



Ecumenical Patriarchate
Greek Orthodox Archdiocese of Australia

St Andrew's Greek Orthodox Theological College

T7274A Later Byzantine Patristic Theology



Semester Two, 2022

Teaching Staff:

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T7274A Later Byzantine Patristic Theology

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Credit value:	9 credit points
Mode of study:	Face to face/ Synchronous and Asynchronous ZOOM
Pre-requisites:	T7272 Early Byzantine Patristic Theology
Exclusions:	T9271 Byzantine Patristic Theology: 9 th –15 th Century

Scheduled times: Tuesday 6-9pm

Workload:	Weeks in Teaching Session:	12
	Timetabled hours/week:	3 hours/week
	Study & assignments:	9 hours personal study/week
	Total Workload for unit:	144

Background and Context

It is important for a theological student's formation to gain an appreciation of the written works and times of the later Byzantine Fathers. Following the Apostolic Fathers who consolidated the dogmatic truths of the Christian faith, particularly in relation to the pagan past and the heresies that arose largely in the east, the theological concerns of the later Fathers of the 9th-15th centuries necessarily branched out into new areas. Notable among these areas are (1) the interiorization of the spiritual life, (2) the more detailed articulation of the pre-existing tradition of hesychasm and (3) the ecclesial and doctrinal responses that were increasingly required in response, not so much to the east, as to the west and the fresh challenges arising from there.

In order to provide greater depth in understanding the patristic theology of this period, concentration will be given to three Fathers: Photios the Great, Symeon the New Theologian and Gregory Palamas. While other contemporary personalities will also be referred to, the voluminous writings of these Fathers in particular, and the terminology employed by them, provide important themes for our understanding of soteriology today.

Curriculum Objectives

This course unit engages the thought and methods of the middle and later Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the ninth to the fifteenth century, with a special emphasis on Orthodox spirituality. Building on Early Byzantine Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Orthodox Christian theology and spirituality in the middle and later Byzantine period.

Learning Outcomes & Threshold Concepts

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

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

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.

The effective articulation of doctrinal truths by the later Byzantine Fathers reflects an emphasis on the direct experience of God which, although not departing from the ecclesial and doctrinal tradition of the Church, uniquely reinforced the importance of prayer, hesychasm and the sacramental life for salvation.

Content and Learning Activities

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

1. Main Features of the Byzantine Patristic Spirituality
2. Foundations of Byzantine Spirituality
3. St Symeon the New Theologian: His Life, Times and Theology
4. The Legacy of St Symeon in Orthodox Christian Mysticism
5. St Gregory Palamas: His Life, Times and Theology
6. The Legacy of St Gregory and the Hesychastic Movement
7. St Nicholas Cabasilas: His Life, Times and Theology
8. The Legacy of St Nicholas and Liturgical Mysticism
9. Byzantine Humanism and the Ecclesial Response

Unit Weekly Schedule

Week 1

Lecture

The purpose of studying the later Byzantine Fathers and their historical setting

Tutorial Reading

McGuckin, J. A., 'Christian Spirituality in Byzantium and the East (600-1700)' in A. Holder (ed.), *The Blackwell Companion to Christian Spirituality*, Blackwell Publishing, 2005

Week 2

Lecture

The vocabulary of the Fathers

Tutorial Reading

'Orthodox mystical theology and its intellectual roots' in *The Cambridge intellectual history of Byzantium*, edited by Anthony Kaldellis & Niketas Siniosoglou, 2017

Week 3

Lecture

The anthropology of the Fathers

Tutorial

‘The Patristic Basis of Symeon’s Anthropology’ in Alfeyev H., *St Symeon the New Theologian and Orthodox tradition*, Oxford University Press, New York, 2000

Week 4

Lecture

Other relevant figures of 9th-15th centuries (both ecclesial *eg* Nicholas Cabasilas and imperial *eg* Emperor Theodore Laskaris)

Tutorial

Section IV ‘The pursuit of knowledge’ in A.P. Kazhdan, A.W. Epstein, A. J. Wharton, *Change in Byzantine Culture in the Eleventh and Twelfth Centuries*, University of California, 1985, pp 120-141

Week 5

Lecture

Photios the Great – his times and challenges

Tutorial

The Patriarch and the Prince: the letter of Patriarch Photios of Constantinople to Khan Boris of Bulgaria, D. Stratoudaki White and J. R. Berrigan (eds), 1982

Week 6

Lecture

The contributions of Photios the Great

Tutorial

‘Placing scholarship in the service of sanctity’ in Kepreotes, D., *The Essence of Greek Education since Antiquity*, Gorgias Press, 2022, pp. 169-193

Week 7

Lecture

Symeon the New Theologian

Tutorial

‘On Searching Out the Mysteries of the Kingdom of Heaven’ in Golitzin, Alexander, *On the Mystical Life: The Ethical Discourses: The Church and the Last Things*, vol 1, St Vladimir's Seminary Press, (1995), pp. 63-81

Week 8

Lecture

Texts of Symeon the New Theologian

Tutorial

‘Charismatic Reformer, Mystic or Father? The Reception of Symeon the New Theologian by Pentecostal/Charismatic Theologians’ by Maxym Lysack

Week 9

Lecture

Gregory Palamas – defender or innovator of Orthodoxy?

Tutorial

Florovsky, Georges, ‘St Gregory Palamas and the Tradition of the Fathers’, *Greek Orthodox Theological Review* 5:2 (1959)

Week 10

Lecture

Textual analysis of Gregory Palamas

Dialogue between an Orthodox and a Barlaamite, R. Ferwerda (trans.), New York, 1999. English translated text with a parallel Greek original.

Tutorial

Sahas, D., *Gregory Palamas on Islam*, *The Muslim World*, vol. 73 (January, 1983)

Week 11

Lecture

The Fathers in the age of labels – Humanists and Hesychasts, Hellenists and Unionists

Tutorial

‘Theology, philosophy, and politics at Ferrara-Florence’ & ‘Plethon, Scholarios, and the late Byzantine state of emergency’ in *The Cambridge intellectual history of Byzantium*, edited by Anthony Kaldellis & Niketas Siniossoglou, 2017

Week 12

Lecture

The legacy of Byzantine Patristic spirituality – cultural infusion and the *Kollyvades*

Tutorial

The Philokalia: The Complete Text, volume 4, trans. and ed. G.E.H. Palmer, P. Sherrard and K. Ware (Faber, 1979-95), pp. 79-174

Recommended Texts

Primary Sources

Photios the Great

J.P. Migne, *Patrologiae Graeca* (PG) vols 102-104

Symeon the New Theologian

J.P. Migne, *Patrologiae Graeca* (PG) vol 120 (referred to as Symeon the Younger)

Philokalia, translated and edited by G.E.H. Palmer *et al*, Faber & Faber (1986 & 1999), vols 3 and 4

Gregory Palamas

J.P. Migne, *Patrologiae Graeca* (PG) vols 150-151

Philokalia, translated and edited by G.E.H. Palmer *et al*, Faber & Faber (1999), vol. 4

Recommended reading

The Cambridge intellectual history of Byzantium, edited by Anthony Kaldellis & Niketas Siniossoglou, 2017
In the College library.

Kazhdan, A.P., Epstein, A.W. and Wharton, A. J., *Change in Byzantine Culture in the Eleventh and Twelfth Centuries*, University of California, 1985
In the College library.

Meyendorff, J, *The Byzantine legacy in the Orthodox Church*, SVSP, 1982

Tatakis, B., *Byzantine Philosophy*, Hackett, 2003 (has brief references to the three main personalities of this course)
In the College library.

Other resources

1) Photios the Great

The Patriarch and the Prince: the letter of Patriarch Photios of Constantinople to Khan Boris of Bulgaria, D. Stratoudaki White and J. R. Berrigan (eds), 1982.

In the College library

The Mystagogy of the Holy Spirit, J. P. Farrell (trans), 1987.

In the College library.

The Bibliotheca: a selection, N. G. Wilson (trans), 1994.

In the College library.

Kepreotes, D., *The essence of Greek education since antiquity*, Gorgias, 2022

2) Symeon the New Theologian

Divine eros: hymns of St Symeon, the New Theologian, D. K. Griggs (trans), 2010.

In the College library.

Alfeyev H., *St Symeon the New Theologian and Orthodox tradition*, Oxford University Press, New York, 2000

Golitzin, Alexander, *On the Mystical Life: The Ethical Discourses: The Church and the Last Things*, vols 1-3 (1995, 1996, 1998), Popular Patristics Series, St Vladimir's Seminary Press

Lysack, Maxym 'Charismatic Reformer, Mystic or Father? The Reception of Symeon the New Theologian by Pentecostal/Charismatic Theologians' in *Religions* 2021, 12(6)

TEXT PROVIDED AS PDF

McGuckin, John, *Symeon the New Theologian's Hymns of Divine Eros*, *Spiritus* 5 (2005) TEXT TEXT PROVIDED AS PDF

Stathopoulos, Demetri, 'The divine light in the poetry of St Symeon the Theology', *Greek Orthodox Theological Review* 19:2 (1974)

TEXT PROVIDED AS PDF

3) Gregory Palamas

Ferwerda, R. (trans), *Dialogue between an Orthodox and a Barlaamite*, New York, 1999.

English translated text with a parallel Greek original.

In the College library.

Florovsky, Georges, 'St Gregory Palamas and the Tradition of the Fathers', *Greek Orthodox Theological Review* 5:2 (1959)

TEXT PROVIDED AS PDF

Meyendorff, John, *The Triads of Gregory Palamas*, Paulist Press, 1983

Meyendorff, John, *A Study of Gregory Palamas*, translated by G. Lawrence, St Vladimir's Seminary Press, 1998

'Byzantine Hesychasm in the 14th and 15th Centuries' in *Hesychasm and Art: The Appearance of New Iconographic Trends in Byzantine and Slavic Lands in the 14th and 15th Centuries*, Anita Strezova (ed) (ANU Press, 2014)

<https://press-files.anu.edu.au/downloads/press/p291911/pdf/book.pdf>

Sahas, D., *Gregory Palamas on Islam*, The Muslim World, vol. 73 (January, 1983)

TEXT PROVIDED AS PDF

4) General background

Angold, M. (ed.). *The Cambridge History of Christianity*, vol. 5, Cambridge University Press, 2006, 101-126

Christensen, M. J. & Wittung, J. A. (eds), *Partakers of the Divine Nature: The History and Development of Deification in the Christian Traditions*, Rosemont Publishing, 2007

Cunningham, M. B. & Theokritoff, E. (eds), *The Cambridge Companion to Orthodox Christian Theology*, Cambridge University Press, 2008

Haldon, J. (ed.), *The Social History of Byzantium*, Wiley-Blackwell, 2009, 233-56

Ierodiakonou, K., *Byzantine Philosophy and its Ancient Sources*, Clarendon Press, 2002

Kazhdan, A., *A History of Byzantine Literature (850-1000)*, The National Hellenic Research Foundation, Institute for Byzantine Research, Athens, 2006

Mantzarides, G., *Orthodox Spiritual Life*, Holy Cross Orthodox Press, 1999

McGuckin, J.A., *Standing in God's Holy Fire: The Byzantine Tradition*, Orbis Books, 2001

Russell, N., *The Doctrine of Deification in the Greek Patristic Tradition*, Oxford University Press, 2004.

Assessment Profile

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

- 1) Critically analyse the writings of, and on, the Fathers in the later Byzantine period (Outcome 3)
- 2) Demonstrate a broad understanding of the main trends and themes in the later Byzantine patristic tradition (Outcomes 2, 4)
- 3) Exercise critical thinking in assessing relevant themes in the early Byzantine patristic tradition from the viewpoints of the Christian experience (Outcomes 1, 5)

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Learning Outcome
1. <i>Critical Review</i> 2000 words OR <i>Tutorial presentation</i> 16 minutes delivery and one page write-up	40%	Week 5 (on the day of the class)	3
2. <i>Major Essay</i> 2000 words	40%	Week 10 (on the day of the class)	2, 4 & 5
3. <i>Oral Exam</i> 10 minutes	20%	Exam week	1, 2 & 5

Detailed information on assessment tasks and assessment standards

Assessment 1

Each student will be expected to offer a tutorial presentation of the article assigned for that week

OR

critically review one of the following chapters or articles (for which PDFs are available):

- Dickey, E., 'Classical Scholarship: The Byzantine Contribution,' in *The Cambridge intellectual history of Byzantium*, edited by Anthony Kaldellis & Niketas Siniossoglou, 2017
- Anastos, T. L., 'Gregory Palamas' Radicalization of the Essence, Energies and Hypostasis Model of God,' in *The Greek Orthodox Theological Review*, vol. 38/1-4, 1993
- McGuckin, J. A., 'Christian Spirituality in Byzantium and the East (600-1700)' in A. Holder (ed.), *The Blackwell Companion to Christian Spirituality*, Blackwell Publishing, 2005

The following will form the basis of the tutorial presentation or 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
- the article's contribution to scholarship today

Assessment 2

*Each student will be expected to answer only **one** of the three following essay questions.*

Essay Question 1

The life of Photios, regarded historically as ‘the Great’ in the East but not so in the West, reveals divisions between those two worlds. Discuss the reasons for this, in their ecclesiastical context, and support your own position on the matter.

Essay Question 2

Analyse one or more of Symeon the New Theologian’s major works in relation to the tradition of patristic theology, with an emphasis upon any contrasts or similarities.

Essay Question 3

How do the writings of Gregory Palamas enhance our understanding of the human person and soteriology?

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;
- 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 without merely stating 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 accordance with the College requirements, listing the major books and journals you have consulted in the preparation of the essay;
- f) make clear, accurate and honest use of resource materials; provide accurate citation of materials quoted from others.

Assessment 3

The oral exam is brief yet it provides the student with the opportunity to show a well-rounded understanding of the major themes presented in the course unit, without the use of secondary materials.

There is no choice as to which questions can be answered, and the number of questions may vary according to the length of the answers provided by the student within the allotted 10 minutes.

Course Unit Revision

The Unit booklet was revised in July 2022. Assessment tasks and readings were changed;

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:

A student submits an assignment worth 50marks but 4 days late.

4 days late means $4 \times (5\% \text{ of } 50) = \text{penalty of } 10 \text{ marks}$

Therefore 10 marks will be deducted from the mark that the assignment would have received without the lateness.

If, for example, the student's work would normally have received 40, then the final mark will be 30 (40 minus penalty of 10)

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](#).

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.

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 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 reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding core texts and materials	Evidence of having read texts and materials	Inadequate evidence of having read of the core and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and subtle aspects the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and subtle aspects 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 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 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

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

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.