



GUIDE TO ESSAY WRITING

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General Comments

Essays are an opportunity to develop your ability to express yourself coherently on a given topic. Essays require you to present an argument for or against certain viewpoints. This argument is to be **expressed in your own words**. One key to any successful argument is **relevance**. Everything in your essay must be relevant to your argument, including comments in footnotes or endnotes. Your argument must be relevant to the question asked.

In writing the essay, close attention must be paid to your English expression. Clear, concise sentences are better than long, wordy ones. Use words that you know the meaning of and not 'big words' you have borrowed without understanding their meaning. An essay is an exercise in communication. When the essay requires you to "discuss", "assess", "evaluate", "compare and contrast", etc. make sure you do. Never fall into the trap of merely describing the topic.

Choosing a Topic

The lecturer sets a range of topics. Your choice of topic depends on it satisfying the following criteria:

- The topic must be of interest to you.
- There must be enough material in the library. Check the library catalogue, the Journal Index (Religious Index one), the on-line journals, the dictionaries on the reference shelves and any available bibliographies on the topic.
- You must understand the topic. If you have any doubt, discuss it with your lecturer.

Steps in Research

- Analyse the question thoroughly. Break it down into its constituent parts (key question word, topic and any limiting words) and be sure you understand them all. Discuss the question with your lecturer if you are unsure of what it means.
- Consult primary sources (original sources, e.g. the Bible, Luther's works) and secondary sources (interpretations that relate to your topic). What internet sources are appropriate to use will depend on whether they are being used as primary evidence, content you are studying, which might relate to culture or current thought, or secondary evidence, that is, scholarly support for your position. Your scholarly support should be peer reviewed, whereby a scholar's claims have been formally subjected to the scrutiny of other scholars.¹ Wikipedia should not be used for essays as the sources are not always reliable.
- Read overview articles in dictionaries and encyclopaedias to gain a good general grasp of the debate that exists on the topic.
- Prepare an outline. It should include all the areas you consider relevant to the topic and most importantly should outline an argument that clearly answers the question given. Set it out in an orderly fashion with divisions and sub-divisions. If you are uncertain of your approach to the question, show your outline and preliminary bibliography to the lecturer or tutor and ask for assistance.
- Unless you have misunderstood the topic your basic outline will not change radically as you read further.
- Your reading should now concentrate on assessment and interpretation, rather than on essential facts that you already know.
- You are expected to gather information from various sources and with that information respond to an issue or solve a problem. This will form the central thesis of your essay and will demonstrate skills of analysis, criticism and independent judgement. In doing so you should show the skills of analysis, criticism and independent judgement in your essay. It is important, therefore, to read from differing views to enable you to synthesise arguments and critically evaluate what authors say. As you read be sure you understand the main point and any key words/themes. Examine the author's conclusion and ask if it is a valid one from the argument and scriptures presented. It is most likely that you will agree in part with several authors rather than totally with one or all of them. Whether you agree or disagree make sure you can explain why you do.
- It is helpful to share bibliographic resources with other students doing the same topic.

¹ This is the way peer-reviewed journals work, which is why we pay attention to journals that we do not pay to popular magazines.

Writing the Essay

Using your outline, prepare the first draft.

Introduction. This will comprise three main statements. It will

- a. Introduce the general topic of the essay;
- b. State your central thesis;
- c. Briefly outline the areas to be discussed and the method that will be followed in the body of the essay.

It should not take more than half a page (or 5 - 10% of the essay) and must correspond with the final content of the essay.

The main points in your outline are now expanded into *paragraphs*. Allow approximately equal space to the main divisions of your topic. Make sure each paragraph contributes to your argument. The opening sentence of each paragraph/division should indicate what is about to be discussed. This will improve readability and help ensure logical progression of the argument. Good use of linking words, connective words and reiteration of ideas for development will also help with paragraph flow. Your argument should lead the reader towards a restatement of your central thesis.

Conclusion. This must correspond to the introduction and to the body of the essay and be sustained by the arguments advanced in the essay. It should not contain any new material but summarises what has been said and draws the necessary conclusion, i.e. your central thesis. In some cases the conclusion can state possible directions of future enquiries.

Familiarity with the major texts relating to the topic should be evident in the essay.

Although it is only a first draft it is a good idea to prepare complete documentation and a bibliography as you write. Since presentation is important prepare the draft according to the format required. An extra hour at this stage will save many hours later.

At this stage put your essay aside for at least 24 hours, then read it again. Take note of any inconsistencies, inaccuracies, grammatical mistakes, etc. and make corrections. Ask a fellow student to read the draft to point out any glaring problems and check your spelling and grammar.

Make any necessary corrections and prepare the final draft for submission. Please note that all essays must include a synopsis.

Assistance with Essays

You are encouraged to approach the lecturer of the subject to ask specific questions about an essay or to discuss problems you may be having with an essay. However, lecturers cannot read the final draft of an essay they will be marking.

You may also talk to the Dean of Studies with any questions related to presentation or documentation.

Essay Presentation

- Essays should be typed and double spaced, with a 4cm left hand margin. They must be in either PDF or Word Document format.
- Careful attention should be given to spelling, grammar and punctuation.
- All pages should be numbered consecutively.
- Essays should use **gender inclusive language** when referring to people. This avoids the offence which some feel at exclusive language. Generally, language should be used precisely rather than ambiguously.
- **Abbreviations** should be avoided in the text but are permissible in footnotes. Biblical books may only be abbreviated when followed by both chapter and verse (e.g. Gen. 5.2.; not Gen. or Gen. 5).
- Essays must be submitted with the standard **title page** filled in. (Available on the MST E-campus).
- Essays must be properly documented and have a bibliography.
- **Headings** and sub-headings are helpful and should be used where appropriate.
- The essay should keep to the set length, within 10% variation. For example, a 3,000 word essay should be between 2,700 and 3,300 words. This does not include the synopsis, footnotes or bibliography except in the case of MDiv 8000 word projects where the limit does include the footnotes. Essays over this limit will receive an automatic penalty of 10% and be returned for the student to revise with the late penalty then applied. Essays under this limit will be marked for the content they contain.
- **Synopsis** - A synopsis or abstract must be provided in degree and graduate essays at the beginning of the essay on a separate page. A synopsis should be a piece of **continuous prose**, about 150 words in length (though it is not included in the total number of words). **It is a summary of argument of the essay.** It is not merely an outline of contents, nor an introduction to the essay. Words that indicate methodology, such as “we shall examine ...” or “we shall discuss” belong in the introduction, not in a synopsis!
- **Greek and Hebrew** When used in essays, do not transliterate. Pointing of Hebrew is not necessary unless it is exegetically significant. However, accents in Greek must be included.
- In general, when using words from another language, show the word as written in the other language, followed by an English translation in brackets.
- Footnotes, including citations, should not exceed 25% of the prescribed essay length. Notes should only include information relevant to your topic but not essential to your argument. Anything important to the argument should be included in the body of the essay.

Late Submission of Assignments and Essays

All essays and assignments, in all courses must be submitted by the due date or the following penalties will be applied:

Late Penalty for assessments: the following deductions apply to all courses:

3% per day, including weekends and public holidays, up until fourteen (14) days after the due date, whereupon no assignments will be accepted without prior permission being granted.

The percentage deduction will be off the total mark, not the actual mark awarded, e.g. if an assignment is marked out of 100, 3 marks (3%) will be deducted if one day late; 6 marks if 2 days late etc.

In the case of special circumstances, e.g. personal illness, bereavement etc, or for other legitimate reasons, then the extra time may be deemed appropriate without penalty. Such instances must be cleared with the Dean of Studies **prior** to the due date. Being over-busy with study or the normal demands of ministry (which should be expected to vary at times) does not of itself constitute a reason for an extension. Any request for extension should be made by email before the date of submission.

Deductions of marks due to late penalty can result in an overall fail in the unit and marks will not be adjusted so that you pass the unit.

If an assignment is handed in more than 14 days late, no marks will be awarded and the subject will be failed. Note however, that, as indicated above, extensions for legitimate reasons can be sought prior to the due date.

Documentation and Plagiarism

Failure to document sources of ideas and expressions of thought not your own (other than common knowledge) that you include in essays or assignments is **PLAGIARISM**. Plagiarism is a major academic violation and will incur severe academic discipline. This discipline will vary between a deduction of marks for a minor indiscretion, to a re-submission being required (with marks deducted) or even outright failure.

Types of Plagiarism² (adapted from the Regent College handbook, Canada)

- (1) Minimal Plagiarism: where there is no deliberate intention to pass an author's work off as your own. Rather it is simply carelessness in the use of footnoting conventions.
- (2) Substantial Plagiarism: where the student gives no recognition to sources despite substantial borrowing of phrases, sentences or ideas.
- (3) Complete Plagiarism: where the student either copies an entire essay from another author (or another student) and presents the work as being his/her own original work.

Academic Misconduct

MST expects its students to maintain academic integrity. As such students should also refer to the policy on *Deferring, Suspending or Canceling a Student's Enrolment* found in the Academic Guidelines.

Academic misconduct relating to essays may include any of the following:

- (a) submitting work for an assessment knowing it to be the work of another person;
- (b) failing to acknowledge the source of material in an assessment or assignment;
- (c) plagiarism

MST and ACT will impose substantial penalties on students who breach these rules. Penalties range from:

² Examples of plagiarism are posted in a document on e-campus under 'Shared Resources'.

- (a) First offence: Students will receive academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.
- (b) Second offence: Fail unit, with no remedial opportunity.
- (c) Third or major offence: Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

Documentation

What is Documentation?

Documentation or referencing is the method you use to acknowledge the authors and their works (including literature, audiotapes, videotapes, interviews etc) that you have used in writing your essay or assignment. MST uses the note system to do that. Each acknowledgment in the body of the essay is followed by a raised number, usually after the full stop at the end of the sentence or directly after the name of the author you are quoting, directing the reader to a footnote. The footnote then gives the reference details of where the quote was taken from. At the end of your essay you should then include a bibliography of all the works that have informed your thinking as you prepared your essay.

When to Document

Proper documentary procedures should be followed for essays of 1,500 words or more. However, it is good practice to document sources in all assignment work, with the exception of short, "feed-back" reports or minor assignments where the lecturer has specified reading. It is never inappropriate to document sources. When in doubt, document your sources and provide a bibliography, or consult your lecturer.

What to Document

Documentation should be used for:

1. Any word-for-word quotations. Short quotations are enclosed in quotation marks. For example:

Van Oudtshoorn³ argues the true purpose of theological study is “the spiritual growth of the church.”

³ A.V. Oudtshoorn, *A Taste of Glory: An Introduction to Theological Studies* (Karrinyup, WA: Snowgoose Media, 2007), 10.

Quotations of four or more lines are to be completely indented and not enclosed in quotation marks. Indenting requires a left-hand margin of 1 cm and a right-hand margin of 1 cm, and single-spacing. For example:

Van Oudtshoorn⁴ argues the importance of understanding the true purpose of theological study for developing realistic expectations of our Bible College experience. He explains the purpose:

...theology stands in the service of the spiritual growth of the church. It is only as we participate in the work of the church in the service of the gospel that we too will grow closer to God. We come to Bible college to study God's Word in order to benefit the church, not ourselves.

2. Any disputed factual information or interpretation.
3. Any paraphrase or summary of an author's ideas.
4. Material that is not directly related to the main argument of the essay but still relevant to the topic should be footnoted. This allows you to comment on connected material without disrupting the flow of the essay.

Do not Document

- Generally accepted facts.
- Every minor point.

Note: If you do not wish to quote in full, the omission of words is indicated by three dots: 'the...king'.

If the quotation contains an obvious grammatical or spelling error or does not use gender inclusive language, indicate by placing [sic] after the error. The examiner thus knows it is not your mistake.

Essays must conform to the appropriate proper documentation procedures.

⁴ Oudtshoorn, *A Taste of Glory*, 10.

Referencing Software (Citation Managers)

This is software that acts as a database for maintaining a 'library' of references for your research, and allows for nearly automatic insertion of reference details into your essays as you write. This helps to avoid interruption to your writing process, outputs footnotes in the format desired by your institution (e.g. MST), and automatically constructs an appropriately styled bibliography at the end of your document.

EndNote

The EndNote® software enables you to automatically format citations, footnotes and bibliographies to a chosen standard. It is one of the industry standard software tools for publishing and managing bibliographies on both Windows and Macintosh® computers. The ACT has purchased a licence for all ACT students currently enrolled in a bachelor's degree or higher. For more information, or to download the EndNote software go to www.acttheology.edu.au/resources_EndNote.php. If you do use EndNote for your documentation you will need to download the MST style guide from Shared Resources on e-campus.

Zotero

Zotero is a useful and viable alternative program to EndNote that is free to use online or download as a standalone program, so that you can continue to use it without cost even after you cease your studies at MST. See 'Shared Resources' on e-campus for instructions on the MST style and download links.

You may use any reference manager you wish so long as you can create output in the MST style. So far, only these two options offer this style ready-made.

MST CITATION STYLE GUIDE

Introduction

The MST citation style has been designed along the following principles:

1. The basic template style for the MST style is the widely-used Society of Biblical Literature (SBL) style, used in the SBL's publication *Journal of Biblical Literature* and in many other settings.
2. The MST style uses what is called the Footnote-Bibliography citation method, which includes fairly full citation information in a footnote at the bottom of the page where the quotation or reference appears in the text, and then a full version of the same reference in a bibliography at the end of the document. (This is in preference to the method that uses in-text citations of author, year and sometimes title in brackets within the text, and then a bibliography ordered by author and year at the end of the document.)
3. The distinctives of the MST style are designed to keep differences between footnote format and bibliography format to a minimum and to seek overall consistency. Some differences remain for the sake of brevity in the footnotes. At times we have departed from more common practice for these purposes.
4. For second and subsequent citations of a given work, the MST style requires a shortened form of the reference rather than the use of 'ibid.'. See the central column of examples below to see how the short form normally looks.

Reference Type	Full (initial) Footnote	Subsequent (Short Form) Footnote	Bibliography Listing (showing hanging indent)
<i>Basic information</i>	No. Firstname Lastname, <i>Title</i> (City: Publisher, Year), pages cited.	No. Lastname, <i>Short Title</i> , pages cited.	Lastname, Firstname. <i>Title</i> (City: Publisher, Year).
<i>With extra information</i>	No. Firstname Lastname, <i>Title</i> (ed. Firstname Lastname; trans. Firstname Lastname; number of volumes; ⁵ edition; Series Name ⁶ series number; City: Publisher, Year), volume:pages cited.	No. Lastname, <i>Short Title</i> , volume: pages cited.	Lastname, Firstname. <i>Title</i> (edited by Firstname Lastname; translated by Firstname Lastname; number of volumes; edition; Series Name series number; City: Publisher, Year).
<i>Biblical reference (brief)</i> ⁷	[in text:] “Now Ahab had seventy sons in Samaria” (2 Kgs 10:1 NRSV). ⁸		—
<i>Biblical references (long list)</i>	No. Matt 2:3; 3:4–6; 4:3, 7; Luke 3:6, 8; 12:2, 5; Acts 15:1–5; Rom 1:8–12.		—
<i>Study Bible note/comment</i> ⁹	No. Herbert Wolf and John H. Stek, “Introduction: Malachi,” in	No. Wolf and Stek, “Malachi,”	Wolf, Herbert, and John H. Stek. “Introduction: Malachi,” in <i>The NIV</i>

⁵ Number of volumes and/or volume number is only required in certain situations. Check the relevant examples.

⁶ The names of well-known series may be abbreviated in the footnotes, but should be spelt out in full in the bibliography (or in a project-length essay, perhaps an Abbreviations page).

⁷ The names of biblical books may be given commonsense abbreviations, or if you wish to follow a system, you may use that offered in the SBL full-length 2009 style guide, available on e-campus under ‘Resources’, on pp. 73–74.

⁸ Ideally you should tell the reader which Bible version you are using and keep to that one thereafter unless you have good reason to do differently. If using the one version consistently, you do not need to identify the version every time.

	<i>The NIV Study Bible</i> (ed. Kenneth L. Barker; 2011 edition; Grand Rapids: Zondervan, 2011), 1562.	1563.	<i>Study Bible</i> (edited by Kenneth L. Barker; 2011 edition; Grand Rapids: Zondervan, 2011), 1561–1564.
<i>Bible software resource/CD-ROM/DVD</i> ¹⁰	No. “The Five Arminian Articles. A.D. 1610,” from <i>BibleWorks™</i> (Version 9; Copyright © 1992-2013 BibleWorks, LLC).	No. “Arminian Articles.”	“The Five Arminian Articles. A.D. 1610,” from <i>BibleWorks™</i> (Version 9; Copyright © 1992-2013 BibleWorks, LLC).
<i>Article in a lexicon or theological dictionary</i>	No. H. Beyer, “διακονέω, διακονία, κτλ,” <i>TDNT</i> 2:82–93.	No. Beyer, <i>TDNT</i> 82.	Kittel, Gerhard, and Gerhard Friedrich, eds. <i>Theological Dictionary of the New Testament</i> (translated by G. W. Bromiley; 10 vols.; Grand Rapids: Eerdmans, 1964–1976).
Book	No. J. A. Hackett, <i>A Basic Introduction to Biblical Hebrew, with CD</i> (Peabody, MA: Hendrickson, 2010), 56.	No. Hackett, <i>Basic Introduction</i> , 41.	Hackett, J. A. <i>A Basic Introduction to Biblical Hebrew, with CD</i> (Peabody, MA: Hendrickson, 2010).
<i>Edited book</i> ¹¹	No. Rowland Ward (ed.), <i>The Westminster Confession and Catechisms in Modern English</i> (Wantirna: New Melbourne Press, 2000), 40.	No. Ward, <i>Westminster Confession</i> , 39.	Ward, Rowland (ed.). <i>The Westminster Confession and Catechisms in Modern English</i> (Wantirna: New Melbourne Press, 2000).
<i>Book with 2–3 authors (or editors)</i>	No. B. P. Kittel, V. Hoffer, and R. A. Wright, <i>Biblical Hebrew: A Text and Workbook</i> (New Haven: Yale University Press, 1989), 22.	No. Kittel, Hoffer, and Wright, <i>Biblical Hebrew</i> , 12.	Kittel, B.P., V. Hoffer, and R.A. Wright. <i>Biblical Hebrew: A Text and Workbook</i> (New Haven: Yale University Press, 1989).

⁹ Tread carefully in using such sources. The comments in a scholarly study Bible may be of good quality, but notes in a popular-level, devotional commentary would constitute a very lightweight source in an essay bibliography, and should normally be avoided.

¹⁰ Provide any publishing information available. If the software resource or CD/DVD has a print equivalent, provide place of publication, publisher and year information from this source.

¹¹ Another example of where this would be citing an essay collection as a whole. Where you are citing an individual essay by a distinct author within an edited book of essays, you should cite the essay itself under its author’s name.

<i>Book with more than three authors (or editors)</i>	No. Bob Becking et al., <i>From Babylon to Eternity: The Exile Remembered and Constructed in Text and Tradition</i> (BibleWorld; London: Equinox, 2009), 2.	No. Becking et al., <i>Babylon to Eternity</i> , 3.	Becking, Bob, Alex Cannegieter, Wilfred van de Poll, and Anne-Mareike Wetter, <i>From Babylon to Eternity: The Exile Remembered and Constructed in Text and Tradition</i> (BibleWorld; London: Equinox, 2009).
<i>Classical or ancient text (whole volume)</i>	No. Thomas Aquinas, <i>Summa Theologiae: Latin Text and English Translation, Introductions, Notes, Appendices and Glossaries. Vol. 10: Cosmogony (1a. 65–74)</i> (ed. William A. Wallace; London: Blackfriars in conjunction with Eyre & Spottiswoode, 1964), 27–31 (= <i>Summa theologiae</i> 1.74.1.4).	No. Aquinas, <i>Summa theologiae</i> 1.74.1.3. ¹²	Aquinas, Thomas. <i>Summa Theologiae: Latin Text and English Translation, Introductions, Notes, Appendices and Glossaries. Vol. 10: Cosmogony (1a. 65–74)</i> (edited by William A. Wallace; vol. 10 of 60; London: Blackfriars in conjunction with Eyre & Spottiswoode, 1964).
<i>Volume from a multi-volume work</i>	No. Donald Bloesch, <i>Essentials of Evangelical Theology</i> (San Francisco: Harper & Row, 1982), 2:119–123.	No. Bloesch, <i>Essentials</i> , 2:87–89. ¹³	Bloesch, Donald. <i>Essentials of Evangelical Theology</i> (Vol. 2 of 2; San Francisco: Harper & Row, 1982).
<i>Commentary or book in series with series number¹⁴</i>	No. R. L. Braun, <i>1 Chronicles</i> (WBC 14; Waco: Word, 1986), 88.	No. Braun, <i>1 Chronicles</i> , 81.	Braun, R. L. <i>1 Chronicles</i> (Word Biblical Commentary 14; Waco: Word, 1986).
<i>Edition other than the first</i>	No. T. Desmond Alexander, <i>From Paradise to Promised Land: An Introduction to the Pentateuch</i> (3rd ed.; Grand Rapids: Baker, 2012), 100.	No. Alexander, <i>Paradise to Promised Land</i> , 102–112.	Alexander, T. Desmond. <i>From Paradise to Promised Land: An Introduction to the Pentateuch</i> (3rd ed.; Grand Rapids: Baker, 2012).
<i>Book viewed online</i>	No. J. A. Hackett, <i>A Basic Introduction to Biblical Hebrew, with CD</i> (Peabody, MA: Hendrickson, 2010),	No. Hackett, <i>Basic Introduction</i> , 15.	Hackett, J. A. <i>A Basic Introduction to Biblical Hebrew, with CD</i> (Peabody, MA: Hendrickson, 2010),

¹² For a classical text, subsequent references should use the generally recognized abbreviation for the work along with the location in recognized, traditional divisions. The first citation has identified the particular edition of the work utilized. Subsequent references would need to be manually entered.

¹³ Where more than one volume of a work is cited in your essay, the volume number needs to be specified for each citation as well as the page range.

¹⁴ For many series the number is not especially important and may be left out.

	http://books.google.com.au/books?id=UuMRFJqmJ_sC (accessed 29/01/15), 14. ¹⁵		http://books.google.com.au/books?id=UuMRFJqmJ_sC (accessed 29/01/15).
<i>E-book</i>	No. C. S. Lewis, <i>Mere Christianity</i> (Kindle ed.; n.p.: Fount, 2010), location 446/2830. ¹⁶	No. Lewis, <i>Mere Christianity</i> , 451/2830.	Lewis, C. S. <i>Mere Christianity</i> (Kindle edition; n.p.: Fount, 2010).
Book section¹⁷ (essay or chapter)¹⁸	No. John D. W. Watts, "A Frame for the Book of the Twelve: Hosea 1–3 and Malachi," in <i>Reading and Hearing the Book of the Twelve</i> (ed. James Nogalski and Marvin Sweeney; Atlanta: Society of Biblical Literature, 2000), 211.	No. Watts, "Frame," 214.	Watts, John D. W. "A Frame for the Book of the Twelve: Hosea 1–3 and Malachi," in <i>Reading and Hearing the Book of the Twelve</i> (edited by James Nogalski and Marvin Sweeney; Atlanta: Society of Biblical Literature, 2000), 209–217. ¹⁹
<i>Classical or ancient text (document within a book)</i>	No. Martin Luther, "Disputation on the Power and Efficacy of Indulgences," in <i>Luther's Works: Career of the Reformer: I</i> (ed. Harold J. Grimm; trans. C. M. Jacobs; St. Louis, Mo.: Concordia, 1958), 31:17–33.	No. Luther, "Disputation," 19.	Luther, Martin. "Disputation on the Power and Efficacy of Indulgences," in <i>Luther's Works: Career of the Reformer: I</i> (edited by Harold J. Grimm; translated by C. M. Jacobs; vol. 31 of 55; St. Louis, Mo.: Concordia, 1958), 17–33.
<i>ANF/NPNF^{1,2}/CCEL</i>	No. Basil, <i>The Hexaemeron</i> 2.1 (NPNF ² 8:58), http://www.ccel.org/ccel/schaff/npnf208.viii.iii.html (accessed 02/02/15).	No. Basil, <i>The Hexaemeron</i> 2.3.	Basil. <i>The Hexaemeron</i> , in <i>Nicene and Post-Nicene Fathers, Series 2</i> (edited by Philip Schaff; vol. 8 of 14; Edinburgh: T. & T. Clark/Grand Rapids: Eerdmans, n.d.), 51–107, http://www.ccel.org/ccel/schaff/npnf208.viii.i.html (accessed

¹⁵ If the web address is long enough to be unwieldy, provide simply the root URL, e.g. <http://books.google.com.au> or www.archive.org.

¹⁶ 'N.p.' signifies that no 'place of publication' information was available. 'Location' information may not be available.

¹⁷ 'Book section' is the terminology used in reference management software to cover individual essays or chapters within an edited book, including dictionary and encyclopaedia articles.

¹⁸ Includes conference papers published in conference proceedings volumes.

¹⁹ It is important to include the full page range of the essay or chapter in the bibliography entry.

			02/02/15).
<i>Book section (encyclopaedia or dictionary)</i> ²⁰	No. Stanley D. Walters, "Jacob Narrative," in <i>The Anchor Bible Dictionary</i> (ed. David Noel Freedman; New York: Doubleday, 1992), 3:601.	No. Walters, "Jacob Narrative," 601.	Walters, Stanley D. "Jacob Narrative," in <i>The Anchor Bible Dictionary</i> (edited by David Noel Freedman; vol. 3 of 6; New York: Doubleday, 1992), 599–606.
<i>Book review</i>	No. Howard Peskett, review of <i>Christian Mission in the Twentieth Century</i> by Timothy Yates, <i>Evangelical Quarterly</i> 71, no. 2 (1999), 151. ²¹	No. Peskett, review of <i>Christian Mission</i> , 154.	Peskett, Howard. Review of <i>Christian Mission in the Twentieth Century</i> by Timothy Yates, <i>Evangelical Quarterly</i> 71, no. 2 (1999), 151–155.
<i>Journal article</i>	No. B. O. Long, "A Darkness Between Brothers: Solomon and Adonijah," <i>JSTOT</i> 19 (1981), 79.	No. Long, "Darkness," 79–81.	Long, B. O. "A Darkness Between Brothers: Solomon and Adonijah," <i>Journal for the Study of the Old Testament</i> 19 (1981), 79–94. ²²
<i>Journal article viewed online</i>	No. Rolf Jacobson, "A Freedom That Is No Freedom: Jeremiah 34 and the Sabbatical Principle," <i>Word & World</i> 22, no. 4 (2002), http://web.a.ebscohost.com/ehost/pdfviewer/ (accessed 29/01/15), 400–401. ²³	No. Jacobson, "Freedom," 402–403.	Jacobson, Rolf. "A Freedom That Is No Freedom: Jeremiah 34 and the Sabbatical Principle," <i>Word & World</i> 22, no. 4 (2002), http://web.a.ebscohost.com/ehost/pdfviewer/ (accessed 29/01/15), 396–405.
<i>Electronic article/web page/blog post</i>	No. Rick Wood, "From the Editor: God Has Provided a Historic Opportunity: Let's Join Him in What He is Doing," <i>Mission Frontiers</i> (July 01, 2013), http://www.missionfrontiers.org/issue/article/from-the-	No. Wood, "God Has Provided."	Wood, Rick. "From the Editor: God Has Provided a Historic Opportunity: Let's Join Him in What He is Doing," <i>Mission Frontiers</i> (July 01, 2013), http://www.missionfrontiers.org/issue/article/from-

²⁰ If the article is not attributed to an author, supply the editor's name instead.

²¹ Notice the way the issue number is listed here. In journals where the page numbering progresses throughout the entire volume, not restarting for each issue, the issue number does not need to be noted.

²² It is important to include the full page range of the article in the bibliography entry.

²³ In this case I omitted the detailed latter part of the very detailed URL. The user with access may search for the title in the relevant EBSCO database.

	editor2 (accessed 29/01/15).		the-editor2 (accessed 29/01/15).
<i>Magazine/newspaper article</i>	No. Tim Stafford, "A Tale of Two Scientists," <i>Christianity Today</i> (July 2012), 27.	No. Stafford, "Tale," 27.	Stafford, Tim. "A Tale of Two Scientists," <i>Christianity Today</i> (July 2012), 22–29.
<i>Thesis or dissertation</i>	No. Samuel D. Giere, "A New Glimpse of Day One: An Intertextual History of Genesis 1.1–5 in Hebrew and Greek Texts up to 200 CE," (The University of St. Andrews: Unpublished Ph.D. diss., 2007), 50.	No. Giere, "New Glimpse," 51.	Giere, Samuel D. "A New Glimpse of Day One: An Intertextual History of Genesis 1.1–5 in Hebrew and Greek Texts up to 200 CE," (The University of St. Andrews: Unpublished Ph.D. dissertation, 2007).
<i>Conference paper (unpublished)</i> ²⁴	No. Susan Niditch, "Oral Culture and Written Documents" (paper presented at the annual meeting of the New England Region of the SBL, Worcester, Mass., 25 March 1994), 15.	No. Niditch, "Oral Culture," 15.	Niditch, Susan. "Oral Culture and Written Documents" (paper presented at the annual meeting of the New England Region of the SBL, Worcester, Mass., 25 March 1994).

Non-discriminatory language

It is increasingly acknowledged that language is a powerful means of perpetuating discrimination against people because of their gender, age, race, and national or ethnic origin. Many people feel inferior, offended, stereotyped and denigrated by the continued use of such language. Language is constantly changing and developing. The Melbourne School of Theology encourages its faculty and students to adapt their communication to contribute towards removing discrimination and enhancing good relationships between all people. This policy extends to cover all written communication as well as both public and classroom presentations.²⁵

Titles and other modes of address

Titles and modes of address should be used consistently, and in parallel fashion, for women and men.

The title 'Ms' is recommended to parallel 'Mr' and should be used when a woman's preferred title is unknown.

²⁴ Papers published in conference proceedings volumes are treated as book sections or chapters.

²⁵ For further reference: Australian Government, *Style Manual for Authors, Editors and Printers* (4th Edition; Canberra, 1994), pp. 111-127; Lawrence D. McIntosh, *A Style Manual for the Presentation of Papers and Theses in Religion and Theology* (Wagga Wagga: Centre for Information Studies, 1994), 40-43; http://www.usyd.edu.au/eo/html/policies_language_guidelines.htm

Alternatives for using man generically

Avoid the use of gender-oriented language in contexts that clearly refer to people, inclusive of men and women.

Avoid	Use
man, men	we, person, people, human beings
mankind	humankind, humanity, human beings, civilization
sons of God	children of God, people of God
sons of men	children
every man	everyone
Brethren, brothers	brothers and sisters, friends, neighbours

Personal pronouns

Use he, his, him himself only when referring specifically to a male person and not in a generic sense. When the generic sense is intended alternatives should be found:

Avoid	Use
A student may have a maximum of nine points of transfer credit out of the final 18 points of his degree.	Students may have a maximum of nine points of transfer credit out of the final 18 points of their degree.
	A student may have a maximum of nine points of transfer credit out of the final 18 points of his or her degree.
	A maximum of nine points of transfer credit out of the final 18 points may be applied to a student's degree.

A Checklist Before Handing in Your Essay

- Does the introduction state specifically the purpose and method of the paper?
- Have I developed the body of the essay according to the outline?
- Does each paragraph link up with the previous and following paragraphs?
- Does each paragraph have one central thought?
- Are the lengths of sentences varied to avoid monotony?
- Have I refrained from drawing too much material from one source?
- Do the words and phrases sound like my own? Do I understand their meaning?
- Have I eliminated meandering and unnecessary repetition?
- Do my conclusions rest on the evidence presented in the essay?
- As I read it over, is the essay clear, does it make sense?
- Is it interesting to read?
- Is the physical presentation of the essay neat and attractive?
- Is it free from grammatical errors?
- Have I double-checked the spelling and punctuation?
- Are the pages (except page 1) numbered?
- Have I checked the accuracy of all quoted material?
- Are short quotations of three lines or less enclosed in quotation marks? Do they fit in the flow of the sentence or paragraph?

- ❑ Are longer quotations indented and set off in single-spaced type with no quotation marks?
- ❑ Is each quotation documented?
- ❑ Have I doubled-checked the accuracy of the documentation?
- ❑ Is the bibliography in correct form?
- ❑ Is every source mentioned in the documentation included in the bibliography?
- ❑ Have I correctly filled in the standard title page?

Essay Grading Criteria

	200 Level Units
	Units at this level introduce you to the introductory features, broad scope and principles of a discipline or topic appropriate to the content of each unit but not at the breadth and depth required for leaders and teachers in congregations. The study of primary sources and the principles underlying their analysis are introduced.
Pass P – 50-57 P+ - 58-64	The student evidences a basic understanding of the foundational and introductory features of the discipline that intersect with the topic or unit; attempts to engage primary sources (if these are relevant to the unit) and is aware of their significance for the discipline.
Credit 65-74	The student shows emerging skills in engaging primary sources and is aware of their significance for the discipline; evidences a basic understanding of the foundational features of the discipline; shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth.
Distinction 75-84	The student demonstrates an engagement with primary sources; has begun to grasp the foundational features of the discipline; is beginning to engage with a range of scholarly viewpoints.
High Distinction 85+	The student demonstrates ability in engaging primary sources, is beginning to understand their setting and historical context; evidences a grasp of the foundational features of the discipline; shows emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Fail Grades

%	Descriptor
0	The student has written nothing or has written material that is either completely incoherent, fragmentary or irrelevant to the topic or a related topic.
1-19	The student's response has not connected with the question, is fragmentary or related only tangentially to the set question; and/or Very little knowledge of related data is demonstrated; and/or There is no attempt to structure an argument
20-39	The student's response has connected with the question but their response is confused; and/or Little knowledge of relevant data is demonstrated; and/or There is an unsatisfactory attempt to structure an argument – it is confused, unstructured, or illogical.
40-49	The student's response to the question lacks focus; and/or Not enough knowledge of relevant primary data is demonstrated; and/or There is a rudimentary but unsatisfactory attempt to structure an argument and to present conclusions.

	Foundational 300 level	Foundational 500 level
	Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. A foundation for the critical evaluation of ideas is also established.	Units at foundational level introduce graduate students to the foundational features and principles of a discipline or topic. The critical and evaluative faculties of students are developed.
Pass P – 50-57 P+ - 58-64	The student attempts to engage primary sources (or documents), shows an awareness of relevant scholarly viewpoints and evidences a basic understanding of the foundational features of the discipline as that intersects with the topic.	The student demonstrates an engagement with the primary sources, begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.
Credit 65-74	The student demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.	The student demonstrates ability to engage primary sources, evidences a grasp of the foundational features of the discipline, and exhibits engagement with a range of scholarly viewpoints.
Distinction 75-84	The student demonstrates ability to engage primary sources, evidences a grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.	The student demonstrates a pronounced ability to engage primary sources, exhibits a sound grasp of the foundational features of the discipline, and evidences ability in the tasks of critically evaluating a range of scholarly points of view.
High Distinction 85+	The student demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly points of view.	The student demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathically a range of scholarly points of view..

	Advanced 400 level	Advanced 600 level
	Units at advanced level build upon foundational studies. Critical issues are introduced and evaluated; documents analysed; and the critical and evaluative faculties of the student are developed.	Building upon both knowledge and skills developed at foundational levels, candidates will be expected to analyse texts and ideas and come to independent judgments in a select area of study.
Pass P – 50-57 P+ - 58-64	The student demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline as that intersects with the topic, and evidences engagement with a range of scholarly viewpoints.	The student demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and exhibits engagement with a range of scholarly viewpoints.
Credit 65-74	The student demonstrates a pronounced ability in engaging primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.	The student demonstrates a pronounced ability to engage primary sources, exhibits a sound grasp of the foundational features of the discipline, and evidences ability in the task of critically evaluating a range of scholarly viewpoints.
Distinction 75-84	The student demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and an ability to evaluate critically a range of scholarly viewpoints.	The student demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathically a range of scholarly points of view.
High Distinction 85+	The student demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and an ability to evaluate critically a range of scholarly viewpoints.	The student demonstrates superior ability in the analysis and critique of primary sources and ideas in critical dialogue with a wide range of scholarly points of view reporting these empathically.

Fail Grades (applicable for all levels)

%	Descriptor
0	The student has written nothing or has written material that is either completely incoherent, fragmentary or irrelevant to the topic or a related topic.
1-19	The student's response has connected with the question but their response is confused; and/or Very little knowledge of relevant data is demonstrated; and/or There is an unsatisfactory attempt to structure an argument – it is confused, unstructured, or illogical.
20-39	The student's response to the question lacks focus; and/or Little knowledge of the relevant primary data is demonstrated; and/or There is a rudimentary but unsatisfactory attempt to structure an argument and to present conclusions.
40-49	The student evidences no more than a basic understanding of the foundational and introductory features of the discipline as that intersects with the topic.
