THEO2005 - New Testament 2: Ritual meals in the NT

Course Outline

<table>
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<tr>
<th>Course Co-ordinator</th>
<th>Grahame Feletti, PhD</th>
<th>Ph. 0429 455 243</th>
<th><a href="mailto:feletti@hunterlink.net.au">feletti@hunterlink.net.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer NT studies</td>
<td>Fergus King, DTh</td>
<td>Ph. 4943 0103</td>
<td><a href="mailto:revfking@bigpond.net.au">revfking@bigpond.net.au</a></td>
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Consultation hours (9am-5pm by phone; or 24h by email) Mon-Wed during semester.

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Lecture, Seminar

Brief Course Description
The theme in this course will be the ritual meals described in the NT which are variously identified as Last Supper, Lords Supper and the Eucharist. Particular attention will be paid to Mk 14:12-26, Matt 26:17-30, Luke 22:7-23; 1 Cor 11:17-34 and Rev 17:2-6. Other texts, canonical and non-canonical, will inform the reading of these texts.

This course provides both an overview of early Christian ritual meals as described in the NT and opportunities for detailed exegesis of particular texts. Students will reflect upon the genres of the texts, their Sitz im Leben and their relationship to other classical literary genres including historiography, apocalyptic, rhetoric and the literary symposium. Emphasis is placed on the reading and examination of comparative primary literature in translation. Students will examine the thematic and structural relationships between the canonical texts and their relationship to extracanonical writings. Attention is also paid to the interplay between the texts, and their relative value as historical and theological sources.

Students will read across the literary genres of the NT. They will reflect critically on the implications of critical methodologies and the locus of meaning. They will engage with questions raised by the texts as historical and theological documents, and in close studies of significant pericopae. Students will also address the question of the enduring significance of these texts, and issues of applying these texts to their own context. Practical skills are a strong component of the course. Students are expected to develop their abilities to engage with the different textual, linguistic, lexical and interpretative resources available. These skills are practised in lecture and seminar by attending to selected texts which raise specific

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 7feb08
exegetical questions.

The course will be offered in two streams, depending on demand. Students who have completed Introduction to the Bible will be able to enter the English stream. They will use the New Revised Standard Version as their key text.

Students who have completed Greek 1 in addition to Introduction to the Bible will be able to study the course in a Greek stream. They will use Nestle-Aland 27 or UBS 4 Greek texts of the NT as their key texts.

The streams will be taught separately for seminars but will share the same lectures.

**Contact Hours**
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

**Learning Materials/Texts**

**Course Objectives**

The aim of the course is to enable students to:

- select and employ appropriate tools used for critical study of the New Testament, and to interpret and analyse particular texts, in part or whole, and their function as segments of a larger document;

- articulate the shaping influences, both historically and in contemporary settings, of context upon the documents of the NT;

- identify or allow a reading of NT texts to interpret issues relating to the public arena or world events;

- exegete and interpret key texts, using appropriate contextual and hermeneutic tools;

- use a range of relevant methods to read, analyse and interpret key NT texts and make use of scholarly and popular literature in so doing.

**Course Content**

**Lectures**

Students will be required to attend two one hour lectures each week.

**Seminars**

Students will be required to attend a one hour seminar each week. Depending on the size of the cohort it is expected that Faculty will lead the first 7 workshops and the remaining sessions will be led by students as a part of the assessment regime of the course. The seminars will provide opportunities for close exegesis of the texts identified in the course description in either Greek or English, depending on the stream chosen by the student.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>1500 words, 30% of the final course mark</th>
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<tbody>
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<tr>
<td>Other: (please specify)</td>
<td>Seminar leadership task 10% of the final course mark.</td>
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</table>

**Assumed Knowledge**

Introduction to the Bible (THEO1030)
OR
GREK1010

School of Humanities and Social Science
Callaghan Campus Timetable
THEO2005
New Testament 2: Ritual meals in the NT
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture Monday 14:00 - 16:00 [MC102]
and Seminar Monday 16:00 - 17:00 [MC102]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.
Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html, for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2008
- For semester 2 courses: 31 August 2008
- For Trimester 1 courses: 18 February 2008
- For Trimester 2 courses: 9 June 2008
- For Trimester 3 courses: 22 September 2008
- For Trimester 1 Singapore courses: 3 February 2008
- For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites
Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry  
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COURSE RATIONALE

This course gives students the ability to read NT texts as distinctive passages set within larger literary works and genres, and themes (e.g., Sacrifice). Students will gain a facility in the handling and interpretation of texts and pericopae, reflecting on their significance in their own context. They will be encouraged to analyse texts against the contexts in which they were first read, which demands a detailed study of particular situations in the ancient world.

The course will provide an opportunity to deepen their understanding of, and skill at using the exegetical strategies learned in Introduction to the Bible with particular attention to nuancing demanded by each text and genre as literary and theological documents.

Students will develop an understanding of the relationship between the canonical texts which will in turn shape their description and evaluation of particular passages and the history of their transmission. They will be encouraged to develop their own critical understanding of the significance of the texts of the NT as theological and historical documents.

The course will also show students how methodological presuppositions (eg, the order in which the Gospels were written, and assumptions about the theological stance of particular evangelists) may influence the reading and interpretation of these texts. Students will examine how circumstances, cultures and theological stances shape the writing of the documents of the NT. They will also examine the historical significance of these texts in light of other evidence, and explore whether a reliable history of Jesus and the early church can legitimately be constructed as a meta-narrative from such sources.

Special attention will be paid to the reading of primary texts. Much secondary literature assumes knowledge of primary literature, and cross-references can be extensive. It can become easy to accept such references uncritically. Students will be encouraged to read primary literature for themselves so that they are able to reflect critically on claims made by contemporary scholars. These claims will involve a reading of comparative literature and an examination of its composition and provenance.

The lectures given each week will address themes relevant to the content and context of the four key texts. They will draw on other primary literature and the extensive secondary literature on the Supper Narratives.

School of Humanities and Social Science
The seminar for each week will address the theme presented in the previous week’s lectures, encouraging students to read primary and secondary literature to make their own analyses of the cultural, social and literary phenomena as they appear in the 4 key texts. This methodology is intended to give the students the factual information needed to make connections between the Supper Narratives and their historical context, and in so doing, build their own analytic skills rather than present a set of results for them to learn and recite. By the end of the course, each student’s findings should be their own, based on their own analyses of the texts, and discernment of what appears justifiably significant to them. As such students may “lead” a seminar, but all will be expected to make contributions to seminars held in a colloguoy format. Nor will a “leader” be expected to focus on a named text or article. It may well be the case that different students work through the same commentaries or monograph for all the seminars. Guidance will be offered during each lecture set for the reading for the following week. This is intended to ensure students read commentaries and monographs in a sustained fashion, not just to “cherry pick” what seems relevant for any given subject.

Class Timetable for Semester
Classes will meet for a period of fourteen weeks, commencing Monday 18th February and finishing on June 2nd with an Easter break from Friday, 21st to Tuesday, 25th March and a mid-semester break from Friday 14th April to Sunday 27th April.

Preparation for lectures and seminars
It is expected that the student will have prepared for the topics for discussion named for each seminar, and will attend all lectures and seminars.

Course lecturers will assist students in recognising the appropriate reference books and journals in theology. Several sources of excellent information in summary form are found in good quality Bible dictionaries such as Interpreter’s (5 volumes) and Anchor (6 volumes). [These two major dictionaries adopt quite different approaches.]

Student Assessment
Students are required to submit all written assignments in electronic form via Blackboard as well as a hard copy. The hard copy may be handed in during the class session, or to the Student Hub, on the dates given below. Students can expect to receive feedback on the written assignments and seminar task. Assessment is based on the stated course learning objectives (as indicated for each assignment), in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).

The three written assignments are of equal weight, and must be in by 5pm on the due dates. The seminar leadership task must be completed before the due date.

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<thead>
<tr>
<th>Task</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>Analysis of primary texts</td>
<td>30%</td>
<td>March 11</td>
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<tr>
<td>Essay 2</td>
<td>Analysis of primary texts in their context</td>
<td>30%</td>
<td>April 8</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Reflection on texts studied and skills employed</td>
<td>30%</td>
<td>May 19</td>
</tr>
<tr>
<td>Seminar leadership</td>
<td>Topic and date assigned by course teachers</td>
<td>10%</td>
<td>Before June 2</td>
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Formative Assessment.
Students may submit a draft assignment up to 2 weeks before the due date of each written task - if they seek informal advice to improve the quality of their work. This draft is for feedback only. No grade will be given, nor is it a submission by default.

Grading (Summative Assessment).
Essay marks and seminar contribution will determine overall course grade. Both grading and feedback will use a standards-based assessment model. These processes will be explained in the first session.

Leading a Seminar
Besides reading prior to each weekly seminar, each student will receive written instructions, dates and topics for leading a seminar and reflecting on the session. The student must give the lecturer a written outline (max. 200 words, dot-points on one A4 page) of the intended group process, main points and bibliography used, before the session. One week after, the student must provide an oral debriefing or written summary (200
words) of the session outcomes, and what could have been done differently to improve the seminar. A standard report form will be used to provide feedback re their seminar planning and leadership skills on this task.

Written Assignments
The three written tasks for summative assessment (i.e. these marks contribute to the final grade) are sequenced during the semester to assist student progress with timely feedback. A standard report form will be used to assess and give feedback on written assignments.

Students should note. 1500 words may seem quite constricting, but this course emphasises skills in writing balanced, insightful, succinct essays. These assignments need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail. For this second year course, a bibliographic list of 5-6 significant references is expected. The 1500 word count does not include footnotes, bibliography or appendices.

Students are encouraged to use the conventions for citations and abbreviations found in the SBL Handbook of Style. An extract (pp. 64-7) will be made available to students in class and/or online via Blackboard for this course.

Assignment 1 (1500 words). Must be submitted by 5pm on Monday, March 10.

What are the difficulties in identifying any of the NT accounts of the Last Supper with an historical event?

Course Learning Objectives assessed in this essay include:

- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (e.g. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.

Assignment 2 (1500 words) Must be submitted by 5pm on Monday, April 7.

Either: Do the Supper Narratives of the NT challenge or affirm the values of the communities to which they are addressed?
Or: Would ancient audiences have considered the Last Supper a sacrifice?

Course Learning Objectives assessed include:

- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (e.g. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- articulate the shaping influences, both historically and in contemporary settings, of context upon theological issues and key texts of the Bible.

Assignment 3 (1500 words) Must be submitted by 5pm on Monday, May 19.

How has your reading of the NT texts in this course changed your understanding of the ritual meals of the New Testament? Essays should show evidence of engagement with the Core Texts for all Students in the Course Outline.

Course Learning objectives assessed by this assignment include:

- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- develop and meet professional standards and requirements for the handling of biblical material.
TOPICS AND SET READINGS for LECTURES AND SEMINARS in THEO 2005

Week 1 (Feb 18)

Introductory & Methodological Issues:

- What the course is doing and NOT doing: not reconstructing the Last Supper or the rites of the Early Church
- Contextual Study of the NT: what it involves, why and what it finds difficult in conventional and historical NT scholarship. Why it provides a better “control”.
- The interplay of cultures
- Genealogy vs. analogy

SEMINAR:
Explanation of how course is assessed and how seminars will work. Refresher on the nature of exegesis.

Week 2 (Feb 25) Key texts: Introduction to texts: the four Supper Narratives

Other important texts:
- Feeding Miracles (Synoptics and OT)
- John 6
- 1 Cor 10 (idol meats)
- Dead Sea Scrolls
- Passover instructions (Exodus)
- Joseph and Aseneth

SEMINAR: To examine the similarities and differences between the key texts. Can differences be explained, are they significant or not?

Week 3 (Mar 3) Meals in the Ancient World - Judaism

- Passover
- Chaburah
- Todah
- Essene meals
- Joseph and Aseneth
- Sacramentalism

Summary- significance of Jewish meal types

SEMINAR: Tradition- literary/oral and how it works…….? Conclusion- reportage, transmission and freedom to interpret…..

Week 4 (Mar 10) Meals in the Ancient World – Graeco-Roman

Summary- significance of Graeco-Roman meal types

- Symposium
- Convivium
- Lectisternium
- Clubs and Sodalities
- Mystery cults
- Civic religion
- Imperial cult
- Meals for the Dead

SEMINAR: what traces of Jewish meal traditions in the Supper Narratives?
Week 5 (Mar 17)  Meals in the Ancient world: Literary Genres

- Symposium
- Farewell Address
- Haggadah
- Apocalyptic

SEMINAR: Graeco-Roman meals in the SNs?

Week 6 (Mar 24)  No Classes this week (Easter break: 21-25 March)

Week 7 (Mar 31)  Sacrifice in ancient Judaism

- Passover
- Atonement
- How sacrifice works
- What sacrifice effects.
- Blood
- “Remembering” language

SEMINAR: which literary traditions are found in the SNs?

Week 8 (April 7)  Sacrifice in Graeco-Roman tradition

- Civic cults
- Mystery Religions
- Imperial cult
- How sacrifice works
- What sacrifice does....

SEMINAR: Jewish sacrifice in the Supper Narratives?

Week 9 (Apr 28)  Apocalyptic and Eschatology

- Revision of Apocalyptic themes
- The Kingdom of God
- The Messianic Banquet
- Graeco-Roman eschatology

SEMINAR: Graeco-Roman sacrifice and ritual in the Supper Narratives?

Week 10 (May 5)  The Social Significance of Meals in the Ancient World

- Ranking
- Commensality
- Families and “fictive” Families
- Honour and Shame Cultures

SEMINAR : Eschatological Themes in the SNs?

Week 11 (May 12)  The Supper Narratives and the Passover

- The Date of the Last Supper
- Incidental details
SEMINAR: The Marcan Supper Narrative

Week 12 (May 19) Eating in Corinth

- The Religious Context of Corinth
- Meals in Corinthian society
- The Eucharist in Corinth

SEMINAR: The Matthean Supper Narrative

Paul’s Reform of Corinthian Practice

- What problems is Paul addressing? (recap from 11)
- Paul: Honour, Shame and Ranking
- Remembering – what?
- It isn’t what you eat - its how….?

SEMINAR:

Week 13 (May 26) Sacraments and Mystery Religions

- Sacraments in Judaism
- Sacraments in Graeco-Roman Religion
- The Problem of Mystery Religions
- The Words of Institution
- Drinking Blood & Cannibalism

SEMINAR: The Lukan Supper Narrative

Week 14 (Jun 2) Course evaluation and Summary

BIBLIOGRAPHY

Core Texts for all Students

The following articles will be made available ONLINE through the Auchmuty Library and may be available as a Reader for student purchase.


Recommended Reading

Additional Bibliography


Students are encouraged to read other texts outside this list, particularly single volume commentaries.
### Semester Weeks, Dates, Lecture Topics and Assignments Due for THEO2005

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Event</th>
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<tr>
<td>1</td>
<td>February 18</td>
<td>Introductory &amp; Methodological Issues</td>
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<td>2</td>
<td>February 25</td>
<td>Key texts: Introduction to texts: the four Supper Narratives</td>
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<tr>
<td>3</td>
<td>March 3</td>
<td>Meals in the Ancient World - Judaism</td>
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<tr>
<td>4</td>
<td>March 10</td>
<td>Meals in the Ancient World – Graeco-Roman</td>
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<td><strong>Assignment 1 due</strong></td>
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<tr>
<td>5</td>
<td>March 17</td>
<td>Meals in the Ancient world: Literary Genres</td>
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<td>6</td>
<td>March 24</td>
<td><strong>Easter Recess: Friday 21 March to Tuesday 25 March 2008</strong></td>
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<tr>
<td>7</td>
<td>March 31</td>
<td>Sacrifice in Ancient Judaism</td>
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<td>8</td>
<td>April 7</td>
<td>Sacrifice in Graeco-Roman tradition</td>
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<td><strong>Assignment 2 due</strong></td>
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<td>Mid-Semester Recess: Monday 14 April to Friday 25 April 2008 (inc. Anzac Day)</td>
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<tr>
<td>9</td>
<td>April 28</td>
<td>Apocalyptic and Eschatology</td>
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<td>10</td>
<td>May 5</td>
<td>The Social Significance of Meals in the Ancient World</td>
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<td>11</td>
<td>May 12</td>
<td>The Supper Narratives and the Passover</td>
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<td>12</td>
<td>May 19</td>
<td>Eating in Corinth &amp; Paul’s Reform of Corinthian Practice</td>
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<td><strong>Assignment 3 due</strong></td>
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<tr>
<td>13</td>
<td>May 26</td>
<td>Sacraments and Mystery Religions</td>
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<tr>
<td>14</td>
<td>June 2</td>
<td>Summing Up &amp; Course Review</td>
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### Important Additional Information

**WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**HARD COPY SUBMISSION:**

- **Type your assignments:** All should be typewritten unless this is impossible for the student. Type in 11 or 12 point black font. Leave a wide margin for marker’s comments. Use 1.5 or double spacing. Include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work.** Spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together. Do not use pins or paper clips. Do not use plastic covers.
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet stapled to the front. The coversheet is available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **Essays should be submitted at any Student Hub.** Hubs are located at:
  - Level 3, Shortland Union, Callaghan
Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

Seminar Leadership Reports should be submitted at tutorials. They should have a coversheet, but need not be date-stamped.

Do not fax or email assignments: Only hard copies of assignments or those submitted via Turnitin on the course Blackboard will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

ONLINE SUBMISSION OF ASSIGNMENTS TO TURNITIN

In addition to hard copy submission, students are required to submit an electronic version of essay assignments to Turnitin via the course Blackboard website:

When you have finished your essay, go into the THEO2005 Blackboard Course, click on the ‘Assignments’ button in the sidebar, and click on the ‘Essay’ assignment.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

PENALTIES FOR LATE ASSIGNMENTS

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

SPECIAL CIRCUMSTANCES

If you require an extension, or special consideration, for any assessment item worth more than 20%, you must apply through the online Special Circumstances System. For THEO2005, this applies to the essays.

To apply, go here: http://webapps.newcastle.edu.au/index.cfm

For information about applying, see: http://www.newcastle.edu.au/study/enrolment/SpecialCircumstancesChecklist20070402.doc

For Special Considerations policy information, see ‘Special Circumstances Affecting Assessment Items - Procedure 000641’: http://www.newcastle.edu.au/policylibrary/000641.html
If you require an extension or special consideration for any smaller assessment item (worth 20% or less), speak to the Course Lecturer in person or by email.

**NO ASSIGNMENT RE-SUBMISSION**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Lecturer to receive individual feedback on their assignments.

**RE-MARKS & MODERATIONS**

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

**RETURN OF ASSIGNMENTS**

For THEO2005, students will be able to collect their marked Essays and Quizzes from a nominated Student Hub during office hours. Students will be informed during classes which Hub to
go to, and the earliest dates that assignments will be available for collection. Students must present their own student identification cards to collect their assignments. Marked Seminar Leadership Reports will be returned to students in seminars. All marks will be entered in the Blackboard Gradebook for THEO2005, for students to check their marks for themselves.


PREFERRED REFERENCING STYLE

Your Essay and Seminar Leadership Report must include referencing where appropriate to all the sources you have used in your essay. This includes sources from which you have gathered any information that is deeper than an obvious general-knowledge type of information. It includes sources for any quotations you use, and sources of any theological understandings, interpretations or arguments that you make use of.

Whichever style you use for your references and bibliography, you must do it correctly and consistently. Inadequate or incorrect referencing to the work of others may be viewed as plagiarism, and may result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from: Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

GRADING GUIDE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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**STUDENT REPRESENTATIVES**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


**STUDENT COMMUNICATION**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**ESSENTIAL ONLINE INFORMATION FOR STUDENTS**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)