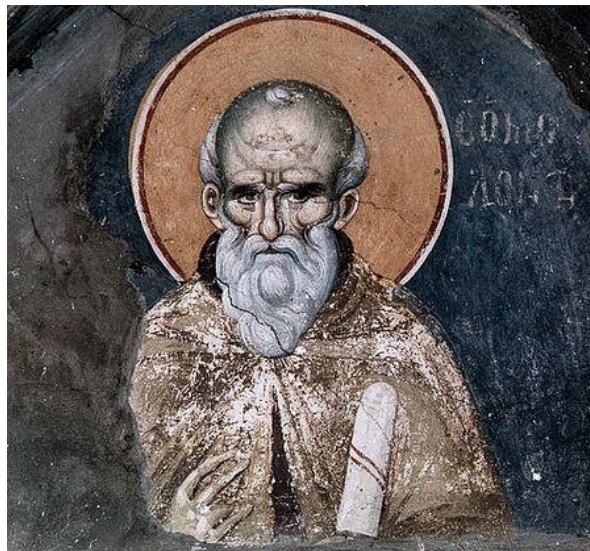# St Andrew's Greek Orthodox Theological College

T7272A Early Byzantine Patristic Theology

Semester 1, 2022

Academic Staff:

Name:	Dn Dr Mario Baghos (PhD, Sydney 2015)
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Consultation times:	By appointment.

T7272A Early Byzantine Patristic Theology

Semester 1, 2022

Unit Weighting:	9 credit points
Type of Unit:	Face-to-Face
Mode of study:	Face-to-Face weekly meetings
Pre-requisite units:	T7171A Early Church Fathers
Co-requisite units:	None
Exclusions:	T9271A Byzantine Patristic Theology: 9th to 15th Century

Scheduled times and Venues:		The campus of St Andrew's Greek Orthodox Theological College
		Lectures: Thursdays 1:30pm-4:30pm
Teaching Staff:	Name:	Dn Dr Mario Baghos,
		Senior Lecturer in Patristics and Church History
		GradDip Educ. Stud. (UNE, 2020), PhD (Sydney, 2015), BTh Hons (SCD, 2010), BTh (SCD, 2009)
	Phone:	(02) 9549 3104
	Email:	mbaghos@sagotc.edu.au
		Consultation times: By appointment.

Learning Management System: http://sagotc.moodle.com.au/

Workload:		
	Weeks in Teaching Session:	12
	Timetabled hours/week:	3
	Study & assignments:	9
	Total Workload/week:	12
	Demand hours:	143

Curriculum Objectives

This course unit engages the thought and methods of the early Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the fourth to the ninth century, especially relating to Christology and the Fathers' contribution to the ecumenical councils. Building on Early Church Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology in the early Byzantine period.

Learning Outcomes

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

1)	Understand the historical and ecclesial contexts of various trends in early Byzantine tradition
2)	Demonstrate a broad understanding of the main theological and spiritual themes developed by the early Byzantine Fathers
3)	Critically review the primary and secondary sources in the analysis of early Byzantine themes such as Christology and mystical theology
4)	Critically analyse themes developed by the early Byzantine Fathers within their immediate and distant literary and historical contexts
5)	Apply the patristic Byzantine tradition within contemporary scholarship and the Christian experience

Learning Activities

The usual pattern for each three-hour session will include weekly meetings.

Unit Weekly Schedule

All of these readings are accessible on moodle as PDFs.

Topic 1: Main Features of the Byzantine Patristic Tradition
Prescribed Reading:

Mario Baghos, 'Orthodox Tradition vis-à-vis Historical Criticism in Representations of Our Lord and Saviour Jesus Christ,' *St Vladimir's Theological Quarterly* 65.1-2 (2021): 5-27.

John Chryssavgis, 'The Methodology of the Church Fathers,' in *The Way of the Fathers: Exploring the Patristic Mind* (Thessaloniki: Patriarchal Institute of Patristic Studies, 1998), 77-106.

Topic 2: Foundations of Byzantine Christology in St Athanasius, the Cappadocian Fathers, and the First and Second Ecumenical Councils
Prescribed Reading:

St Athanasius, *On the Incarnation* 1-10, trans. John Behr (Crestwood, NY: St Vladimir's Seminary Press, 2011), pp. 51-73.

Topic 3: Foundations of Byzantine Christology in St Athanasius, the Cappadocian Fathers, and the First and Second Ecumenical Councils
Prescribed Reading:

St Gregory of Nazianzus, *Oration 38: On the Nativity of Christ*, in *Festal Orations*, trans. Nonna Verna Harrison (Crestwood, NY: St Vladimir's Seminary Press, 2008), pp. 61-77.

Topic 4: St Cyril of Alexandria: His Life, Times and Theology
Prescribed Reading:

St Cyril of Alexandria, 'Letters 1-7 and 17,' in *St Cyril of Alexandria: Letters 1-50*, trans. John I. McEnerney (Washington D.C: The Catholic University of America Press, 1987), pp. 13-50, 80-92.

Topic 5: St Cyril's Legacy and the Third and Fourth ecumenical councils
Prescribed Reading:

The Ecclesiastical History of Evagrius Scholasticus, trans. Michael Whitby (Liverpool: Liverpool University Press, 2000), pp. 1-33.

Guest lecture by the Very Revd Fr Amphilohios Papantoniou

Topic 6: The Dionysian Corpus
Prescribed Reading:

Andrew Louth, 'Denys the Areopagite,' in *The Origins of the Christian Mystical Tradition: From Plato to Denys* (Oxford University Press, 2007), pp. 154-173.

Topic 7: Neo-chalcedonianism and the Fifth Ecumenical Council
Prescribed Reading:

Frederick W. Norris, 'Greek Christianities' in *The Cambridge History of Christianity, Vol 2*: Constantine to c.600, ed. Augustine Casiday and F.W. Norris (Cambridge: Cambridge University Press, 2007), pp. 101-117.

Topic 8: St Maximus the Confessor: His Life, Times and Theology
Prescribed Reading:

St Maximus the Confessor, *The Church's Mystagogy*, in *Maximus Confessor: Selected Writings*, trans. George C. Berthold (New York: Paulist Press, 1987), pp. 181-226.

Topic 9: St Maximus' Legacy and the Sixth Ecumenical Council
Prescribed Reading:

'Preface – Understanding the Crisis,' in *The Acts of the Lateran Synod*, trans. Richard Price (Liverpool: Liverpool University, 2009), pp. vii-xi, 1-40.

Topic 10: St John of Damascus: His Life, Times and Theology
Prescribed Reading:

Andrew Louth, 'Iconoclasm: First Phase and Aftermath,' in *Greek East and Latin West: The Church AD 681-1071* (Crestwood, NY: St Vladimir's Seminary Press, 2007), pp. 41-60.

Topic 11: The Legacy of the Iconophiles and the Seventh Ecumenical Council
Prescribed Reading:

John Julius Norwich, 'The Images Restored,' in *A Short History of Byzantium* (London: Penguin Books, 1998), pp. 123-140.

Topic 12: St Photius the Great: His Life, Times and Theology, Conclusions
Prescribed Reading:

Saint Photios, *The Mystagogy of the Holy Spirit*, trans. Joseph P. Farrell (Brookline MA: Holy Cross Orthodox Press, 1987), pp. 59-81.

Guest Lecture by the Very Revd Fr Anastasios Bozikis

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Learning Resources
Bibliography

Primary Sources:

Maximus Confessor: Selected Writings, trans. George C. Berthold (New York: Paulist Press, 1987.

Pseudo-Dionysius: The Complete Works, trans. Colm Luibhold. New York: Paulist Press, 1987.

St Athanasius, *On the Incarnation*, trans. John Behr. Crestwood, NY: St Vladimir's Seminary Press, 2011.

St Cyril of Alexandria: Letters 1-50, trans. John I. McEnerney. Washington D.C: The Catholic University of America Press, 1987.

St Cyril of Alexandria: Three Christological Treatises, trans. Daniel King. Washington D.C: The Catholic University of America Press, 2014.

St Gregory of Nazianzus, *Festal Orations*, trans. Nonna Verna Harrison (Crestwood, NY: St Vladimir's Seminary Press, 2008.

St Gregory of Nyssa, *Catechetical Discourse*, trans. Ignatius Green (Crestwood, NY: St Vladimir's Seminary Press, 2019.

St John of Damascus, *Three Treatises on the Divine Images*, trans. Andrew Louth. Crestwood, NY: St Vladimir's Seminary Press, 2003.

St Maximus the Confessor, *On the Cosmic Mystery of Jesus Christ: Select Writings from St Maximus the Confessor*, trans. Paul M. Blowers and Robert Louis Wilken. Crestwood, NY: St Vladimir's Seminary Press, 2003.

Saint Photios, *The Mystagogy of the Holy Spirit*, trans. Joseph P. Farrell. Brookline MA: Holy Cross Orthodox Press, 1987.

Secondary Sources:

Baghos, Mario. 'Enlightenment Legacy, Turbulence in Alexandria, and the Conflicting Representations of Athanasius and Cyril,' *St Vladimir's Theological Quarterly* 62:3 (2018): pp. 201-238.

Baghos, Mario. 'The Traditional Portrayal of St Athanasius according to Rufinus, Socrates, Sozomen, and Theodoret.' In *Alexandrian Legacy: A Critical Appraisal*, ed. Doru Costache, Philip Kariatlis and Mario Baghos. Newcastle upon Tyne: Cambridge Scholars Publishing, 2015: 139-71.

Bebis, George S. *The Mind of the Fathers*. Brookline, MA: Holy Cross Orthodox Press, 1994.

Blowers, Paul. 'Maximus the Confessor and John of Damascus on Gnomic Will (γνώμη) in Christ: Clarity and Ambiguity.' *Union Seminary Theological Review* 63 (2012): 44-50.

Blowers, Paul. 'The Passion of Jesus Christ in Maximus the Confessor: A Reconsideration.' *Studia Patristica* XXXVII (2001): 361-377.

Chryssavgis, John. *The Way of the Fathers: Exploring the Patristic Mind*. Thessaloniki: Patriarchal Institute of Patristic Studies, 1998.

Gavrilyuk, Paul. *The Suffering of the Impassible God: The Dialectics of Patristic Thought*. Oxford University Press, 2005.

Golitzin, Alexander. 'Dionysius Areopagitica: A Christian Mysticism?' *Pro Ecclesia* XII,2 (2003): 161-212.

Gray, Patrick T.R., ed. and trans. *Leontius of Jerusalem, Against the Monophysites: Testimonies of the Saints and Aporiae*. Oxford University Press, 2006.

Loon, Hans Van. *The Dyophysite Christology of Cyril of Alexandria*. Leiden and Boston: Brill, 2009.

Louth, Andrew. *Denys the Areopagite*. London and New York: Continuum, 2001.

Louth, Andrew. *Maximus the Confessor*. New York and London: Routledge, 1996.

Louth, Andrew. *The Origins of the Christian Mystical Tradition: From Plato to Denys*. Oxford University Press, 2007.

Louth, Andrew. *Saint John Damascene: Tradition and Originality in Byzantine Theology*. Oxford University Press, 2002.

McFarland, Ian A. 'Fleshing out Christ: Maximus the Confessor's Christology in Anthropological Perspective.' *St Vladimir's Theological Quarterly* 49:4 (2005): 417-36.

McGuckin, John A. *St Cyril of Alexandria: The Christological Controversy Its History, Theology, and Texts.* Crestwood: St Vladimir's Seminary Press, 2004.

McKinion, Steven A. *Words, Imagery & the Mystery of Christ: A Reconstruction of Cyril of Alexandria's Christology*. Leiden and Boston: Brill, 2000.

Meredith, Anthony. *The Cappadocians*. Crestwood, NY: St Vladimir's Seminary Press, 2000.

Parry, Kenneth. *Depicting the Word: Byzantine Iconophile Thought of the Eighth and Ninth Centuries*. Leiden and New York: E.J. Brill, 1996.

Parry, Ken, ed. *The Wiley Blackwell Companion to Patristics*. West Sussex: Wiley Blackwell, 2015.

Sadler, Ted. 'Apophaticism and Early Christian Theology,' *Phronema* 7c(1992): 13-22.

Smith, J. Warren. 'Suffering Impassibly: Christ's Passion in Cyril of Alexandria's Soteriology,' *Pro Ecclesia* XI, 4 (2002): 463-483.

Tollefsen, Torstein Theodor. *St Theodore the Studite's Defence of the Icons*. Oxford University Press, 2018.

Urs von Balthasar, Hans. *Cosmic Liturgy: The Universe According to Maximus the Confessor*. Trans. Brian E. Daley. San Francisco: Ignatius Press, 1988.

Weinandy, Thomas G. and Keating, Daniel A. *The Theology of St Cyril of Alexandria: A Critical Appreciation*. London and New York: T&T Clark, 2003.

Wessel, Susan. *Cyril of Alexandria and the Nestorian Controversy: The Making of a Saint and of a Heretic*. Oxford University Press, 2004.

Wilken, Robert L. 'Exegesis and the History of Theology: Reflections on the Adam-Christ Typology in Cyril of Alexandria,' Church History XXXV,2 (1966): 139-156.

Yeago, David S. 'Jesus of Nazareth and Cosmic Redemption: The Relevance of St. Maximus the Confessor.' *Modern Theology* 12:2 (1996): 163-193.

Assessment Profile

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Presentation and Write-Up (1000)	20%	Week 4 (17th of March)	Outcome 3
Forum Discussion and Write-Up (1500 words)	30%	Week 10 (19th of May)	Outcomes 1 and 5
Essay (2500 words)	50%	Week 12 (2nd of June)	Outcomes 2 and 4

Detailed information on assessment tasks and assessment standards

Assignments should be submitted via Moodle by the end of the prescribed due-date week (i.e. Friday). Submissions should be made with the College's cover sheet attached (found on this Moodle site of this course).

1. **Presentation and Write-up**

   Each student will prepare for and lead one presentation based on a primary source written by a Father of the Church chosen from Moodle, which you must read beforehand, along with relevant secondary sources. This Father and his writings should be contextualised and the significance of their theological contribution – specifically related to Christology – should be analysed. A mark will be given for your presentation and a write up of this presentation of one page or approx. 1000 words. This write-up will be based on both the primary source and a few relevant secondary sources. In the verbal presentation the student will be required to speak on their topic for approximately 10-15 mins. Use of PPT for the presentation acceptable.

2. **Forum Discussion and Write-Up**

   This assessment task examines student participation and responses to the weekly Forum Discussion questions at the end of the lecture (and will be posted on moodle).

   Instructions

a) Students will be expected to contribute to the regular online forums by 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 other students. For this reason, students will be expected: firstly, 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 which face to face students experience during lectures and tutorials.
Your responses to the questions and contribution to other student answers should not exceed 375 words.

Marks will be awarded for your full participation and engagement in these forum discussions. Student contribution to the forum discussion will need to take place within **one week** of the question being posted.

b) Beyond this online participation, students will be required to formally submit <u>four</u> of their responses for marking by the due date.

Your answers to each of the FOUR questions chosen should not exceed 375 words per questions. Your final submission should therefore approximately be 1500 words in length (not counting footnotes).

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

3. **Essay.**

Each student is required to write a 2500 word essay on a topic to be selected from a list to be provided. The emphasis in the essay is on demonstrating skill in mounting an argument and supporting it with evidence from both primary and secondary sources. Students are required to show evidence of wide reading and sound research which contexualises the material under investigation; addresses the main themes of early Byzantine Patristic Theology especially as pertaining to Christology; and contexualise the Fathers' or the writings under investigation within the broader patristic framework. They should rely on three categories of sources:

a. primary sources (original text and/or translations);
b. general references (compendia, dictionaries, encyclopaedias etc);
c. monographs, chapters and articles related to the topic and the analysed text.

A minimum requirement for the essay amounts to 10-15 bibliographical titles.

Essay Questions:

a) How did the Byzantine Fathers, e.g. St Cyril or St Maximus, build upon the Christology of earlier figures like Saints Athanasius and the Cappadocians?
b) Discuss St Cyril of Alexandria's Christological influence on the Church in relation to the third and fourth ecumenical councils.
c) Account for the relationship between the *Celestial Hierarchy* and *Ecclesiastical Hierarchy* in the Dionysian worldview.

d) Examine the extent to which St Maximus' worldview can be described as Christ-centred in relation to his *Mystagogy*.
e) Examine the extent to which St John of Damascus' theology of the icon is related to Christology (based on one of his treatises on the divine images).
f) Discuss a key patristic author and their contribution to an ecumenical council of your choice.
g) Discuss a key patristic author's use of the Adam-Christ typology in their exegetical writings.

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Course Unit Revision

This course unit booklet was last revised February 2022.

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Extension Policy

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

Late Penalty

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

Example:

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

Grounds for Extension

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

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

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

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

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed. 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, please refer to the College's website: http://www.sagotc.edu.au/policies/academic-misconduct.

Intellectual Property

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

Library

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

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

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

Staff and students also have access to:

Online Student Resources

Moodle

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

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

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database

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

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

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

JSTOR

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

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

EBSCOhost Research Platform

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

ATLA Religion Database

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

Religion and Philosophy Collection

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

eBooks (Religion Collection)

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

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

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

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

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

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

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Oxford Reference Online

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

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

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Early Church Texts

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

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

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two

types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

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

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

Demand Hours and Attendance

The student workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units, and whenever a unit stipulates a residential on-campus class requirement for visiting scholars) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

  a. set aside an appropriate number of private study periods in the week of 2-3 hours duration
  b. select study times when you are not likely to be tired or interrupted
  c. space your study out over the week
  d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
  e. plan some rest from study during the mid-semester recess
  f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Demand hours for assessment tasks in undergraduate units are notionally allocated on the basis of:

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam / class presentation

Demand hours in postgraduate units are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam / class presentation

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

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

Grading System

The grading guidelines are designed to provide students with an understanding of the standards applied when grading assessment tasks. Students should note that the type of assessment will affect the relevance of each 'subsidiary description' as outlined in the *General Criteria for Allocation of Grades* (below). For example, not all units prescribe an assessment task that evaluates oral presentation skills.

The general description of standards may be applied in conjunction with specific marking criteria. The *General Criteria for Allocation of Grades* can be found in the Course Unit Booklet for each unit that you undertake. It is possible that they can be adapted to suit each assessment, but they are usually provided in general terms.

A brief explanation of grades:

PASS (P) 50-64%

Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.

CREDIT (C) 65-74%

Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.

DISTINCTION (D) 75-84%

Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.

HIGH DISTINCTION (H) 85-100%

Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality.

FAIL (N) 0-49%

Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.

EXTENSION (E)

This grade may be given 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 the 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 any grade may be given. The date of completion is determined by the relevant lecturer, and is normally at date prior to the commencement of the following semester.

INCOMPLETE (I)

This grade is used when normally one of the assessment tasks for a unit is incomplete. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons that extra time is being sought. It will lead to no grade higher than a Pass (P) upon the completion of the work by the student. The date of completion is determined by the relevant lecturer, and is normally at date prior to the commencement of the following semester.

UNAVAILABLE RESULTS (U)

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student.

WITHDRAWAL (W)

This grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal. See http://www.sagotc.edu.au/policies/withdrawal.

IN PROGRESS (IP)

This grade is used 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 grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

General Criteria for Allocation of Grades

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

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

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

Oral Presentation Marking Criteria

COMPONENT: 4 = Excellent, 3 = Very Good, 2 = Satisfactory, 1 = Poor (please circle below)
Not all criteria may be relevant to all types of presentations. Students are to seek the advice of lecturers before delivering their presentation.

Nonverbal Skills

Eye Contact

4 Holds attention of entire class with the use of direct eye contact, seldom looking at notes.

3 Consistent use of direct eye contact with class, but often returns to notes.
2 Displays minimal eye contact with class, while reading mostly from the notes.
1 No eye contact with the class; entire presentation is read from notes.

Verbal Skills

Enthusiasm

4 Demonstrates a strong, positive feeling about topic during entire presentation.
3 Mostly shows positive feelings about the topic.
2 Shows some negativity toward topic presented.
1 Shows no interest in topic presented.

Elocution

4 Uses a clear voice so that all class members can hear presentation.
3 Voice is clear. Most class members can hear presentation.
2 Voice is low. Class has difficulty hearing presentation.
1 Mumbles and speaks too quietly for a majority of the class to hear.

Content

Focus

4 Purpose of presentation is clear from the outset. Supporting ideas maintain clear focus on the topic.
3 Topic of the presentation is clear. Content generally supports the purpose.
2 Presentation lacks clear direction. Main ideas not specifically identified.
1 No focus at all. Class cannot determine purpose of presentation.

Organisation

4 Presents information in logical, interesting sequence that class follows.
3 Presents information in logical sequence that class can follow.
2 Class has difficulty following because student jumps from topic to topic.
1 Class cannot understand because there is no sequence of information.

Visual Aids

4 Readable, clear and professional looking, enhancing the presentation.

3 Mostly readable, clear and professional looking.
2 Significant problems with readability, clarity, and professionalism.
1 All unreadable, unclear and/or unprofessional.

Question & Answer

4 Prepared relevant questions for opening up the discussion and is able to stimulate discussion.
3 Prepared relevant questions for opening up the discussion and is somewhat able to stimulate discussion.
2 Prepared questions but is not really able to stimulate discussion.
1 Did not prepare questions.

STUDENT SELF ASSESSMENT
OF ACADEMIC PROGRESS

Students are invited to complete this self-assessment form when their lecturer returns the <u>first marked assessment task</u>.

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, we ask that you 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 for further discussion.

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? _____

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

2. What mark did you receive?

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

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

Very Well   ***Good***   ***OK***   ***Not Well***   ***Poorly***

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

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

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

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

Use the check list below to review your learning skills:

Yes	No	
		How I manage time
❑	❑	I spend too much time studying but don't seem to learn much.
❑	❑	I usually spend a long time travelling to and from class.
❑	❑	I have heavy paid work commitments that limit my time for study.
❑	❑	I have trouble balancing my study time, my paid work, and my social life.
❑	❑	I find it difficult to attend classes.
		How I concentrate
❑	❑	My study environment is often disrupted by family, housemates, or neighbours.
❑	❑	I find the classroom environment not conducive to listening and discussing.
❑	❑	I can't sit and study for long periods of time without becoming tired or distracted.
❑	❑	I go to class, but I usually doodle, daydream, or fall asleep.
		How I listen & take notes
❑	❑	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**
❑	❑	I have good study habits.
❑	❑	I plan a schedule that allows me to stay on top of class requirements and complete projects comfortably before deadlines.
❑	❑	I take good notes.
❑	❑	I review and edit my notes soon after class for better retention.
❑	❑	I am able to turn chapter/section headings into questions and search for answers as I read.
❑	❑	I study in a group.
❑	❑	I discuss my academic work with other students or friends.
❑	❑	I use library support or other support services (please describe).
❑	❑	I sort my research notes, revise an outline, and write a first draft, and then revise my paper and proofread before submitting.
❑	❑	I am aware of situations that cause me stress and can identify the signs..
❑	❑	I have taken a learning skills class.
❑	❑	I have had some of this material in previous classes.
❑	❑	I have made use of the teacher's office hours.
❑	❑	Other (specify):
❑	❑	If asked, I am willing to mentor another student.

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

If you would like assistance with taking the next steps to improving your academic progress, we encourage you to return this form to your lecturer.