



Ecumenical Patriarchate
Greek Orthodox Archdiocese of Australia

St Andrew's Greek Orthodox Theological College

St Andrew's Greek Orthodox Theological College

T7234A Self-Revealing God (Distance)



Semester One, 2020

Teaching Staff:

Name:	Dr Philip Kariatlis
Phone:	02 9549 3103
Email:	pkariatlis@sagotc.edu.au
Consultation times:	Thursdays 10am-1pm or otherwise by appointment.

T7234A The Self-Revealing God

Semester One, 2020

Credit value:	9 credit points
Mode of study:	Distance
Pre-requisite units:	9 TH cr pts at 7100-level

Scheduled times and Venues:	Distance mode
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Workload:	Weeks in Teaching Session:	12
	Timetabled hours/week:	3 hours/week
	Study & assignments:	9 hours personal study/week
	Total Workload for unit:	143

Background and Context

In today's society, the word, 'dogma' is seen in a very pejorative way. Indeed, dogmas are usually considered by most to be fixed, unbending rules created by human persons in authority throughout history. Furthermore, for many people dogmas constitute a 'great scandal' of Christianity, or at any rate a bold demand on the faithful. More particularly, this is precisely how theological truths pertaining to God and God's self-revelation to the world are seen. Living in an age which 'demythologises' all institutions and structures, doctrinal truths not only seem inappropriate but also provocative and unbecoming with regards to the dignity of the emancipated human person. For this reason, they are in constant need of new justification.

This course unit aims at uncovering the attitude of the early Church towards doctrinal truths in order to examine the extent to which these precepts, according to the Psalmist, "... are right, rejoicing the heart..."

and lightning the eyes... more to be desired a day than gold, even much fine gold; sweeter also than honey, and drippings of the honeycomb.” (Ps 19:7-10).

Curriculum Objectives

This unit builds on the knowledge and skills learnt in the introductory unit in theology. It prepares the student for more specialised study at higher levels through a study of the nature, attributes and creative work of the Triune God as this is made known to us through his self-revelation.

Learning Outcomes & Threshold Concepts

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

1. Demonstrate a broad and coherent understanding of the literature and the major theological doctrines (Revelation, Trinity, God the Father, Creation, Providence) relevant to this unit;
2. Demonstrate a critical awareness of the ways that the Church has understood the interaction between the self-revealing God and creation;
3. Analyse a range of primary and secondary literature dealing with God’s self-revelation and his interaction with creation;
4. Critically evaluate key issues arising from their study of God’s self-revelation in the light of our contemporary cultural and religious setting;
5. Transfer this knowledge to pastoral situations arising within their ministry setting.

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.

Within the context of Orthodox theology, those doctrinal truths relating to God’s self-revelation are not unbending authoritative precepts that are to be blindly followed but on the contrary inextricably linked and dependent upon a communal vision of authority within the life of the Church, and of existential and salvific significance.

Content and Learning Activities

Lectures, tutorials, seminars and student presentations. These different learning activities will aim at consolidating the different outcomes and content of the course unit.

1. Prolegomena: theological methodology
2. The Self-Revealing God
3. The Holy Trinity
4. The nature and attributes of God
5. God the Creator
6. God the Governor: providence and the problem of evil

Unit Weekly Schedule

Topic 1

Prolegomena (Weeks 1-4)

1. Introduction and Requirements to the Course Unit
(*Week one*)
2. Towards a definition of Orthodox dogmatic theology – comparison with other definitions. Its character, methodology, object, content and sources. Doctrinal outline.
(*Week two and Week Three*)
3. Orthodox dogmatic theology: A historical overview; Personalities and literature.
(*Week Four*)

Topic 2

Theology – Doctrine of God (Weeks 5-6)

1. Doctrine of God. The Life [Ζωή] and Presence [Παρουσία] of God; indications of his personal Presence through his energies
(*Week five*)
2. The ‘traditional attributes of God, their source and theological validity or weight. The Trinitarian God
(*Week six*)

Topic 3

The Trinitarian God (Weeks 7-10)

1. Origins, development and complexities of the Trinitarian doctrine; the mystery *par excellence* of unity in diversity [God in Himself; God for us; God in the world].
(*Week seven*)
2. Foreshadowings or Veiled Signs of the Trinity: The Old Testament Witness of God; The New Testament Witness to God
(*Week eight*)
3. The Greek Patristic traditions, especially that of the Cappadocians in the formulation of the Trinitarian doctrine; Theological Synthesis: Persons – Essence – Energies.
(*Week nine*)
4. Anthropological and ecclesiological implications of the Trinitarian doctrine. The Trinitarian foundations of reality.
(*Week ten*)

Topic 4

Creation and Providence (Weeks 11-12)

5. Creation of the World *ex nihilo*; the world’s sacredness
6. Creation and the Ecological Crisis
7. Course Review

Learning Resources

Recommended Texts

You do not have to purchase the following textbooks but you may like to refer to them.

- Alfeyev, Bishop Hilarion. *Orthodox Christianity II: Doctrine and Teaching of the Orthodox Church*. Yonkers, New York: St Vladimir's Seminary Press, 2013.
- Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine*. Grand Rapids, Michigan: Baker Academic, 2011.
- Ayres, Lewis. *Nicaea and its Legacy: An Approach to Fourth Century Trinitarian Theology*. Oxford: Oxford University Press, 2006.
- Berry, R.J. & T.A. Noble, eds. *Darwin, Creation and the Fall: Theological Challenges*. Nottingham: Apollos, 2009.
- Bobrinskoy, B. *The Mystery of the Trinity*. Crestwood: SVS Press, 1999.
- Bouteneff, Peter. *Sweeter Than Honey: Orthodox Thinking on Dogma and Truth*. Crestwood, NY: SVS Press, 2006.
- Boyer, Steven. *The Mystery of God: Theology for knowing the Unknowable*. Grand Rapids, MI: Baker Academic, 2012.
- Callen, Barry L. *Caught between Truths: The Central Paradoxes of the Christian Faith*. Lexington: Emeth Press, 2007.
- Cuningham, Mary and Theokritoff, Elizabeth. *The Cambridge Companion to Orthodox Christian Theology*. Cambridge: Cambridge University Press, 2008.
- De Margerie, Betrand. *The Christian Trinity in History*. Petersham, MA: St Bede's Publications, 1982.
- Emery, Gilles and Levering, Matthew (ed.). *The Oxford Handbook of the Trinity*. Oxford: Oxford University Press, 2011.
- Fairbairn, Donald. *Life in the Trinity: An Introduction to Theology with the Help of the Church Fathers*. Downers Grove: IVP Academic, 2009.
- Fox, Patricia. *God as Communion*. Collegeville: Glazier, 2001.
- Franke, John R. *The Character of Theology: an Introduction to its Nature, Task and Purpose*. Grand Rapids: Baker, 2005.
- Gaitley, Michael, Father, M.I.C. *The One is Three: How the Most Holy Trinity Explains Everything*. Stockbridge, MA: Marian Press, 2012.
- Grenz, Stanley & John R. Franke. *Beyond Foundationalism: Shaping Theology in a Postmodern Context*. Louisville: Westminster John Knox Press, 2001.
- Holmes, Stephen. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity*. Downers Grove, IL: InterVarsity Press, 2012.
- Kaiser, Walter C., Daniel M. Doriani, and Kevin J. Vanhoozer. *Four Views on moving beyond the Bible to Theology*. Grand Rapids: Zondervan, 2009.
- Karmiris, John. *A Synopsis of the Dogmatic Theology of the Orthodox Catholic Church*. U.S.A.: Christian Orthodox Edition, 1973.

- Laats, Alar. *Doctrines of the Trinity in Eastern and Western Theologies*. Berlin: Peter Lang, 1999.
- Letham, Robert. *The Holy Trinity in Scripture, History, Theology and Worship*. Philipsburg: P&R Publishing, 2004.
- Marmion, Declan and Van Nieuwenhove, Rik. *An Introduction to the Trinity*. Cambridge: Cambridge University Press, 2011.
- Lossky, Vladimir., *The Mystical Theology of the Eastern Church*. Crestwood: SVS Press 1985.
- Matsoukas, Nikos. *Dogmatics and Symbolics B*. [In Greek].
- McGuckin, John Anthony. *The Westminster Handbook to Patristic Theology*. London, Westminster John Knox Press, 2004.
- Oord, Thomas J. *Divine Grace and Emerging Creation: Wesleyan forays in Science and Theology of Creation*. Eugene: Wipf and Stock, 2009.
- Papanikolaou, Aristotle. *Being with God: Trinity, Apophaticism and Divine-Human Communion*. Notre Dame, Indiana: University of Notre Dame Press, 2006.
- Phan, Peter, C. Ed. *The Cambridge Companion to The Trinity*. Cambridge: Cambridge University Press, 2011.
- Pomazansky, Michael. *Orthodox Dogmatic Theology: A Concise Exposition*. Platina, California: Saint Herman of Alaska Brotherhood, 1984.
- Shier-Jones, Shirley. *A Work in Progress: Methodists doing Theology*. Peterborough: Epworth Press, 2005.
- Smith, James K.A. *Who's afraid of Postmodernism? : taking Derrida, Lyotard, and Foucault to Church*. Grand Rapids: Baker Academic, 2006.
- Staniloae, Dimitru., *The Experience of God*. Vol. 1, Brookline: HCO Press, 1994.
- Tennent, Timothy C. *Theology in the context of world Christianity: how the global Church is influencing the way we think about and discuss Theology*. Grand Rapids: Zondervan, 2007.
- Vanhoozer, Kevin J., Charles A. Anderson & Michael J. Sleasman, eds. *Everyday Theology: how to read cultural trends and interpret texts*. Grand Rapids: Baker, 2007.
- Yannaras, Christos. *Elements of Faith*. Edinburgh: T & T Clark, 1991.
- _____. *On the Absence and Unknowability of God*. London: T&T Clark International, 2005.
- Zizioulas, John. *Lectures in Christian Dogmatics*. Edinburgh: T&T Clark, 2008
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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. Summary/Critical Review	20%	26 March	1 & 3
2. Notes on your tutorial contribution	10%	9 April	1 & 3
3. Research Essay	40%	14 May	1, 3 & 4
4. Forum Participation/Forum responses	30%	4 June	2, 4 & 5

Detailed information on assessment tasks and assessment standards

Assessment 1

Student Presentation/Summary
20%

Date Due: 26th March, 2020
800 words (summary)

Each student will be expected to summarise and critically review one of the prescribed tutorial readings.

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

- a brief description of the article
- a critical reflection identifying the main argument(s) of the article.
- an appreciation of what you best liked about the article (namely, what you consider to be the strengths of the article)
- reference to the limitations or weaknesses of the article
- further questions which emerged from the article.
- the article's contribution to scholarship today

You will also be expected to present this article in the tutorial sessions.

Assessment 2

Notes on your tutorial contribution: 10%

Due 9th April, 2020

500 words

Requirements: Students will make brief notes on **TEN** of their tutorial readings.

In approximately 50 words only for each tutorial reading you will be required to:

1. Identify, in one to two sentences **ONLY**, the main argument of the respective articles. articles (I am not looking for a summary here but rather the underlying argument of the article, namely, the author's underlying intention)

For example: In presenting the nature of dogmatic theology, the author wants to demonstrate that theology, far from being a speculative discipline, is rather one which is relevant to everyday life.

2. After identifying the underlying argument, students will be required to signal several questions that the article raises. (Upon reading each article and taking some time to reflect critically upon it, there will undoubtedly be questions that this article raises for you; it is these that I would like you to record. You do not have to answer the questions that you raise; these can be answered in the tutorial).

The point of this exercise is for the lecturer to be able see the extent to which students are engaging critically with what they are reading. Evidence of this will be seen in the questions that the respective articles raise for students.

It is important for students to begin to learn the art of asking questions (the right questions) because it is only in this that they will be able to read critically. This will further give students the skill of reading in such a way that will enable them in the future to being able to engage with a body of literature and placing their own ideas within that existing body of literature. Future research is all about identifying the arguments of others and then placing their own ideas within an existing body of literature and then making their own unique contribution.

Assessment Standards for the Notes on Tutorials

HD: The notes reveal evidence of outstanding preparation, highly developed skills in making focused questions that engender constructive contributions to discussion, and highly developed analytical and evaluative skills

D: The notes reveal evidence of thorough preparation, well developed skills in making focused questions that engender constructive contributions to discussion, and developed analytical and evaluative skills.

C: The notes reveal evidence of sound preparation, good skills in in making focused questions that engender effective contributions to discussion actively contribution to discussion and in responding positively to the views of others

P: The notes reveal evidence of adequate preparation, adequate skills in in making questions that tend to the informational end of the questioning spectrum engender limited contributions to discussion, and analytical and evaluative skills.

N: The notes reveal insufficient evidence of preparation, use low order questions that engender little discussion our interest, and insufficient evidence of analytical and evaluative skills.

Assessment 3

Essay 40%

Date Due: 14th May, 2020

1600 words

Essay Question:

In the history of systematic theology – but also in biblical and histories studies –particular attention has been paid to the problematic of the unity and distinction between the ‘economic Trinity’ and the ‘immanent Trinity (or between the Trinity in its work of creation and grace, and the Trinity in its inner life). Explain the meaning of these ‘distinction’ and their relationship with a view to presenting the nature of God’s self revelation to the world for a contemporary setting.

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 the 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 4

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

This assessment item is made up of two elements:

- a) Student contribution in the weekly forums (10%);
- b) Student submission of answers from the different questions posed in the weekly forums (20%)

Due date: 4 June, 2020, by 6pm

Value: 30%

Word Length: 800 - 1000 words

Instructions

- A. Every week 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 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 the student experience in on-line learning.

[Face to face students interact in the weekly tutorials].

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. 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.

- B. Beyond the student weekly participation, students will be required to formally answer FOUR questions from the weekly forums **found in WEEKS SEVEN - ELEVEN** and submit them for marking by the 4 June, 2020.

Your answers to each of the FOUR questions should not exceed 250 words per questions. Your final submission should therefore approximately be 1200 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 critically evaluate the key implications of the Church's understanding of the way God interacts with his creation.

Course Unit Revision

The Unit booklet was revised in January 2020. Assessment tasks and readings were changed; bibliography updated.

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 50×4 = 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 Director 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.

Library

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

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

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

Staff and students also have access to:

ATLA Religion Database Library which provides information on topics such as biblical studies, world religions, church history, and religion in social issues. This database is the definitive index for religious and theological literature. ATLA Religion Database contains more than 1.6 million bibliographic records covering the research literature of religion in over 60 languages.

ATLA Religion Database with ATLA Serials which combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA's online collection of major religion and theology journals. The ATLA Religion Database includes more than 555,000 article citations from more than 1,656 journals (518 currently indexed), more than 232,000 essay citations from over 16,700 multi-author works, more than 511,000 book review citations, and a growing number of multimedia citations. Coverage in this database begins in 1949 although indexing for some journal titles extends back into the nineteenth century. Full text is provided for more than 266,000 electronic articles and book reviews, from more than 130 journals selected by leading religion scholars in the United States. This database is produced by the American Theological Library Association.

To access these tools, simply follow the link and log on. The website address is <http://search.ebscohost.com/>. The User ID is **s7139629**. The Password is **password**.

These are remarkable research tools, especially the second database which provides bibliographical and/or full text references in ATLA Religion Database with ATLA Serials. Only some articles are available in full text as PDF files. The articles at the bottom of the reference indicate PDF format. In the search area searches can be undertaken in a Boolean method e.g. theology and science. The language of the articles required can be specified. A journal title can be specified. A time frame by years can be specified. The type of article can be specified e.g. all, review, article, essay, etc. More than one user can access the information at the one time.

If you have any questions about these databases, please feel free to contact Mr Chris Harvey at library@greekorthodox.org.au.

Demand Hours, Grading System and Attendance

Demand hours are the time to which a student is notionally committed per unit, and include both the teaching period and personal study time. A 9 credit point unit is allocated 143 demand hours. A typical breakdown for a unit delivered during the semester could include:

- ☐ 36 hours face to face in the lecture room,
- ☐ 45 hours devoted to assessment tasks, and
- ☐ 62 hours set aside for non-assessable tasks.

Ideally, students should be prepared to devote an average of 10-12 hours per week towards researching, reading, and writing for each unit.

Please see Section 6 of the College's Handbook, available online at www.sagotc.edu.au for information about the grading system, as well as the 'General Criteria for Allocation of Grades' below.

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

SAGOTC Policy on Recording of Lectures and Use of Laptops

The Use of Personal Computers during Lectures:

- Students are permitted the use of laptop computers during lectures.
- For occupational health and safety reasons, such equipment must be operated only by battery.
- The use of such equipment during lectures and discussion/tutorial sessions must be limited to those matters related to the lectures.
- The security of such equipment used whilst at St Andrew's is the responsibility of the student. St Andrew's accepts no liability in regard to the security of such equipment.

The Use of Mobile Phones and Personal Communication Devices

Mobile phones and personal communication devices must be switched off throughout lectures and discussion/tutorial sessions.

Recording of Lectures

Sound or video recording of lectures and discussion/tutorial sessions is not permitted without the explicit permission of the lecturer.

Prescribed Tutorial Readings

Each student is required to read and present one of the articles listed below in class giving a brief summary and identifying the main arguments of the article.

Prolegomena

Tutorial Reading week 2

Peter Bouteneff, 'Dogma and Truth: First Thoughts on Knowing', in *Sweeter than Honey: Orthodox Thinking on Dogma and Truth* (Crestwood, NY: SVS Press, 2006), 19-42.

Archbishop Stylianos, 'Dogma and Authority in the Church', *Phronema*, 12(1997): 8-23.

Tutorial Reading week 3

Bishop Maxim [Vasiljevic], "An Existential Interpretation of Dogmatics: Theological Language and Dogma in the Face of the Culture of Pluralism", *St Vladimir's Theological Quarterly* 51.4(2007): 395-422.

Theology – Doctrine of God

Tutorial Reading week 4

Vladimir Lossky, 'The Divine Darkness', in *The Mystical Theology of the Eastern Church*, (Crestwood, NY: SVS Press, 1973), 23-43.

Tutorial Reading week 5

Daniel Clendenin, 'The Mystery of God: Apophatic Vision', in *Eastern Orthodox Christianity: A Western Perspective*, (Michigan: Baker Books, 1994), 47-70.

The Trinitarian God

Tutorial Reading week 6

Khaled Anatolios, "Fourth Century Trinitarian Theology" in *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine* (Grand Rapids, MI: Baker Academic, 2011), 15-31.

Tutorial Reading week 7

Robert Letham, 'Old Testament Background', in *The Holy Trinity: In Scripture, History, Theology and Worship* (Phillipsburg, NJ: P&R Publishing, 2004), 17-34.

Edmund Fortman, 'The Old Testament Witness to God', in *The Triune God: A Historical Study of the Doctrine of the Trinity*, (Michigan: Baker House Press, 1972), 3-9.

Emmanuel Clapsis, 'Naming God' in *Rightly Teaching the Word of your Truth*, (Brookline: Holy Cross Orthodox Press, 1995), 1-15.

Tutorial Reading week 8

Thomas Hopko, 'The Trinity in the Cappadocians', in *Christian Spirituality: Origins to the Twelfth Century*, ed. B. McGinn, J. Meyendorff, J. Leclercq, (NY: The Crossroad Publishing Company, 1985), 260-276.

Tutorial Reading week 9

John Anthony McGuckin, 'The Trinity in the Greek Fathers', in *The Cambridge Companion to The Trinity*, ed. Peter C. Phan (Cambridge: Cambridge University Press, 2011), 49-69.

Tutorial Reading week 10

Kallistos of Diokleia, "The Human Person as an Icon of the Trinity", *Sobornost* 8.2(1986): 6-22.

Creation and Providence

Tutorial Reading 11

John Chryssavgis, "A New Heaven and a New Earth: Orthodox Christian Insights from Theology, Spirituality and the Sacraments" in *Towards an Ecology of Transfiguration: Orthodox Christian Perspectives on Environment, Nature and Creation*, ed. John Chryssavgis and Bruce V. Foltz (New York: Fordham Press, 2013), 152-162.

John Zizioulas, "Proprietors or Priests of Creation?" in *Towards an Ecology of Transfiguration: Orthodox Christian Perspectives on Environment, Nature and Creation*, ed. John Chryssavgis and Bruce V. Foltz (New York: Fordham Press, 2013), 163-171.

Elizabeth Theokritoff, "Creation and Priesthood in Modern Orthodox Thinking", *Ecotheology* 10.3 (2005): 344-363.

GENERAL CRITERIA FOR ALLOCATION OF GRADES

Criteria	P	C	D	H
appropriate length	√	√	√	√
an acceptable standard of literacy	√	√	√	√
coherent	√	√	√	√
structured	√	√	√	√
addressed the issue or question	√	√	√	√
included references or a bibliography (where applicable).	√	√	√	√
demonstrated a basic understanding of the issues	√	√	√	√
showed evidence of basic reading relevant to the topic	√	√	√	√
a capacity to relate issues or apply them		√	√	√
showed evidence of wider reading		√	√	√
independent selection of sources		√	√	√
demonstrated a sound understanding of the issues		√	√	√
showed evidence of a capacity to be critical or evaluative		√	√	√
demonstrated a comprehensive understanding of the issues			√	√
a capacity to relate issues to a wider context			√	√
showed wide independent reading and investigation			√	√
showed evidence of initiative				√
showed evidence of originality or ingenuity				√

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	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument

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

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>
q	q	I spend too much time studying but don't seem to learn much.
q	q	I usually spend a long time travelling to and from class.
q	q	I have heavy paid work commitments that limit my time for study.
q	q	I have trouble balancing my study time, my paid work, and my social life.
q	q	I find it difficult to attend classes.
<i>How I concentrate</i>		
q	q	My study environment is often disrupted by family, housemates, or neighbours.
q	q	I find the classroom environment not conducive to listening and discussing.
q	q	I can't sit and study for long periods of time without becoming tired or distracted.

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

How I listen & take notes

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

How I read my texts

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

How I write essays and papers

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

How I communicate and relate to others

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

How I try to improve

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

Other difficulties

q q I have some health issues that affect my studies.
q q I have some economic issues that affect my studies.
q q 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.

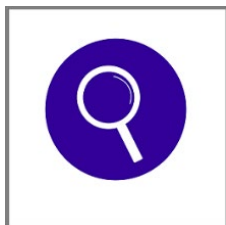
Writing in Theology

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://120.151.17.243/liberty3/gateway/gateway.exe?application=Liberty3&displayform=frame>

(No ID or Password required)

JSTOR



[JSTOR](http://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**.

ATLA Religion Database (accessed through EBSCOhost)



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. The ATLA Religion Database is accessed through EBSCOhost, an intuitive online research service with 375 full-text databases, a collection of 600,000-plus e-books, subject indexes and an array of historical digital archives.

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

To access the ATLA Religion database, the User ID is **S7139629**. The Password is **sagotc###2611**.

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)

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:

- **Mr Chris Harvey** (Librarian) at library@greekorthodox.org.au or (02) 9549 3105.
- **Mr Michael Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.