

Online Course in Catholic Faith & Reason

**Student Handbook
& Study Guide**

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Introduction

Welcome to this course! The coming months or so will involve you studying reasons and reasoning for the Catholic Faith, asking the Holy Spirit to illuminate your mind and strengthen the gifts of faith, hope and charity so that you can better appreciate all that your heavenly Father has done in the world and for his people.

1. Before speaking or writing, we need to receive, to learn, to study so that our speaking, teaching or evangelising, draws from the wells of what we have received. St Paul reminded the Corinthian Christians that ‘I received from the Lord what I also delivered to you’.¹ Just as he wanted the Corinthian disciples to learn to be receptive to Christ’s teaching, we want you to receive the fullness of the divine and human foundations for the Catholic faith in all its richness.
2. It is good to bear in mind as this course begins that we come to the process of learning as whole persons in which intellect, emotions, presuppositions and views all play a part in what we receive and how we receive and learn. There are many fine works on the connections between spirituality and study and it is increasingly recognised that we do not come to any study in a neutral way, as empty vessels waiting to be filled. We bring to our study, as we bring to the faith, the whole of ourselves.

Spirituality of study:

We conclude this brief introduction by spending some time thinking about what we can call the ‘spirituality of study’. There are many interesting works we could look at. One of the most famous was attributed to St Thomas Aquinas, in which advice is given to a Dominican brother, John, on how to study. The author includes practical recommendations on getting enough sleep, and taking a bath or seeing good friends when depressed over one’s progress in study!² In the twentieth century, Sertillanges wrote on the life of study, inspired by this earlier Dominican text, arguing that, for a Christian, study needs to be considered as a vocation, and involves humility, silence and prayer.³

¹ 1 Cor 11:23.

² See V. White, O.P., *How to Study*. London: Alquin Press, 1947. In fact, it is widely accepted now that this work was not by St Thomas himself.

³ A.G. Sertillanges: *The Intellectual Life: Its Spirit, Conditions, Methods*. Trans. M. Ryan. Washington: Catholic University of America Press 1988.

Part 1: The Course

1.1 Aims of the Course

It is likely that you are engaging with this course because you want to be able to give a reasoned account of the hope in Jesus Christ that you hold. The last three Popes have made it clear that the context of our time is the New Evangelisation, a context markedly different from the previous centuries and needing new methods and new vigour to stand by and articulate the Good News of Jesus Christ, Son of God and Saviour, a message ‘forever ancient and forever new’.

Therefore, the aim of this course, offered at FE level, is **to enable you to give the reasons for your belief based on a deeper understanding of perennial philosophy and its relationship with the teaching of the Catholic Church.** The act of articulating these truths helps understanding.

1.2 Outline of the programme of study

The six modules of the course are grouped in three parts:

Part 1: An Introduction to Philosophy

1. **Module 1: Philosophy as Wisdom:** Understanding philosophy as wisdom, as a view of the ordered whole of God’s creation and our place in creation
2. **Module 2: Philosophy for Evangelisation:** Following the path given by Pope St John Paul I in his teaching we see how important philosophy is for facing the challenges our world today poses for Catholic faith and our proclamation of the Faith

Part 2: An introduction to Epistemology

3. **Module 3: The study of how we come to know the truth;** defending our ability to know objective truth against scepticism and relativism.
4. **Module 4: Epistemology: genuine and false trends.** Understanding the history of philosophy and how St Thomas Aquinas’ thought helps us to discern between genuine and false trends in epistemology.

Part 3: Philosophy’s Relationship with the Catholic Faith

5. **Module 5: Philosophy and Catholic Faith I:** Understanding the relationship through an historical survey from the New Testament to the Reformation.
6. **Module 6: Philosophy and Catholic Faith II:** Understanding the relationship through an historical survey from the Reformation to our own day.

1.3 General Structure of the Course

- The course materials are purchased on-line, 2 modules at a time, and can be downloaded immediately.
- One can begin at any time, studying at home at a pace that suits one's own personal circumstances.
- Study time is expected to be approximately 5 hours a week and each module is expected to take approximately 6 weeks.
- A short written task, called a 'Tutor Post' is suggested at the end of each chapter to consolidate your learning.
- For those who want personal tutoring for the tasks set and for dialogue on the content of the course modules, the registration form must be filled in and submitted - at no extra cost.
- All registered students are personally tutored by Dr Andrew Beards and thus benefit from his wealth of learning and experience.
- Once registered, in addition to the online material, regular zoom sessions, optional and free, are held at intervals through the course.
- Also, optional, in-person, 3-day summer schools will hopefully be possible, to be held in the months of June, July & August each year. These are highly stimulating, enjoyable and recommended. The cost of the summer schools is in addition to the cost of the module materials and depends on the venue and residential element.

1.4 Necessary and recommended texts

For the certificate course as a whole, students will need to have access (preferably your own copy) to the following:

For the whole course:

- *The Bible*. We recommend the RSV Catholic edition published by Ignatius Press or Oxford University Press. New out is the *Didache Bible*, also published by Ignatius Press, which gives extensive notes. Many other editions and translations are acceptable, but you will need to ensure that your bible is a Catholic version, with all of the inspired texts.
- *The Catechism of the Catholic Church*. This is the definitive presentation of the faith for our time. It was written precisely to support the work of the New Evangelisation. The most recent edition is the CTS Definitive Edition of the Catechism which reflects the new translation of the Missal. If you are not able to acquire your own copy of this foundational text, it is also available online. Note that all references to the Catechism (abbreviated to CCC) are for *paragraph numbers* not page numbers and these are found at the top left hand corner of each paragraph.
- St. John Paul II. *Fides et ratio*. Vatican City: Libreria Editrice Vaticana, 1998. Online version here: https://www.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_14091998_fides-et-ratio.html

- Andrew Beards. *Philosophy: The Quest for Truth and Meaning*. Collegeville: Liturgical Press, 2010.
- Daniel Sullivan. *Introduction to Philosophy: Perennial Principles of the Classical Realist Tradition*. Rockford: Tan Books, 1992.

For the Epistemology modules (3&4), the following are excellent books if you are able to acquire a copy such as from a second-hand bookshop. Reading particular chapters and sections of them is proposed but is optional:

- Hugo Meynell, *Redirecting Philosophy*, (Toronto: University of Toronto Press, 1998).
- Hugo Meynell, *Postmodernism and the New Enlightenment*, (Washington DC.: CUP, 2000)
- Joseph Flanagan, *Quest for Self-Knowledge: An Essay in Lonergan's Philosophy* (Lonergan Studies) (Toronto: University of Toronto Press, 1997).

For module 6 another excellent book if you are able to acquire a copy is:

- Bishop Philip Egan, *Philosophy and Catholic Theology: A Primer*, (Collegeville, MN: Liturgical Press, 2009). Reading particular chapters and sections of it is proposed as optional.

1.5 Scripture and Tradition

This focus on reading the Church's own writings is important and may be surprising. It is part of a wider approach found throughout this course. Emphasis is placed on direct familiarity with these 'primary' sources.

'Primary sources' are those which might be considered the foundations in any field, and upon which others comment and write. In the area of the Catholic faith these are in the first place, of course, the Scriptures, which hold a unique place in any study. The Bible, both the Old and New Testaments, are understood by Christians to be the inspired word of God, a written source for our study that has not only human authors but also God himself as the Divine Author. The reading of the books of the Bible, therefore, will have pride of place in this course. Nothing can substitute for the direct engagement each of us will have with these inspired texts.

As a unique primary source, the existence of the Bible itself points to other texts we need to consider. On a human level, the Bible was written by members of the community of faith that we call the 'People of God' and the life and beliefs of this People are articulated and expressed in other texts that fill out our picture of the Catholic faith and deserve study and reflection. Most notably there are texts for common worship – 'liturgical' texts, and especially those that concern the sacraments. These are also particularly important for us to engage with since they also have the double aspect of flowing from both human and divine

levels. These texts seek to express the reality of the mystery of God's grace – his Divine life flowing into human lives. The liturgical and sacramental texts of the Church are also deeply Scriptural in themselves.

In addition to the Scriptures and to liturgical texts there are also many other sources of the Faith in Tradition, such as creeds; the formulations and conclusions of Church councils; the teachings of the popes; the great fathers and doctors of the Church and the writings of saints.

This preference for texts of 'Tradition' might seem strange in a course of study dedicated to the 'New Evangelisation'. The term 'new' seems to imply that we should be preferring the up-to-date, the more recent, and the more current. Is it not better, if we are to study how the Church wishes us to participate in her mission of New Evangelisation, to read books, articles, blogs, published recently, since these are the works that will assist us best in understanding this mission of New Evangelisation, the work of communicating and transmitting the Gospel today?

It is not an either/or, of course, but a both/and. We can read the most recent material in all of its many forms, in order to see how the Gospel is communicated today. Nonetheless, it is also important to note that 'new' in 'New Evangelisation' is not primarily a reference to time or chronology; it is not a reference to 'the most recent'. 'New' is first and foremost a reference to the 'eternal newness' of the Gospel, as Pope Francis puts it in *Evangelii gaudium* 11.

1.6 Recommended websites

Some students may wish to read wider than the recommended reading and so these sites are good places to start from.

<https://plato.stanford.edu/>

This online philosophy encyclopaedia, run by Stanford University USA, has numerous articles written by the specialists in the relevant fields.

www.vatican.va

The website of the Holy See

www.ewtn.com

An excellent library of articles

<http://www.papalencyclicals.net/all.htm>

For teachings of Councils and Popes

www.newadvent.org

Includes the 1914 Catholic Encyclopaedia, the Summa Theologica of St Thomas Aquinas, editions of the works of the Fathers, and many other items

Part 2: Returning to Study

2.1 Introduction

For some of you, this will be a time of returning to study after a long break. One of the most helpful ways to begin part-time study is to be *organised* and so the next few paragraphs offer some suggestions on this.

However much study you may or may not have done in the past, everyone can still benefit from giving further attention to *how* you study. ‘Studying’ does not just happen automatically even with your tutors telling you everything that you should read, what to write and how to spend your time. Study engages your own creativity and imagination, which is one reason why it can be so fascinating.

You will receive some guidance from your course tutor but how well you study depends on the way that you approach the whole project. We will look at the main activities you will undertake on the programme, including reading, taking notes, and structuring and writing your assignment tasks. The study will make a range of demands on you, so it is important that you can develop your time management skills. It can help enormously to engage with others and to gain support from friends and family.

2.2 Reading and Listening

Perhaps the most fundamental activity you will undertake on the programme is to read. Your programme provides some initial readings for you, but each reading will also draw on some other sources. The more you read the fuller will be your own ‘reservoir’ of understanding from which to draw for your assignment tasks, called ‘Tutor Posts’.

- Every chapter has a ‘Tutor post’. Before you begin each chapter, look at what you will be asked to do and focus your note-taking on areas which will directly respond to this.
- Be selective in your reading. Follow up additional texts only if you have the time – most people don’t! We know that your time for study is limited!
- When you read, try to connect the ideas you come across with other aspects of your course, experiences you have had, or with things that matter to you. If you notice a connection, then stop and pause to think about it and if you have questions you can ask your tutor.

2.3 Taking notes

One of the purposes of reading and listening to lectures is to help you to develop resources for your own arguments. If you take notes as you read or listen, this helps you to engage with your studies. Taking notes in an active fashion is an important part of learning to think for yourself.

- When a book or article is a core piece of reading for the course, then it may help to make more detailed notes. Otherwise just underline the key or new points, otherwise you will find yourself re-writing the whole unit!
- Summarise key points from the texts that you read, and always practise expressing any important new terms in your own words.
- Note down connections between the ideas, or similarities/conflicts with other ideas that you have encountered.
- Many electronic devices now enable you to add annotations to a text yourself. If you have this kind of device you may want to annotate the text itself with your ideas.
- Keep your notes organised – if electronic, then in folders and sub-folders on your computer. If on paper, keep in a notebook or file. Loose-leaf paper easily gets lost or muddled.

Whilst this course is about becoming familiar with philosophy and Catholic doctrine, the top grades will be given to those who make links between one aspect of the learning and other relevant teachings.

2.4 Tutor Posts

Tutor posts are short exercises which both sum up the reading you have done and form you to be able to explain clearly for the sake of others, whether in formal settings or in conversation. You will need to send these, one for each chapter, by email as a word document to your course tutor.

Your tutor will read them and make comments and suggestions. These comments are done electronically using the “Review” function at the top of a Word document. If you do not see any comments in side balloons, click on the Review tab, and then click on “Show Comments.” You should then see comments alongside your work.

Introduction, conclusion, subheadings and references

- Always begin with an introduction which sets out what you will be explaining in the Tutor post. It need only be one or two sentences.
- Always end with a short conclusion which sums up the main point(s) you have made. The conclusion must never add new material.
- Use subheadings to help structure the work, just as this section has made use of subheadings.
 - Subheadings help you to organise your thoughts – it maybe that the subheadings will be the first points you write done when beginning the task
 - Subheadings help your reader to see where you are headed

- Every point you make, whether it's in paragraph form or in bullet points should have a reference to where you read the teaching. See section 2.9 below on how to add references.
 - References show the authenticity of your teaching
 - They show us the sources you have used.

2.5 Managing your time

One of the biggest factors affecting whether or not you will complete this programme is whether you are able to hand in work on time. It helps, therefore, to plan carefully in advance, the regular opportunities you have for study, identifying regular times (and spaces) that will work for you. Study is demanding, so you will need to prioritise your study above many other activities and potential distractions. It is important to involve your family in your plans – it is no good saving all your study time for the weekend and then discover that your husband has invited his Great Aunt to stay.

One thing to consider is marking when you will study onto a calendar. Little and often is much better than three-hour slots. When those times arrive, get down to study without prevarication, face-booking, texting, emailing etc. Treat these times as if you had paid to go to classes; after all you have paid to do this course (or your parish has paid for you out of your contributions to the collection) and you owe it to yourself to give yourself the time.

This may mean changing priorities. Sometimes you will have to decide to spend 30 minutes studying rather than watching that sit-com...

2.6 Valuing relationships with others

It is important when learning at home to develop rapport with your fellow students and with others who might support your work. If you talk about your work with others, then it is often easier to manage the uncertainties that are associated with study. It can help to talk the issues through with someone else before deciding what to do. In his book *The Idea of a University*, St John Henry Newman was clear about the value that inter-personal relationships play in academic work. He would rather have seen a university that did away with examinations and professors, than one which dispensed with halls of residence and tutors.⁴

- Think of ways to provoke from friends and relatives an interest in what you are studying.
- Take the initiative to talk about what you are reading with others.
- Is there a family member who is prepared to read your drafts and point out grammatical and spelling errors or any inconsistencies?

⁴ J.H. Newman, *The Idea of a University*. New Haven, CT: Yale University Press, 2008, p105.

2.7 Plagiarism

The work that you submit to your tutor *should be your own work rather than someone else's*. So, there are standard academic writing conventions that enable everyone to identify the ways in which your work draws on someone else's ideas.

When you draw directly on someone else's writing:

- Either re-frame the ideas in your own words,
- or quote directly from their work using “quotation marks” around the extract.

In both cases **you should cite the source of the ideas**, i.e. who said or wrote it, where and at what date. This is usually referenced in a footnote. You will also need to provide a reference in a **bibliography** (the list of the sources of your citations) that would allow your reader to locate the original source. As well as acknowledging your debt to someone else, this convention enables you to substantiate points that you wish to make, and it enables the reader to follow up ideas that they consider to be interesting.

Not following these academic conventions is called *plagiarism* – that is, deliberately presenting ideas as your own when you have actually taken them from someone else. Plagiarism is a serious offence, and therefore any work that is substantially someone else's work without acknowledgement will not be graded and will have to be re-submitted.

The authors expect all students to engage in academic activity with integrity and honesty. Any form of cheating is taken seriously, including plagiarism and collusion. Collusion is cooperation with one or more others in order to gain an unpermitted advantage.

2.8 Giving references and presenting bibliographies

All the reading you mention in your Tutor Post need to be referenced. First of all in the place where it is used, preferably with a footnote.⁵ It is important to make automatic footnotes rather than add them manually. If you do not know how to do this, see section 2.13 below. For a demonstration on how to do this. If you look on the previous page, the reference to Newman's book *The Idea of a University* is referenced in footnote 7 by listing the author, book title, publisher, date of publication and page number. This reference will also need to be listed in a bibliography at the end of an assignment. See the next page for how to set it all out. Please see 2.10 below for a fuller example of how to reference your work.

If you would like to read more about study skills there are some websites available. Although they are aimed at degree students, the advice for all on-line learning is very similar.

<http://www2.open.ac.uk/students/skillsforstudy/>

⁵ We do accept brackets but these take up some of your precious word count and interrupt the flow of the text.

The Open University provides a helpful website with further details on study skills. The model of learning on this programme is similar to the way in which students study at the Open University.

<http://www.learnhigher.ac.uk/learning-at-university/>
<http://www.learnhigher.ac.uk/writing-for-university/>

The resources available from the LearnHigher website are amongst the most comprehensive that are available.

<http://dyslexstudyskills.group.shef.ac.uk/>

If you have dyslexia, then it will be worth looking at study skills resources that are specifically suited to you, such as this website from the University of Sheffield.

2.9 How to reference your work

As you go through your assignment, **reference as you go along**. Do not leave all the references to the end otherwise you will forget some and it all takes much longer. Below is a sample text and how to reference the sources used.

- Footnotes 6 & 9 are references from the Catechism which is abbreviated by “CCC.” The cf. means that the writer has summed up the sense and it is not a direct quotation.
- Footnotes 7 & 8 are Scripture references.
- Footnote 10 is a quotation from St. Augustine in the Catechism, so the reference is to St. Augustine in the Catechism paragraph. Note, the exact quotation is in quotation marks.
- Footnote 11 is to a text, so the author, title, place, publisher, date and page number is listed. If referring to the same text again, then just the author or title and page number need to be listed.

Example

Man is created by God and for God and His dignity rests in that He is called to communion with Him.⁶ God chose us in Christ before the creation of the world to be holy and blameless before Him⁷ in order to participate in His divine nature.⁸ This exalted calling means Man’s happiness lies in responding to this desire placed in his heart⁹ as St Augustine said, “You have made us for yourself, and our heart is restless until it rests in you.”¹⁰ The works of Christ are the works the Father has given Him to do, demonstrating that He has been sent by the Father to reveal Him.¹¹

⁶ Cf. CCC 27.

⁷ Cf. Eph. 1:4.

⁸ II Pt. 1:4.

⁹ Cf. CCC 1718.

¹⁰ St Augustine, *Confessions* 1.1 in CCC 30.

¹¹ Cf. Mackenzie, J: *Dictionary of the Bible*, New York, Touchstone (1995), p.941

2.10. Typeface and setting the work out

- **Set your work at 1.5 spacing in font size 12.** (Arial users can use font size 11). It is much easier to read and comment on this.
- **Use subheadings in bold** as has been used in this document.
- As your work is being sent in by email there is no need to economise on paper; make it pleasant to read.
 - Add an extra space after each paragraph
 - Add a space after subheadings
 - Put the questions in bold

2.11 A Bibliography

- All the works you have used need to be listed in the bibliography
- Do not list texts to which you have not actually referred
- The bibliography needs to be listed in this order:
 - Sacred Scripture
 - Church documents (including those found on the internet)
 - Other texts
 - Internet sources other than Church documents
- Within each section texts are listed in alphabetical order of author – if there is no author (such as the Bible) then list in order of title if more than one version is used.
- Please note the author of the Catechism, the Youcat and Compendium is “The Holy See” and Vatican II documents (such as *Dei Verbum*) has “Vatican II” as the author (*not* Paul VI)
- I have added an internet source so you can see how to cite them. Some of the more academic sites (such as New Advent) will have citing details at the bottom of the page. Otherwise the important details are:
 - **author** if known
 - the article **title** and date first published if known
 - **web address**
 - **date accessed.**
- Don’t forget to list the course material under “books and texts” in the bibliography using the version in the footer, e.g. “2021.v1.0”.

Example, using the sources listed in the extract above

Sacred Scripture

New Jerusalem Bible, Study Edition: London, Darton, Longman and Todd (1994).

Revised Standard Version Ignatius Catholic Study Bible: Second ed, with introduction Commentary and Notes by Scott Hahn and Curtis Mitch, San Fransisco, Ignatius Pr. (2001).

Church documents

The CTS New Daily Missal People's Edition, Catholic Truth Society, London, (2012).

The Holy See: (2016) *Catechism of the Catholic Church the CTS definitive & Complete Edition*, London, Catholic Truth Society.

Vatican II: Dogmatic Constitution *Dei Verbum*, tr. Liam Walshe. In Flannery A, (Ed) *Conciliar and post Conciliar documents*, Dominican Publications, Dublin,(1965).

Books and texts

McKenzie, John L: *Dictionary of the Bible*, New York, Touchstone, (1995).

Introduction to philosophy, Course module, 2021v.1.0

Internet sources

St. Cyril of Jerusalem: *Catechetical Lecture 3*, Translated by Edwin Hamilton Gifford. From Nicene and Post-Nicene Fathers, Second Series, Vol. 7. Edited by Philip Schaff and Henry Wace. (Buffalo, NY: Christian Literature Publishing Co., 1894.) Revised and edited for New Advent by Kevin Knight. [online] <<http://www.newadvent.org/fathers/310103.htm>> [accessed 3/6/2014].

A note on abbreviations

- If you make use of abbreviations in your references then they must be listed. It is normal to list them at the beginning of the assignment. (There is no need to list Scripture abbreviation as they are standard.)
- Any text you regularly cite can be abbreviated.
- The short way to cite the course material is by the Module and number.
- When referencing the modules in a Tutor Post, reference them as: e.g. Module 1 p.10.

Example:

CCC Catechism of the Catholic Church

DV Dei Verbum

2.12 Technical advice

For many, this is an adventure into the Catholic Faith but also into the world of the internet and managing Word documents. If you are not sure, please do ask your Course Tutor for help (or a younger member of the family!)

There are a number of safeguards worth taking so that nasty e-creatures do not gobble up your hard work.

1. Always back it up on a memory stick or two (Clouds can lose material)

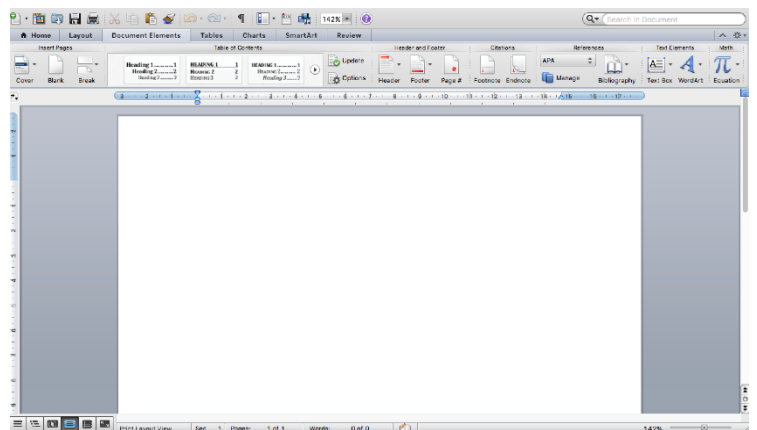
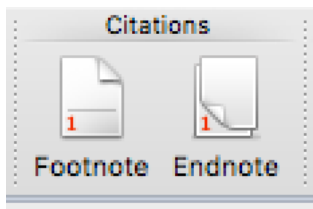
2. Email your latest tutor post to yourself at the end of working on it as it will provide you with an earlier version if you get too enthusiastic with editing. This is a very safe way of storing your work – just create an email folder and keep the emails – no need to open them unless you need to.
3. Take care with liquid and lap-tops; the two don't mix!

How to create footnotes with Windows (on a PC):

1. Look at the menu bar at the top of your screen and click on “references”
2. Look along the ribbon and see AB ¹ Underneath it says “Insert footnote”
3. Click on that and you will be taken to the bottom of the page and a small no. 1 will appear there and in your text.
4. Add your reference at the bottom of the page and when you have finished, scroll back up to where you were writing and carry on.
5. If later you re-arrange your work so that you have to change the order of the sentences, the footnotes will travel with the sentence to which it is attached and automatically change number. So if sentence A ends with footnote 1 and sentence B ends with footnote 2, and you swap them around, the computer will automatically change the footnote number so that sentence A ends with footnote 2 etc.
6. As long as you save your work as you go along, you can play with these things to get more confident with them.

How to create footnotes (on Mac):

Click on the “Document Elements” tab. Your screen should look like this: Put your cursor to the end of the relevant sentence you wish to reference. Then click on “Footnote: in “Citations” section.



Add your reference to the bottom of the page and when you have finished, scroll back up to where you were writing and carry on.

If later you re-arrange your work so that you have to change the order of the sentences, the footnotes will travel with the sentence to which it is attached and automatically change number. So if sentence A ends with footnote 1 and sentence B ends with footnote 2, and you swap them around, the computer will automatically change the footnote number so that sentence A ends with footnote 2 etc.

Part 3: Support for you on the programme

Your Learning is supported throughout by:

1. Study and reflection on the text and on other required and suggested reading.
2. Interaction with your online personal course tutor at regular points through the tutor posts. In these you will share what you have written in response to the tutor posts set with your tutor who will give you feedback and guidance in response
3. Regular zoom sessions with your tutor.

3.1 Your Personal Course Tutor

You will be allocated a personal tutor who will support you as you go through the course. Every Tutor post needs to be sent to your personal tutor who will respond with comments and suggestions, confirm and encourage you on your work and will set targets for future assignments. If you so desire, a grade will also be given so that you can mark your own progress against assessment criteria.

3.2 Internet meetings and Summer schools

As well as the course modules acquired via the website: www.theannunciation.org.uk, there will also be meeting sessions via the internet, usually via 'zoom' which you will need to download onto your computer. We hope that In-person summer Schools will also become possible. The cost of the summer schools will be in addition to the cost of the course materials and will depend largely on the venue and residential element.

3.3 Progression

3.3.1 Modules are normally taken consecutively and in the order specified in the curriculum.

3.3.2 Progression to the next module normally depends upon the submission of the tutor posts of the previous module.

3.3.3 Tutoring is offered for a maximum period of 1 year after purchase of the modules (2 are purchased at a time). After 1 year, modules, reading and/or tutor posts may be updated and students may need to buy the new versions. If a student wishes to continue being tutored, this needs to be requested in writing and is at the tutor's discretion.

3.3.4 In the case of unacceptable or insufficient work, students aiming for a certificate of satisfactory course completion may be asked to resubmit work. In repeated cases, progress to further tutoring will only be agreed after discussion with and written approval by the Course Director and the setting of resubmission arrangements.

3.4 Submitting Tutor Posts

3.4.1 Each Tutor Post should be submitted to your Course tutor by email. Your tutor will confirm by email that the work has arrived. If after three working days (except when stipulated otherwise and in the holidays) you have not had a reply, send your tutor an email to check that it has arrived. Only resend the work if requested.

3.4.2 Each Tutor Post should be around 500 words unless specified otherwise.

3.5 Tutor Posts which exceed the word length

3.5.1 All Tutor Posts should include a word count.

3.5.2 Word counts for Tutor Posts do *not* include the bibliography, appendices, or footnotes.

3.6 Assessment: General points

3.6.1 Throughout each module there are a number of activities such as additional reading and watching of videos online, as well as the Tutor Posts. Most of these are to do for yourself, although at any time if you are not sure about your answer, you can send them to your Course tutor for comments. All of these activities in each chapter – note-taking, reflections, summaries and so on – are to assist you in mastering the content of what is presented, and they will help with the end of chapter Tutor Post. Students are encouraged to take these activities and readings seriously – they constitute the core of the study.

3.6.2 If your work was submitted on time and you received an acknowledgement that it had arrived, and after three weeks it has not been returned, please contact your tutor to check that it's not been lost in the email process.

3.7 Complaints

The Course authors encourage students to discuss any problems or concerns informally with them to seek resolution of any issues as close to the origin of the concern as possible. This can be done via the 'Contact Us' facility on the website, theannunciation.org.uk.

3.8 Data Protection

All personal data will be held by the course authors and tutors with in conformity with data protection regulations.