Orthodox Faith and the study of the Fathers at the Threshold of the 21st Century'. *St Vladimir's Theological Quarterly* 51.4(2007): 371-393.

Scouteris, Constantine. 'Doxology, the Language of Orthodoxy'. *The Greek Orthodox Theology Review*. 38(1993): 153-162.

Week 4

Theological Method: An Orthodox Contribution

Tutorial Reading

St Gregory the Theologian, *Theological Orations One and Two*.

Week 5

Theology in the Ancient Greek Philosophical Tradition, the Scriptures and the Fathers

Guest Lecturer: Revd Dr Dn Mario Baghos

Tutorial Reading

Calivas, Alkiviades. 'Orthodox Theology and Theologians: Reflections on the Nature, Task, and Mission of the Theological Enterprise'. *Greek Orthodox Theological Review* 37 (1992): 275-307.

Ware, Kallistos. 'Theological Education in Scripture and the Fathers'. 5th International Consultation of Orthodox Theological Schools, Halki Theological School, Turkey, August 14-21, 1994.

Week 6

Theology and the Academic Disciplines: A Comparative Study

Guest Lecturer: Revd Dr Dn Athenagoras Karakonstantakis

Tutorial Reading

Florovsky, Georges. 'Revelation, Philosophy and Theology'. In: *Creation and Redemption*, Massachusetts: Norland Publishing Company, Vol. 3 in the Collected Works, 1976: 21-40.

Optional

Louth, Andrew. 'Theology, Contemplation and the University'. In *Studies in Christian Ethics*. London: The Continuum Publishing Group, 2004, 69-79.

Week 7

Ontological and Moral Presuppositions for Theologizing: '*Anima Naturaliter Christiana*'

Tutorial Reading

Harkianakis, (Archbishop) Stylianos, 'Christian Theology *per se* and in comparison to other fields of knowledge', *Unpublished Notes*.

Week 8

Dogmatic Presuppositions for Theologizing: Creation of the World *ex nihilo*

Tutorial Reading

E. Theokritoff, 'Creator and Creation' in *Orthodox Christian Theology*, ed. Elizabeth Theokritoff and Mary B. Cunningham (Cambridge: Cambridge University Press, 2009): 63-77

J. Zizioulas, 'Creation and Salvation', in *Lectures in Christian Dogmatics*, ed. Douglas Knight (London: T&T Clark, 2008): 83-101.

Optional

P. Kariatlis, 'The Ecumenical Patriarchate and the Environment', *St Mark's Review* 236(2016): 16-36.

P. Kariatlis, 'An Examination of the Theological-Ethical Contributions of Archbishop Stylianos (Harkianakis) of Australia to Creation Theology and Environmental Issues', *Phronema* 31.2(2016): 23-40.

Week 9

Dogmatic Presuppositions for Theologizing: Creation of the Human Person in the Image and according to the Likeness of God

Tutorial Reading

Harrison, Nonna Verna, 'The human person as image and likeness of God' in *Orthodox Christian Theology*, ed. Elizabeth Theokritoff and Mary B. Cunningham (Cambridge: Cambridge University Press, 2009): 78-92

Nellas, Panagiotis. 'The Image of God' in *Deification in Christ: The Nature of the Human Person*, Crestwood, NY: St Vladimir's Seminary Press, 1987, 21-42.

Week 10

Dogmatic Presuppositions for Theologizing: The Necessity of the distinction between the 'essence' and 'energy' in the understanding of God

Tutorial Reading

Ware, (Bishop) Kallistos. 'God Hidden and Revealed: The Apophatic Way and the Essence-Energies Distinction'. *Eastern Churches Review* 7 (1975): 125-136.

Optional

Yannaras, Christos, 'The Distinction between Essence and Energies and Its Importance for Theology', *St Vladimir's Theological Quarterly* 19.4(1975): 232-245.

Chrysavgis, John, 'The Origins of the Essence Energies Distinction' *Phronema* 5(1990): 15-31.

Week 11

The presupposition *par excellence* of Theologising: the Incarnation and the Theandric Character of Jesus

Guest Lecturer: Revd Dr Dn Mario Baghos

Tutorial Reading

Florovsky, Georges. 'Cur Deus Homo?' in *Creation and Redemption*. Massachusetts: Norland Publishing Company, Vol. 3 in the Collected Works, 1976, 163-170.

Week 12

Revision and Concluding Remarks.

Learning Activities

In accessing Moodle, students will need to:

1. read/listen to/watch a lecture;
2. read the assigned tutorial readings;
3. look at the related power point presentation

All class topics and assignments will require significant independent reading of primary and secondary material.

Before the first tutorial, read the article *Engaging students in conducting Socratic dialogues*. Make sure that you use some of the questions as you read your assigned article. Ensure that the notes you keep on your preparation reflect at least some of these questions. In addition to reading your assigned article skim read another that is set for the week. Choose a question that you can ask about this article. Ensure that your notes record your question and the article it refers to.

Learning Resources

Recommended Text

Harry Boosalis, *Taught By God: An Introduction to Orthodox Theology* (Waymart, PA: St Tikhon's Monastery Press, 2010)

Representative References

1. Alfeyev, Hilarion. *The Mystery of Faith*. London: Darton, Longman and Todd Ltd, 2002.
2. Calivas, Alkiviades. *Theology: The Conscience of the Church*. Brookline, MA: Holy Cross Orthodox Press, 2002.
3. Clement, Olivier. *On Human Being: A Spiritual Anthropology*. New York: New City Press, 2000.
4. Evans, G.R., ed. *The First Christian Theologians*. Oxford: Blackwell, 2004.
5. Ford, David F., ed. *The Modern Theologians*. Oxford: Blackwell, 2008.
6. Lacoste, Jean-Yves, ed. *Encyclopedia of Christian Theology*. New York/London: Routledge, 2005.
7. Lash, Nicholas. *Holiness, Speech and Silence: Reflections on the Question of God*. Aldershot: Ashgate, 2004.
8. McGrath, Alister E. *Christian Theology: An Introduction*. 5th ed. Chichester: Wiley-Blackwell, 2010.
9. Moran, Gabriel. *Believing in a Revealing God: The Basics of the Christian Life*. Collegeville: Liturgical Press, 2009.
10. O'Collins, Gerald. *Revelation: Towards a Christian Interpretation of God's Self-Revelation in Jesus Christ*. Oxford: Oxford University Press, 2016.
11. Ratzinger, Joseph. *Introduction to Christianity*. San Francisco: Ignatius Press, 1990, 2004.
12. Rush, Ormond. *The Eyes of Faith: The Sense of the Faithful and the Church's reception of Revelation*. Washington DC: Catholic University of America Press, 2009.

More Texts

- Aghiorgoussis, M. *In the Image of God*. Brookline, MA: Holy Cross Orthodox Press, 1999.
- Archimandrite Vasileios. *Hymn of Entry*. Crestwood, NY: SVS Press, 1984.
- Behr, John. *The Mystery of Christ: Life in Death*. Crestwood, NY: SVS Press, 2006.
- Bobrinskoy, Boris. *The Compassion of the Father*. Crestwood, NY: SVS Press, 2003.
- Chryssavgis, John. *Beyond the Shattered Image: Insights into an Orthodox Ecological World View*. Minneapolis MN: Light and Life Books, 1999.
- _____. *Cosmic Grace, Humble Prayer: Ecological Vision of Ecumenical Patriarch Bartholomew*. Grand Rapids MI: Eerdmans Books, 2003.
- Clendenin, Daniel (ed). *Eastern Orthodox Theology: A Contemporary Reader*. Michigan: Baker Books, 1995.
- Florovsky, Georges. *Bible Church Tradition: An Eastern Orthodox View*. Belmont: Nroland Publ. Co., 1987.
- Florovsky, Georges. *Creation and Redemption*. Belmont: Norland Publ. Co., 1976.
- Harris, Peter. *The Territories of Science and Religion*. Chicago: The University of Chicago Press, 2015.
- Keselopoulos, Anestis. *Man and the Environment*. Crestwood, NY: SVS Press, 2001.
- Lossky, Vladimir. *Orthodox Theology: An Introduction*. Crestwood, NY: SVS Press, 1978.
- Louth, Andrew. *Introducing Eastern Orthodox Theology*. Downers Grove, Illinois: IVP Academic, 2013.
- Louth, Andrew. *Discerning the Mystery: An Essay on the Nature of Theology*. Oxford: Clarendon Press, 1983.
- McGuckin, John Anthony. *The Westminster Handbook to Patristic Theology*. London: Westminster John Knox Press, 2004.

- Meyendorff, John, and Tobias, Robert (eds.). *Salvation in Christ: A Lutheran-Orthodox Dialogue*. Augsburg Fortress Publ, 1992.
- Meyendorff, John. *Byzantine Theology*. New York: Fordham University Press, 1987.
- Nellas, Panagiotis. *Deification in Christ*. Crestwood, NY: SVS Press, 1987.
- Nesteruk, Alexei V. *Light from the East: Theology, Science and the Eastern Orthodox Tradition*. Minneapolis, MN: Fortress Press, 2003.
- Papademetriou, G. *Introduction to St Gregory Palamas*. Brookline, MA: Holy Cross Orthodox Press, 2004.
- Papapetrou, K. *Is Theology a Science?* [In Greek]. Athens, 1970.
- Petersen, Rodney L (ed.). *Theological Literacy for the Twenty-First Century*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2002.
- Trembelas, Panagiotis. *Encyclopaedia of Theology* [in Greek]. Athens: Sotir Press, 1980.
- Yannaras, Christos. *Elements of Faith*. Edinburgh: T & T Clark, 1991.

Articles

- Begzos, Marios. 'Apophatic Theology in the Contemporary World View'. *Philotheos* 4 (2004): 3-11.
- Boojamra, John. 'On Science and Theology'. *St Vladimir's Theological Quarterly*, 13 (1969): 131-148.
- Bradshaw, David. 'The Divine Energies in the New Testament'. *St Vladimir's Theological Quarterly* 50:3 (2006): 189-223.
- Calivas, Alkiviades, 'Theology and Theologians: An Orthodox Perspective'. In: Peterson, Rodney (ed). *Theological Literacy for the Twenty-First Century*. Grand Rapids, Michigan: William B. Eerdmans, 2002: 23-38.
- Chrysavgis, John. 'The Origins of the Essence-Energies Distinction'. *Phronema* 5 (1990): 15-31.
- FitzGerald, T. 'Spirituality and Reception'. Paper Presented at the Faith and Order Plenary Commission Meeting in Moshi, Tanzania, 1997: 157-168.
- Florovsky, Georges. 'Revelation, Philosophy and Theology'. In: *Creation and Redemption*, Massachusetts: Norland Publishing Company, Vol. 3 in the Collected Works, 1976: 21-40.
- Harakas, Stanley. 'Doing Theology Today'. *Pro Ecclesia* 6 (2002): 435-462.
- Harkianakis, (Archbishop) Stylianos. 'The Kenotic Character of Theology as Ultimate Glorification of God and Man'. *Phronema* 2 (1987): 2-14.
- Harkianakis, (Archbishop) Stylianos. 'The Sacredness of Creation'. *Phronema* 5 (1990): 5-13.
- Harkianakis, (Archbishop) Stylianos. 'The Theologian in Modern Society (Phronema and Behaviour)'. http://orthodoxresearchinstitute.org/articles/dogmatics/stylianos_theologian_society.htm.
- Harkianakis, (Archbishop) Stylianos. 'Theology and Life'. *Voice of Orthodoxy* 7 (1986): 53, 65, 77-78.
- Harkianakis, (Archbishop) Stylianos. 'Theology as the Language of the Eighth Day'. *Phronema* 21 (2006): 1-14.
- Horujy, S. 'Philosophy Versus Theology: New and Old Patterns of an Ancient Love-Hate'. *Philotheos* 1 (2001): 30-42.
- Gavrilyuk, Paul. L. 'The Orthodox Renaissance'. *First Things* Dec.(2012): 33-37.
- Kalaitzidis, Pantelis. 'From the "Return to the Fathers" to the Need for a Modern Orthodox Theology'. *St Vladimir's Theological Quarterly* 54:1(2010): 5-36.
- Meyendorff, John. 'Orthodox Theology Today'. *St Vladimir's Theological Quarterly* 13:1-2 (1969): 77-92.
- Patterson, D. 'Faith and Philosophy'. *Epiphany* 3 (1982): 2-11.
- Perisic, Vladan. 'Can Orthodox Theology be Contextual?'. *St Vladimir's Theological Quarterly* 55:4(2012): 399-436.

- Patterson, D. 'Faith and Philosophy'. *Epiphany* 3 (1982): 2-11.
- Romanides, John. 'Critical Examination of the Applications of Theology'. In: Agourides, Savas (ed). *Proces – Verbaux du Deuxieme Congres de Théologie Orthodoxe*. Athens: Theological School of the University of Athens, 1978: 413-441.
- Schwarz, H. 'Developing a Christian Understanding of Creation'. *Studia Universitatis Babes-Bolyai Theologia Orthodoxa* 50.1 (2005): 157-166.
- Scouteris, C. 'Doxology, the Language of Orthodoxy' in *Greek Orthodox Theological Review* 38 (1993): 153-162.
- Sherrard, Phillip. 'The Meaning of Creation *ex nihilo*'. In: *Christianity: Lineaments of a Sacred Tradition*. Edinburgh: T&T Clark, 1998: 230-244.
- Staniloae, Dumitru. 'Image, Likeness, and Deification in the Human Person' in *Communio* 13 (1986): 64-83.
- Vassialiades, P. 'Greek Theology in the Making – Trends and Facts in the 80s and Vision for the 90s'. *St Vladimir's Theological Quarterly* 35:1 (1991): 33-52.
- Vlahos, (Metropolitan) Hierotheos. 'Orthodox Theology and Science'. *Greek Orthodox Theological Review* 44 (1999):131-149.
- Ware, (Bishop) Kallistos. 'God Hidden and Revealed: The Apophatic Way and the Essence-Energies Distinction'. *Eastern Churches Review* 7 (1975): 125-136.
- Ware, (Bishop) Kallistos. 'Scholasticism and Orthodoxy: Theological Method as a Factor in the Schism'. *Eastern Churches Review* 5 (1973): 16-27.
- Zizioulas, (Metropolitan) John. 'Orthodoxy and the Problem of the Protection of the Natural Environment'. In: *So That God's Creation Might Live*. Constantinople: Ecumenical Patriarchate, 1991: 19-56.
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Assessment

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

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
1. Critically review a theological text A. Summary/Critical Review B. Forum Participation	A. 20% B. 10%	8 March Continuous	3 and 5
2. Identify theological resources for a particular task. More specifically, display an ability to use such resources so as to articulate the uniqueness of theology when compared other academic disciplines (Major Essay)	40%	10 May	1 and 4
3. Reflect on and explain a major doctrinal presupposition that is a foundation for theology	30%	May 31	1, 2 and 4

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Assessment Item 1

This assessment is made up of TWO items:

- A. *Summary/Critical review: 20%*
- B. *Forum Participation: 10%*

A. Summary/ Critical Review

Due date: Tuesday, 8 March, 2022, by 6pm

Value: 20%

Length: 1000 words

Task

You are required to summarize and critically review one of the prescribed tutorial readings.

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 has to do with the nature of theology;
- 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.

Instructions

You will be required to choose one of the prescribed readings and give a summary/critical review. 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 and author and how that message is being communicated, namely, what an author is trying to communicate.

This assessment tasks asks that you write approximately **1000 words** on the article that you choose.

In providing their critical summary, students are expected to *summarise* the main points covered in the reading and provide an *evaluation* of the ideas expressed. Evaluating involves analysing the content and concepts of the text, separating them into their main components, and then understanding how these interrelate, connect and influence each other. Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review.

The following will form the basis of the summary/critical review:

Introduction – this announces and provides a brief overview of the main themes of the reading in summary form

Summary: An extended description of the article explaining key concepts and identifying the main argument(s)

Critique: Discusses and evaluates the strengths, weaknesses and important features of the text.

Conclusion: a restatement of the overall opinion of the text.

Some questions that may be helpful for you to ask as you prepare your critical review:

- What is the author's main thesis and purpose?
- What is the structure of the text (namely, how are the ideas organised) and main ideas expressed by the text?
- Has the author accomplished his/her purpose?
- Critical reflection: In what way does the article provide you with a better understanding of the topic under examination (namely, the meaning, significance and uniqueness of the theological task)?

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 theological 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 theological 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;
- 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 theology 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 theology.

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 theology.

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 theology.

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 theology.

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 theology is unclear and somewhat confused.

B. Forum Participation

Due date: Weekly

Value: 10%

Instructions

Every week students will be expected to contribute to 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 **in an informed manner basing their responses on what they have heard in the lecture and what they have read in the assigned tutorial readings**, 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].

The point of this exercise is to provide on-line space for student interaction. This is a very important part of both the student experience and the collaborative aspect of student learning.

Your weekly responses to the questions and contribution to other student answers should not exceed 200 words.

Full marks (namely 10%) will be awarded for your full participation and engagement 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.

Assessment Item 2

Major Essay

Due date: Tuesday, 10 May 2022, by 6pm

Value: 40%

Length: 2000 words

Please note: students will be expected to submit their essay into Studiosity before submitting it to their lecturer.

Essay Topic

Write an essay on the following topic:

What is the unique nature of theology and to what extent is its method unique when compared to other academic disciplines of the university?

Rationale

This assignment is designed to:

- allow you to carefully develop a reasonably extended treatment of a particular theological 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 a theological 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 why did he 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 topic giving particular attention to areas of consonance and dissonance between theology and the other academic disciplines. 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 and demonstrate a good level of synthesis on understanding areas of consonance and dissonance between theology and the other academic disciplines. 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 and show an appreciation in the areas of consonance and dissonance between theology and the other academic disciplines. 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.

Assessment Item 3

This assessment task examines the extent to which students are able to **reflect on** and **explain** a major **doctrinal presupposition** that is a foundation for theology.

This assessment requires students to submit answer from the different questions posed in the weekly forums specifically from weeks 8 to 11.

Due date: 31 May 2022, by 6pm

Value: 30%

Word Length: 1500 words

Instructions

Students will be required to formally answer **THREE** out of the four forum questions from the weekly forums **found in WEEKS EIGHT - ELEVEN** and submit them for marking by the 2 June, 2021.

More specifically, each question should be answered in approximately 500 words. Your final submission should therefore approximately be 1500 words in length (this time not counting footnotes).

With this submission, you will undoubtedly be polishing answers that you have already made in the weekly forums; this time however, polishing your expression and providing references in order to demonstrate a critical engagement with the literature in this area (especially the tutorial readings provided).

Furthermore, and most importantly, in your answers, it is especially important to demonstrate the way in which your understanding of the theology of the church can be applied to different concrete and pastoral situations.

This assessment task will examine the extent to which a student is able to reflect on and explain a major doctrinal presupposition that is a foundation for theology. For this to be done effectively, the student's understanding of the uniqueness of the theological endeavour will also be examined.

Course Unit Revision

Last Revision of Course Unit Outline: October 2013

Last Revision of Course Unit Booklet: January 2021.

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 assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar / Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

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

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 the [SCD 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 MI and meets the needs of its stakeholder are the property of the Member Institution.

HOW ASSIGNMENTS ARE GRADED

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	85-7100%	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	Evidence of imagination, originality, and independent	Ability to construct well-reasoned and coherent	Ability to construct sound argument based on evidence	Inability to construct coherent argument

	independent thought	thought	argument based on discriminating use of evidence		
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively 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

The Satisfactory (S) grade

This grade is awarded on the basis of mastery of content and adequacy in performance. Students who do not achieve the outcomes of mastery and adequacy in a unit where Satisfactory grades are awarded, will receive a Fail (N) grade.

QUASI-GRADES

Quasi-grade outcomes

For every unit in which they are enrolled, students will be awarded a grade or 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 SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

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 MI Academic Board 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 SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

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. A letter from the MI over the signature of the Principal or the Academic Dean explaining the reasons for U results must be submitted during the Semester Monitoring of Results, and grades will be submitted to Academic Board at the next meeting after the one scheduled for issue of grades.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

In Progress (IP)

This outcome will be recorded where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This outcome will also be recorded when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

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	<i>How I manage time</i>
<input type="checkbox"/>	<input type="checkbox"/>	I spend too much time studying but don't seem to learn much.
<input type="checkbox"/>	<input type="checkbox"/>	I usually spend a long time travelling to and from class.
<input type="checkbox"/>	<input type="checkbox"/>	I have heavy paid work commitments that limit my time for study.
<input type="checkbox"/>	<input type="checkbox"/>	I have trouble balancing my study time, my paid work, and my social life.
<input type="checkbox"/>	<input type="checkbox"/>	I find it difficult to attend classes.
		<i>How I concentrate</i>
<input type="checkbox"/>	<input type="checkbox"/>	My study environment is often disrupted by family, housemates, or neighbours.
<input type="checkbox"/>	<input type="checkbox"/>	I find the classroom environment not conducive to listening and discussing.
<input type="checkbox"/>	<input type="checkbox"/>	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

- ☐ ☐ My class notes are sometimes difficult to understand later.
- ☐ ☐ I usually seem to get the wrong material into my class notes.
- ☐ ☐ I'm never sure about the major concepts in the material.
- ☐ ☐ I don't look at my class notes after I've taken them.

How I read my texts

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

How I write essays and papers

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

How I communicate and relate to others

- ☐ ☐ I have difficulty talking to the teacher.
- ☐ ☐ I rarely talk to classmates about our studies.
- ☐ ☐ I don't participate well in class because English is not my first language.

How I try to improve

- ☐ ☐ I used some university online learning skills and/or read some books on learning skills.
- ☐ ☐ I have found a mentor/counsellor who has begun to support and guide me.

Other difficulties

- ☐ ☐ I have some health issues that affect my studies.
- ☐ ☐ I have some economic issues that affect my studies.
- ☐ ☐ 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

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 [eg (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

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

Online Student Resources

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

St Andrew's Library - Online Catalogue



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

Website: <http://sagotc.edu.au/library>

(Click 'Online Catalogue' - No ID or Password required)

JSTOR



[JSTOR](https://www.jstor.org) 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 organization helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

Website: <https://www.jstor.org/action/showLogin>

To access JSTOR, the User ID is **sagotc**. The Password is **library**.

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 Religion Database (American Theological Library Association) provides information on topics such as Biblical Studies, World Religions, Church History and 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 religious subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Website: <http://search.ebscohost.com/>

To access the EBSCOhost Databases, the User ID is **S7139629**. The Password is **sagotc###2612**.

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>

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*.

Website: <https://www.oxfordreference.com/>

To access Oxford Reference Online, the User ID is **standrewsorthodox**. The Password is **oxford17**.

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

Early Church Texts



The 'Early Church Texts' website gives students access to a vast amount of information on the Early Church (from the first to the fifth century) and a growing number of on-site original language Greek and Latin texts. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material. The site also has links to many off-site public domain complete original language texts and English translations.

Website: <https://earlychurchtexts.com/mainsub/homepage/homepage.shtml>
(No ID or Password required)

See the following **video tutorial** for navigating and using Early Church Texts:
<https://www.youtube.com/watch?v=lec6TJ8ajoQ&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:

- **Revd Dr Dn Chris Baghos** (Librarian) at library@greekorthodox.org.au or (02) 9549 3105.

- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.

