



## ASSESSMENT TASK GUIDELINES (2015 EDITION)

### How to use this document

These guidelines aim to help you write an essay.

If you are a **beginner**, they provide you with a starting point. Start with [BASIC ESSAY WRITING SKILLS](#).

If you are experienced, the guidelines will help you refine your skills and improve your work. Use the Table below to guide you, or try MORE ADVANCED SKILLS.

For the help of **all students**, the standard expected, conventions used, and practical matters around submission, assignment return, and understanding marker feedback, are addressed. See [REFERENCING YOUR SOURCES](#), [PILGRIM and University of Divinity Policies](#), and [PRESENTATION AND SUBMISSION OF ASSIGNMENTS](#).

The 2015 Assessment Guidelines are based on the Guidelines developed and used over several years in the former United Faculty of Theology. The work of those who oversaw that work is gratefully acknowledged.

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## ASSESSMENT GENERAL

### WHY ASSESSMENT?

Assessment is used to provide feedback for students on their academic progress, to ensure that standards are met in teaching and learning, and to provide feedback to students to help them to further develop their learning and their understanding. Many means are used, including forums, essays, debates, journals, short papers, take home and supervised examinations, and others. In the fields of study which comprise the curriculum of Pilgrim Theological College, essays are a very common means of engaging with assessment.

### RANGE OF ASSESSMENTS

There are lots of different types of assignment at Pilgrim Theological College:

- exegetical essays
- research essays
- document study
- translation exercise (Greek, Hebrew, Latin etc.)
- tutorial or seminar paper
- literature review
- take-home examination
- written report (e.g. of an oral presentation, a ministry placement, dialogue or interview)
- group project
- reflective essay
- seminar journal

In most units, however, you will be required to write an essay and therefore you will need to understand why this is such common form of assessment.

### WHY ESSAYS?

An essay is a means of thinking through a topic and providing a response. To do this requires reading and research so that a clear explanation can be given, and requires the author to come to a point of view and defend it. The act of writing down ideas, arguments, and evidence is challenging, because the author has to commit to a particular point of view in a form that can be read and reread and therefore exposes the author to criticism. This process of directed reading and research, thinking through an argument, and submitting the finished essay for external feedback, has become a standard tool for learning in Australian education. Essays are different from written or oral examinations, not least in that they require the student to take time to read, explore, reflect, analyse, and write over a period of several weeks. The skills used in writing an essay are also useful in many other forms of assessment.

An essay is a means of assessing a student's ability to comprehend and analyse information and ideas. An essay should always be based on reading, investigation, and critical response. The writer must elaborate and defend the points they wish to make with argument and explanation. In other words, an essay should present the writer's opinion from their research and not just from general knowledge or past experience. The writer's audience is the person reading or marking the essay. For that audience the writer should produce well-structured and coherent writing that has been clearly and critically thought out.

## THE SKILLS OF WRITING ESSAYS

### BUILDING ON YOUR LEARNING AND THE WORK OF OTHERS

An essay is a means of consolidating and extending your knowledge and your skills. It brings together what you have learned – both in your current studies and in your former studies – and it draws out and asks you to apply your skills of research, deduction, argumentation and presentation. It invites you to engage with the works of others in the process of constructing a work of your own. It is important that you reference the work of others well, so that you do not appear to claim their work as your own.

### BASIC ESSAY WRITING SKILLS

#### IS THERE A 'RIGHT' ANSWER WHEN WRITING AN ESSAY?

Not necessarily. You may be asked to compare and contrast, to give your opinion, or to consider other points of view. The 'answer' will come from reading and research and this should be set out in the essay. What you write will be your thoughts that have resulted from your research. How you develop your ideas and put them into an essay will vary from discipline to discipline and even from lecturer to lecturer. In most cases, however, you need to show that you have comprehended the key issues, and have been able to formulate your own response to them.

### TIME MANAGEMENT

You cannot write an essay the night before the submission date — at least, not one that is satisfactory. You need to allow time to choose a topic, conduct reading and research, reflect on the topic, draft and rewrite the essay, finalise the presentation.

### CHOOSING A TOPIC

You might be given a set of questions or tasks and asked to choose one. Sometimes you will be given a specific topic, other times you will have the option of developing your own topic.

So before you begin, you need to be clear in your own mind about three things: What kind of task are you being asked to do? Do you need to choose a question, work up your own topic, or narrow down a set topic? Do you need to allow time to work with other people or to receive feedback?

Listen out in class or online for what your lecturer says about the assessment, and carefully read any materials you are given. If you are still unclear, ask your lecturer for clarification.

If you have to choose one from a number of questions, find a topic that interests or challenges you, or one that evokes a perhaps unexpected response or reaction. You will write a much better essay if you are passionate about the topic, engaged and eager to know more. Consider what you know about the topic already. Read a general entry on the topic in a respected encyclopaedia or specialist dictionary published in the last ten years. Look at the library catalogue and see what resources are available.

Whether you are given a set topic or have to choose a question, you should think about whether you might need to narrow down the topic further. Sometimes essay questions are very general, e.g. 'Discuss the role of heresy in the formation of doctrinal statements in the early Church', so you might have to work out how to narrow down the question so that you can tackle it. Some questions ask you to compare and contrast different points of view, so be alert to the way a

question or topic is phrased as there will often be clues here as to what you need to do. Be careful to understand the scope of the question, what you need to include and what not to include. You need to show that you understand the issues involved: what are they?

## PLAN YOUR ESSAY

The essay instructions will include a word limit. This is an important instruction as it gives a boundary to your essay. It is there so that the person marking your essay can assess your ability to produce an argument within that limit. At *Pilgrim*, you are permitted to write within 10% of the word limit: if your essay length is to be 2,000 words, then you must write no less than 1,800 words and no more than 2,200. The word limit includes text placed in footnotes including references, but does not include the bibliography.

Other boundaries may be included in the wording of topic. Are there specific words in the topic that direct you to focus on them? Make sure that you know the boundaries and write within them.

### *Analysis of the Task*

First, understand what you are being asked to do. Is it an exegesis, a discussion, a tutorial paper, a report or a research essay? Check that you understand the meaning of every word of the task that has been set. If in doubt ask the lecturer. Write the task out in your own words. Are you being asked to analyse, discuss or compare and what does that mean for your planning? What do these terms mean? Remember, the essay must answer the question or directions that have been set by the lecturer, and everything included in the essay must be part of answering the question or directions, otherwise it is irrelevant. Often lecturers will provide you with the criteria by which the essay is to be marked, and you should read these carefully. Also note the general criteria for grading which are include later in this document. Any instructions regarding the work to be submitted must be followed. Deviation from these instructions may lead to a lesser grade.

### *Lines of Thought*

What has the lecturer said about the topic? Write down any ideas triggered by the question. Think about what questions you need to answer in order to write the essay. What are the possible lines of thought, research or argument? What evidence are you aware of? What words do you need to define, either for your own clarification or to clearly state the argument in your essay? What has the lecturer given you? It may be helpful to develop your ideas by discussing them with the lecturer or fellow students.

## RESEARCH YOUR ESSAY

Go to the library website. Search the catalogue, particularly for books or journal articles that have recently been published. Go to the library itself. Use tertiary sources such as recently published encyclopaedias or dictionaries that will have further references at the end of each entry. Find a book relevant to your topic in the catalogue, then browse the shelves in the library around that call number. For each source you use, be prepared to assess its merits.

When you have a set of references to books, chapters and articles, read them critically, taking notes in an organised way. Consider the following in relation to each item:

- why has the author come to this conclusion?
- how conclusive or valid is the proposition?
- how sound is the methodology?
- how practical are the author's ideas?

- what are the strengths and weaknesses of the author's argument?
- what biases does the author bring to the writing?
- can you contrast different points of view?
- can you support what one author says by reference to another author?
- can you recognise the assumption being made by an author?
- can you extend what the author is saying to its logical conclusion?
- does the proposition still make sense?
- can you identify the implications of the author's proposal?

Be careful in your research to use reputable academic works, and not unqualified opinions gathered from un-referenced sources, which is often the case with material you will collect through internet searches. While it seems easy to source material from online tertiary resources like The Catholic Encyclopaedia (1908) or Encyclopaedia Britannica (1911), you would be foolish not to check a much more recent 'hard copy' edition. The reason for this is straightforward. Apart from not reflecting current thinking, articles in the 1908 edition of the Catholic Encyclopaedia will not be informed by twentieth-century events such as both world wars, the discovery of the Nag Hammadi texts, the Dead Sea Scrolls, Apartheid, the Second Vatican Council, German reunification and the breakup of the USSR. You would do better to visit the library's website, log in, and use a resource like the Blackwell Companion to Modern Theology (2004), and go from there to specific journal articles and books.

### ***How many references do you need?***

You should read widely, but there is a limit to what you can read in preparation for an essay. Sometimes the topic will define this for you, but it is not necessary to use every piece of information that has been gathered. You need to be selective – what are the most important and relevant pieces of information, what lends weight to your argument, and what alternative arguments do you need to refute?

Write as you read, making sure to note the details of every publication. This can be simple note taking, questions that are raised, pointers to other resources, or even drafting paragraphs. The final stage in the research is evaluation of what you have read. Does your research answer the topic question? Is some of the research more relevant than other parts?

## **REFINE YOUR ESSAY PLAN**

Has what you have read changed your approach to the question? Remember that there is usually no single correct answer to an essay question. You need to make an argument that is well supported by evidence. Do not simply make assertions. Revise your essay plan to fit in with your research so that you have ample reference material to back your arguments. Use dot points or keywords to help order your argument. Work out what is your key argument – your essay's central thrust – and structure the essay around this.

## **WRITE YOUR ESSAY**

An essay will nearly always consist of an introduction, the main body of the essay, and a conclusion. To put it another way, say what you're going to say, say it, then say it again.

The introduction outlines the issues and questions that the body of the essay will contain. It is best to make this clear and concise so that your reader knows what to expect and can assess whether it focuses the topic. Usually you will need to rewrite the introduction after the essay has been completed to make sure that the statement is correct. Use the introduction to explain how you've interpreted and approached the question.

The body of the essay consists of paragraphs, each of which usually contains a single part of your argument. A single sentence does not constitute a paragraph. Paragraphs should contain a 'topic sentence.' These often open a paragraph and consist of a concise question or statement that makes clear what the paragraph seeks to convey. The paragraph should include your own critical thought, but you do not need to limit the arguments in your essay to those that agree with your own thoughts. Give as many opinions as the word count will allow, state how these relate to the question you are answering and whether and on what grounds you agree or disagree with them.

Each paragraph should have a concluding or linking sentence. A concluding sentence might take the form of a question or sentence which in turn links to the topic sentence of the next paragraph.

There must be coherence throughout the essay so that the reader can clearly follow the argument you are putting forward. The quality of your language is important. This involves the choice of vocabulary, grammar, syntax and punctuation. You may want to use a writing guide to help you with these; several are available in the library or online. The best way to improve your essay writing is to read as much as you can, and think about how the people you find most convincing structure their arguments and prose.

The conclusion to the essay should state positively the significance of your findings and the limitations of your approach. The implications of your conclusions should also be noted. There should be no new material presented within the conclusion.

When you are writing the first draft take care to insert the references as you go. If you do this later you may end up with incorrect references and experience frustration as you try to remember where you read a particular quote. The first draft of an essay will almost never be your best work. Read over your writing so you can see where there are gaps in your argument and correct any awkwardness of expression.

## REVISING

Always leave time to revise your essay. Use a checklist like this:

- Have you answered the question?
- Have all the instructions been followed?
- Does the argument flow logically throughout the essay?
- Is your essay too short or too long? If it is too short what more can be said to further your argument, do you need to find more reference material? If it is too long consider what is not absolutely relevant to your argument, have you 'padded' out parts of your argument?
- Is your introduction precise and relevant to the essay you have actually written?
- Is it too long?

- Does your conclusion sum up what you have argued? Check that no new material has been inserted.

## EDITING

Presenting a piece of academic work that is full of inconsistencies, spelling mistakes, incorrect grammar, linguistic slips and inadequate referencing is not acceptable at tertiary level.

Correct all spelling, grammar and style mistakes. You may find it helpful to print and proofread a hard copy of your essay as many people miss errors when reading on screen. For example, spacing format marks are easily confused for full stops, commas for apostrophes and so on. Check that each sentence ends with a full stop, a question mark or an exclamation mark. If possible, have someone else proofread your paper (swap with a student from another class). NEVER rely on computer spelling and grammar checkers — they are far from accurate, and while they may insert the spelling of a word that exists, it may not be the word you intended!

Make sure that your referencing (footnotes) is correct.

Make sure that the bibliography is presented correctly on a separate page.

For further help with essay writing, you can ask advice from your lecturer or tutor, or attend the Academic Skills Workshops run by *Pilgrim* each semester.

## MORE ADVANCED SKILLS

It is important to think about all assessments and essays for all your units in the semester as early as you can. Make sure you are clear as to what the assessment is for each unit, and when it is due; your lecturer should provide you with this information in the first or second class and it should be available on the unit's webpage.

If you are taking more than one unit, you may find that four essays (or other assignments) are due around the same time. You will not be granted an extension on the grounds of this challenge, as it is your responsibility to plan your work in advance. Within the first two weeks of semester, you should create a timetable for all your assignments that will allow you to produce each assignment by the respective due date.

When planning the time you will spend on each essay you should look at its weighting in the assessment for the whole unit, and look at the word length. A good rule is to allocate 50% of your time to reading and analysing, 25% to developing a first draft, and 25% to revising, editing, and proofreading the essay, footnotes and bibliography in preparation for submission.

## ACADEMIC STYLE

Academic style requires clear and formal writing. This involves the choice of words, grammar, syntax and punctuation. Make the effort to use the 'discipline specific' vocabulary for your subject (and use it well and accurately). The quality of your language is important.

### ***Use the active voice, not the passive***

In formal writing, it is desirable for a number of reasons to use the active 'voice' rather than the passive. In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence is acted upon. Sentences cast in the passive thus turn the object of the verb into the subject of the sentence. Passive constructions need the verb 'to be' and/or the preposition of agency or cause, 'by', to express what happens to the subject rather than what the subject does. Consider the following classic example:



Active: Cats [subject] eat [active verb] fish [object].

Passive: Fish [subject] were eaten [passive verb] by cats [object].

Use the active voice unless you have a particular reason for choosing to use the passive. Sentences cast in the active voice are often more direct, more concise, more dynamic and more persuasive than those cast in the passive constructions. They tend to be less 'flat' and tedious and thus have a stronger impact upon the reader. Sentences written in the passive can also avoid important information: Fish were eaten is a grammatically correct and complete sentence, but it does not tell the reader who or what was doing the eating.

This does not mean you should never incorporate passive constructions in your essays. They are frequently necessary and expedient. Look at your unit readings and set texts and observe how and when skilled writers use both active and passive voices.

You will find that most of your own writing will comprise a combination of active and passive constructions depending on the purpose of a given sentence and what you are emphasising or de-emphasising. Compare the following sentences:

The lectures were presented by the academic dean (passive).

The academic dean presented the lectures (active).

In the first, the sentence focuses attention on lectures themselves, rather than the person who gave them. In the second, the role of the academic dean is pushed to the fore. But unless you have good reason to emphasise the thing acted upon, the active voice is generally the most suitable.

Sometimes, though, it may be obvious, immaterial or unnecessary to state who or what is performing the action of the verb. For example, in your conclusion to your essay you may find the passive voice preferable to the active when summing up what you have argued. Consider the following sentence:

In this essay I have demonstrated that in the wake of Constantine's 'conversion' to Christianity, the Church ceased to be a persecuted entity and became something of an official state religion. I have also shown that this did not immediately result in a diminution of traditional forms of religious devotion.

The reader – the lecturer – is aware that you wrote the paper and thus knows that you argued, demonstrated, established, showed and so on. In this situation, therefore, the passive voice is appropriate:

In this essay it was demonstrated that in the wake of Constantine's 'conversion' to Christianity, the Church ceased to be a persecuted entity and became something of an official state religion. It was also shown that this did not immediately result in a diminution of traditional forms of religious devotion.

Note the implied 'by me': In this essay it was demonstrated by me that... It was also shown by me that...

### ***Nominalise***

Nominalisation is the grammatical process whereby actions (verbs), adverbs (words which qualify verbs) and adjectives (words which qualify nouns) and are turned into nouns (things, people,

concepts). Instead of describing an action or process, the text reports or refers to the action or process as a *fait accompli* — an established or accomplished fact. Consider the following:

They were excommunicated because they refused to recant.

Here we have three verbs: excommunicate, refuse and recant. The explanatory conjunction, *because*, provides the meaning of the sentence: *Why were they excommunicated? Because they refused to recant.* To nominalise the sentence we simply change the verbs to nouns and employ a new verb to convey the sense of the conjunction, e.g., *to lead to*; *to result in* etc. Hence:

Their refusal to recant [noun] led to [or resulted in] their excommunication [noun].

Consider this sentence: 'When detected, plagiarism results in severe penalties'. Let us recast the sentence slightly.

The students' plagiarism resulted in severe penalties.

The understood proposition is that the charges of plagiarism against two or more students were established. A 'pre-nominalised' version of the sentence may have looked something like this:

The students were caught plagiarising and as a result were severely penalised.

We simply converted the two nouns into verbs and added a conjunction, *and*.

So why nominalise?

First, it facilitates concision:

A: The students were caught plagiarising and they were severely penalised as a result. (thirteen words)

B: The students' plagiarism resulted in severe penalties. (seven words)

A: The farmers were worried that unless the rain came soon their crops would fail. (fourteen words)

B: The farmers feared continued drought would occasion crop failure. (nine words)

Second, as these examples illustrate, as well as fostering density of prose, nominalisation engenders a more formal style. In turn, this makes your arguments more persuasive and lends your essay greater overall authority.

## INCLUSIVE LANGUAGE

It is the policy of *Pilgrim* to use inclusive language at all times. Except in quotations, the terms 'man', 'men', 'mankind', 'family of man', 'brotherhood', 'manpower', 'manmade' etc. should not be used generically. Instead, use inclusive terms such as 'human being', 'person', 'humanity', 'humankind', 'people', 'manufactured' (for manmade). As far as possible, the generic use of 'he', 'him' and 'his' should be avoided, for instance by using 'he or she', 'he/she', 's/he', 'one', the plural or the passive.

Do not add feminine suffixes -ess, -ette, -ine and -trix to the 'masculine' form of a word, e.g., author/authoress, hero/heroine. Other cases include:

| <b>Expression to avoid</b> | <b>Preferred or suggested expression</b>   |
|----------------------------|--|
| average or common man      | average person, ordinary people, typical worker  |
| AD                         | CE (common era)  |
| BC                         | BCE (before common era)  |
| clergyman                  | clergy, minister, priest   |
| early man, cave-man        | early humans, early societies  |
| forefather(s)              | ancestor(s), precursor(s), forebear(s)   |
| great men in history       | great figures in history, people who made history, historical figures                      |
| layman                     | layperson, lay, laity, lay person, lay member  |
| to man (verb)              | to staff, to run, to operate   |
| manhood                    | adulthood, maturity  |
| man-hours                  | work hours, staff hours, hours worked, total hours   |
| manhunt                    | a hunt for...  |
| man-made                   | artificial, hand-made, of human origin, synthetic, manufactured, crafted, machine made etc |
| middleman                  | liaison, agent, broker   |
| mothering/ fathering       | parenting  |
| race                       | ethnicity, ethnic group, people  |
| reasonable man             | reasonable person  |
| sexual preference          | sexual orientation   |
| spokesman                  | representative, spokesperson   |
| sportsmanship              | fair play, team spirit, or sporting attitude   |
| statesman                  | official, diplomat   |
| workman like               | competent  |

## **ABBREVIATION AND CONTRACTION**

Abbreviations are generally followed by full stops: for instance, e.g. Abbreviations of Biblical books are an exception to this rule. The full stop may be followed by a comma, but it may never be followed by a second full stop.

When it came to contractions which comprise the initial and final letters of a word, it was generally taught that these do not have full stops — with one exception: Dr. (doctor). Turabian style assumes that most contractions will carry a full stop and provides for exceptions. Hence, while we write ed. for editor (edition; edited by), chap. for chapter and vol. for volume, we also write assn. for association, dept. for department, bk. for book and pl. for plural. Similarly, abbreviations and contractions of social and professional titles carry a full stop in Turabian, though these are optional in Australian English usage: Br., Fr., Mr., Ms., Prof., Rev., Sr., St. (n.b. = saint and street!).

The contractions ‘don’t’, ‘can’t’, ‘won’t’, etc. should NOT be used in essays, except in quoted conversation. For this reason, you should NEVER confuse ‘its’ (belonging to it) with ‘it’s’ (it is or it has) — since in formal writing you will not need to use ‘it’s’.

## NUMBERS AND DATES

Write ‘the nineteenth century’ not ‘the 19th century’; write ‘nineteenth-century theologians’.

Where a number under a hundred occurs on its own, spell it (there are four, not 4, gospels);

Spell round numbers such as two hundred and a thousand

Never begin a sentence with a numeral, either spell the number or rephrase the sentence: “Fifty days after the resurrection the Church celebrates the feast of Pentecost”.

Give in digital form non-round numbers over a hundred, that is, write 341, not three hundred and forty-one); a number under one hundred when it is in a series with numbers over a hundred should be written as a digit (105 cows, 573 sheep and 7 horses); and numbers in references; e.g. 1 Cor 13:10.

Write dates as 25 May 1987, and NOT May 25, 1987, or twenty-fifth May 1987, or 5/25/1987.

## SPELLING

*Pilgrim* prefers Australian spelling (although Faculty are generally comfortable with variations). This means, variously, that we either include or exclude certain letters compared with American spelling conventions. Thus,

- we like long endings to our Greek suffixes: ‘analogue’ (not ‘analog’), ‘catalogue’, ‘dialogue’;
- we include the u in ‘humour’, ‘harbour’, ‘colour’, ‘honour’, ‘favour (‘favourite’), ‘parlour’, ‘rumour’, ‘odour’, ‘rancour’, ‘labour’, and – importantly for theological studies – ‘splendour’, ‘succour’, ‘neighbour’ and ‘saviour’;
- we ‘manoeuvre’. We never ‘maneuver’. We travel in ‘aluminium’ ‘aeroplanes’, never in ‘aluminum’ ‘airplanes’;
- we like both ‘judgment’ and ‘judgement’ and both ‘programme’ and ‘program’, but brook no argument over ‘argument’;
- we write ‘fulfil’ (-ment), ‘enrol’ (-ment), and ‘skilful’ – all without the double l; but we do include a second l in ‘jewellery’, ‘counsellor’, ‘labelled (-ing)’, marvellous, ‘travelled (-ing, -er — but not travels!)’ and so on;
- we will change a ‘tyre’ in our ‘pyjamas’ if our bicycle wheel strikes a ‘kerb’, but we will not

change a ‘tire’ in our ‘pajamas’ if the other wheel hits a ‘curb’. But we would endeavour to curb our erratic riding nonetheless;

- we are ‘sceptical’ not ‘skeptical’.
- we know that re stands for religious education and so are sure to write ‘centre’ (not center), ‘fibre’, ‘lustre’, ‘theatre’ and, of course, ‘sepulchre’;
- we prefer ‘ise’ to ‘ize’ in words such as ‘realise’ and ‘baptise’;
- we write ‘defence’ not ‘defense’ and ‘offence’ not ‘offense’.

If you choose another variation in English spelling, it is important that you use it consistently.

### **Foreign Words**

Words from languages other than English which are still regarded as foreign are italicised. These ‘loanwords’ include

Afrikaans: laager but not Apartheid.

French: demimonde and Gourmand but neither avant-garde nor coup d’etat.

German: Heilsgeschichte and Schadenfreude but neither Hinterland nor Zeitgeist (n.b. all German nouns are capitalised).

Hebrew: hesed and shibboleth but neither rabbi nor Sabbath.

Italian: Cinquecento and intaglio but neither manifesto nor virtuoso

Latin: filioque and Sola Scriptura but neither non sequitur nor de facto.

Russian: samizdat and subbotnik but neither pogrom nor gulag.

Sanskrit: ashram and brahmin but neither pundit nor juggernaut.

Where italicised text contains a foreign word that should be italicised anyway, ‘de-italicise’ it — Paolo Freire coined the term *conscientizacao* to *speak of the process of developing critical consciousness*.

If you are in doubt about whether a foreign loanword should be italicised or not, consult your lecturer and/or err on the side of caution and italicise.

## **PUNCTUATION**

In addition to the normal rules of punctuation, the following should be observed:

- ” . Full stop always outside closing quotation marks.
- ” , Comma always outside closing quotation marks.

- ”; ”: Semi-colon and colon outside closing quotation marks.
- ?” When the quotation itself is a question.
- ”? When you are questioning the actual quoted material.
- ‘...’ Where a quotation is within a quotation.
- Hyphen. Use only to hyphenate (compound words only: ‘news-paper’), or with inclusive numbers (‘twenty-five’).
- En dash (a dash the width of an uppercase *n*). Use to:
- express a numerical range, e.g., pp. 23–32; ‘...the Council of Trent, 1545–1563...’
  - use (without spaces) as with parentheses or commas to set off a parenthetical element, e.g., ‘Where a page range is cited—usually within a footnote or an endnote—we use an en dash’.
- Em dash (a dash the width of an uppercase *m*). Use them (sparingly)
- without spaces to set off an amplifying or clarifying element, e.g., ‘Reforming heroes of the English Church rose to prominence in the period and survived it...only to fall at a later date—Thomas Cranmer and Hugh Latimer conspicuous examples’.
  - instead of a colon to introduce quotation, illustrative material or list, e.g., ‘In addition to the normal rules of punctuation, the following should be observed—’
  - to introduce a summarising element after a list, e.g., ‘faith, hope and love—these three remain’.

## COLLOQUIALISM

In formal writing, colloquial language, other than in quotations or where a colloquialism itself is under discussion, has no place. Consider the following colloquial sentence:

Despite the claims of those who thought he could no longer cut the mustard but who really just wanted his job, the old academic dean was as fit as a trout.

This would be better phrased along these lines in academic prose:

Notwithstanding the claims of detractors who coveted his position, the aging academic dean enjoyed robust health.

Similarly, in non-formal writing you might well describe the emperor as ‘a dandy in his new clothes’. But in academic writing this would be completely unacceptable. ‘In his new clothes the emperor presented an elegant figure’ would be more appropriate.

## QUOTATIONS

When presenting another person's views, make it absolutely clear to the reader where the other person's views stop and your comments begin. Direct quotations must be in quotation marks:

'...':

All quotations of four lines or less of prose (regardless of word count), are to be run into the text and enclosed in quotation marks.

Example:

Emil Brunner claims that 'in Jesus Christ we see two things: God the Father and ourselves as God wills to have us'.<sup>1</sup> This is profound.

All quotations of five or more lines should be formatted as an 'indented block' or 'block quotation', that is, set off separately from the rest of the text without quotation marks, indented and single spaced. A smaller font may also be employed. Example:

In his article discussing relations between humanists and scholastics on the eve of the Reformation, Charles Nauert asserts that while

[h]umanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, ...it did not destroy scholasticism or traditional religion, nor even try to do so. In each local situation, and even in each individual, practical accommodations and compromises were not only possible but inevitable.<sup>1</sup>

He goes on to detail the common ground scholastics and humanists found in...

When words are added to a quotation they are put in square brackets. Examples:

Collins wrote in 1979: 'I maintained in an earlier work [Determinism] that punishment is evil, but since then I have (reluctantly) changed my mind'.

Note: 'Determinism' is an addition; '(reluctantly)' was in the original.

A writer to the Age said: 'Modern theologians [sic] are killing the Church'.

Note 'Sic' means 'thus' and here means that 'theologians' is not a misprint but what originally appeared in the Age.

Where words are omitted from a quotation the omission is signified by three ellipsis dots. Where a cited word which opened a new sentence in its original setting— and thus began with a capital letter – and is incorporated into prose as a 'run-in' quotation, square brackets are used to signify that a lowercase letter has replaced the original capital.

Our previous example from Nauert serves to illustrate both conventions:

In his discussion of relations between humanists and scholastics on the eve of the Reformation, Charles Nauert asserts that while

[h]umanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, ... it did not destroy scholasticism or traditional

religion, nor even try to do so.

In Nauert's article, the sentence cited was as follows:

Humanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, but it did not destroy scholasticism or traditional religion, nor even try to do so.

Since Humanism is now part of the run-in quotation, it needs no capital initial letter. The force of the negative conjunction but is conveyed by the word while (although) which introduced the quotation.

## SOURCES AND THEIR PROPER REFERENCING

### REFERENCING: FOOTNOTES AND BIBLIOGRAPHIES

Referencing is needed in an academic piece of work to show that the writer is drawing on legitimate sources to sustain their argument and using them to add to academic knowledge. These sources need to be acknowledged. To fail to do so is plagiarism. See the later discussion on plagiarism on p. 26.

#### ***When to reference***

When writing an academic essay or a report, you will invariably draw upon the research of others, directly or indirectly, and incorporate it into your own work. For example, you may choose to quote an author, paraphrase a section of an author's work, or simply use an idea or information from a text. In producing an essay, report, or dissertation, whenever you

quote directly from another writer;

paraphrase or summarise a passage from another writer;

use material (e.g., an idea, facts, statistics) directly based on another writer's work;

It is your responsibility to identify and acknowledge your source in a systematic style of referencing. By doing this, you are acknowledging that you are part of the academic community. It is important to do this so that your reader, the person assessing your work, can trace the source of your material easily and accurately. The reader wants to know where your evidence or support for your argument(s) comes from.

Direct quotations, paraphrases and ideas must always be acknowledged. Except in the case of quotations from the Bible, this is in footnotes. This is done to give credit to the author and recognise their work. It also allows your reader to trust the accuracy of your work, and to check on the sources if they wish to follow up the line of your argument. As well it shows the research that informs your written work.

Except for things that are generally known – common knowledge – such as the year of Augustine's death or that Darwin wrote *The Origin of the Species*, references to sources of information should be given, and if you attribute an opinion to an author you should say where he or she has expressed it. It may be appropriate to mention the source in the text itself (for instance, by saying, 'As Campbell has shown' or 'As Buber said in *I and Thou*'), but full details should still be provided in a footnote.



Footnotes are also used to indicate sources of support for, or contrary opinions to, arguments advanced in the text. Brief explanations (of terms used or of issues not dealt with in the text) may be put in footnotes. They should not be used for extended or detailed argument.

A footnote is indicated by a superscript numeral at the end of the appropriate passage and always after a punctuation mark. There is no full stop after the superscript numeral.

*Pilgrim* does not encourage the use of abbreviations such as *ibid.* or *op. cit.*, preferring the use of short titles in subsequent citations (see the examples below).

### **Footnotes or Endnotes?**

*Pilgrim* requires footnotes at the end of each page rather than endnotes at the very end of the whole essay. Please note that footnotes and bibliography require different formats.

### **Format and style of footnotes and bibliography**

Bibliography style is used widely in literature, history, and the arts. This style presents bibliographic information in footnotes (or endnotes) and a bibliography.

The guidelines given here for citation and presentation of work are to be followed in all essays and class papers for *Pilgrim*. The fullest version of Turabian, *Pilgrim's* preferred style, is published as:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (Chicago and London: The University of Chicago Press, 2013).

While you may wish to purchase your own copy of Turabian, an abridged version covering most of the basic elements for essay writing may be freely accessed online:

[www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Below are some common examples of materials cited in this style (footnote and bibliographic entry). It also demonstrates how notes may be abbreviated upon the second and subsequent citations of a work. For a more detailed description of the styles and numerous specific examples, see chapters 16 and 17 of Turabian's Manual for bibliography style.

Online sources that are analogous to print sources (such as articles published in online journals, magazines, or newspapers) should be cited similarly to their print counterparts but with the addition of a URL and an access date. For online or other electronic sources that do not have a direct print counterpart (such as an institutional website or a weblog), give as much information as you can in addition to the URL and access date. The following examples include some of the most common types of electronic sources.

### **Book (printed)**

#### **One author**

Footnote (first)

Denis Edwards, *Breath of Life: A Theology of the Creator Spirit* (Maryknoll, NY:

Orbis Books, 2004), 92.

Footnote (subsequent)

Edwards, *Breath of Life*, 92.

Bibliography

Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.

### **Two or three authors**

Footnote (first)

Evelyn E. Whitehead and James D. Whitehead, *Wisdom of the Body: Making Sense of our Sexuality* (New York: The Crossroad Publishing Company, 2001), 111.

Footnote (subsequent)

Whitehead and Whitehead, *Wisdom of the Body*, 111.

Bibliography

Whitehead, Evelyn E., and James D. Whitehead. *Wisdom of the Body: Making Sense of our Sexuality*. New York: The Crossroad Publishing Company, 2001.

### **Four or more authors**

Footnote (first)

A. K. M. Adam et al., *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* (Grand Rapids, MI: Baker Academic, 2006), 132.

Footnote (subsequent)

Adam et al., *Reading Scripture with the Church*, 132.

Bibliography

Adam, A.K.M., Stephen E. Fowl, Kevin Vanhoozer, and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2006.

### **Editor(s), translator(s), compiler(s) instead of author(s)**

Footnote (first)

Louise Ropes Loomis, trans., *The Council of Constance: The Unification of the Church*, ed. and annotated by John Hine Mundy and Kennerly M.

Woody (New York: Columbia University Press, 1961), 82.

Footnote (subsequent)

Loomis, trans., *The Council of Constance*, 82.

Bibliography

Loomis, Louise Ropes, trans. *The Council of Constance: The Unification of the Church*. Edited and annotated by John Hine Mundy and Kennerly M. Woody. New York: Columbia University Press, 1961.

### **Editor(s), translator(s), compiler(s) in addition to author**

Footnote (first)

André Vauchez, *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*, ed. Daniel E. Bornstein, trans. Margery J. Schneider (Notre Dame, IN: University of Notre Dame Press, 1993), 107.

Footnote (subsequent)

Vauchez, *The Laity in the Middle Ages*, 107.

Bibliography

Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*. Edited by Daniel E. Bornstein. Translated by Margery J. Schneider. Notre Dame, IN: University of Notre Dame Press, 1993.

### **Chapter or other part of a book**

Footnote (first)

Kristine A. Culp, “‘A World Split Open’? Experience and Feminist Theologies”, in *The Experience of God: A Postmodern Response*, ed. Kevin Hart and Barbara Wall (New York: Fordham University Press, 2005), 48.

Footnote (subsequent)

Culp, “‘A World Split Open’?”, 60.

Bibliography

Culp, Kristine A. “‘A World Split Open’? Experience and Feminist Theologies.” In *The Experience of God: A Postmodern Response*, edited by Kevin Hart and Barbara Wall, 47–64. New York: Fordham University Press, 2005.

### **Primary Source within an edited volume**

#### Footnote (first)

“Adrian VI’s Instruction to Chieregati, 1522”, in *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, ed. and trans. John C. Olin (New York: Harper and Row, 1969), 123.

#### Footnote (subsequent)

“Adrian VI’s Instruction to Chieregati, 1522”, 123.

#### Bibliography

“Adrian VI’s Instruction to Chieregati, 1522”. In *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, edited and translated by John C. Olin, 119–127. New York: Harper and Row, 1969.

### **Chapter of an edited volume originally published elsewhere (as in primary sources)**

#### Footnote (first)

Thomas Brinton, “Convocation Sermon, 1376”, in *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 247–254.

#### Footnote (subsequent)

Brinton, “Convocation Sermon, 1376”, 247.

#### Bibliography

Brinton, Thomas. “Convocation Sermon, 1376”. In *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 241–254. Originally published in Mary Aquinas Devlin, O.P., ed., *Thomas Brinton, Sermons*, Camden Third Series 85–86. London: Royal Historical Society, 1954, vol. 2, 315–321.

### **Preface, foreword, introduction, or similar part of a book**

#### Footnote (first)

Gerald H. Anderson, In Memoriam—*David J. Bosch, 1929–1992*, in *Transforming Mission: Paradigm Shifts in Theology of Mission* (American Society of Missiology Series, No. 16), by David J. Bosch (Maryknoll: Orbis Books, 1982), xiii.

#### Footnote (subsequent)

Anderson, In Memoriam—*David J. Bosch*, xiii.

## Bibliography

Anderson, Gerald H. In Memoriam—*David J. Bosch, 1929–1992*. In *Transforming Mission: Paradigm Shifts in Theology of Mission* (American Society of Missiology Series, No. 16), by David J. Bosch. Maryknoll: Orbis Books, 1982.

## Book published electronically

### Footnote (first)

Kenneth Scott Latourette, *Christianity in a Revolutionary Age: A History of Christianity in the Nineteenth and Twentieth Centuries*. Volume III, the Nineteenth Century outside Europe: the Americas the Pacific, Asia and Africa (New York: Harper Brothers, 1961), accessed 20 June 2010, <http://www.archive.org/details/christianityinar012668mbp>.

N.b., provide page number(s) if available.

### Footnote (subsequent)

Latourette, *Christianity in a Revolutionary Age*.

## Bibliography

Latourette, Kenneth Scott. *Christianity in a Revolutionary Age: A History of Christianity in the Nineteenth and Twentieth Centuries*. Volume III, the Nineteenth Century outside Europe: the Americas the Pacific, Asia and Africa. New York: Harper Brothers, 1961. Accessed 20 June 2010. <http://www.archive.org/details/christianityinar012668mbp>.

## Journal article (print)

### Footnote (first)

Susan Brigden, “Religion and Social Obligation in Early Sixteenth-Century London”, *Past and Present* 103 (1984): 72.

### Footnote (subsequent)

Brigden, “Religion and Social Obligation in Early Sixteenth-Century London”, 72.

## Bibliography

Brigden, Susan. “Religion and Social Obligation in Early Sixteenth-Century London”. *Past and Present* 103 (1984): 67–112.

## Journal article (online)

#### Footnote (first)

Alexandra Walsham, “Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible”, *The Journal of British Studies* 42, no. 2 (Apr., 2003), 150, accessed 20 June 2010, <http://www.jstor.org/stable/3594905>.

#### Footnote (subsequent)

Walsham, “Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible”, 150.

#### Bibliography

Walsham, Alexandra. “Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible”. *The Journal of British Studies* 42, no. 2 (Apr., 2003), 141–161. Accessed 20 June 2010. <http://www.jstor.org/stable/3594905>.

### Newspaper article

Newspaper articles may be cited in running text (“As John Doe noted in *The Australian* on 20 June 2010,...”) instead of in a note or a parenthetical citation, and they are commonly omitted from a bibliography as well.

### Website

#### Footnote

Evanston Public Library Board of Trustees, “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach,” Evanston Public Library, accessed June 1, 2005, <http://www.epl.org/library/strategic-plan-00.html>.

#### Bibliography

Evanston Public Library Board of Trustees. “Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach.” Evanston Public Library. Accessed June 1, 2005. <http://www.epl.org/library/strategic-plan-00.html>.

### References to works which exist in many editions

Works which exist in many editions are often divided into sections and these, not page numbers in this or that edition, should be used in references. Reference might be made to Augustine, *De Trinitate*, XV, 20 (meaning Book XV, ch. 20) and a Shakespeare play by act, scene and line.

Certain works are referred to by the page in a particular edition, the pages of which are indicated in the margins of later editions. References to Aristotle look like this:

Aristotle, *Nicomachean Ethics*, VIII, 12, 1161 b 11-15 (meaning Book VIII, ch. 12; p. 1161 in the Jaeger edition of Aristotle’s works, column b of the two columns on the page, lines 11-15).

References to the Fathers of the Church are often given by citing the volume, page number and

column in Migne’s edition (388 volumes in two series, *Patrologia Graeca*, abbreviated to PG, and *Patrologia Latina*, or PL).

The documents of Vatican II and papal encyclicals since 1967 are referred to not by a page number but by their Latin title and section number; e.g. *Lumen Gentium* §20 or #20 or no. 20.

**One source quoted in another**

It is advisable to avoid repeating quotations not actually seen in the original. If a source includes a useful quotation from another text then every effort should be made to cite the original, not only to verify its accuracy, but also to ascertain that the original meaning is fairly represented. If the original text is unobtainable, it should be cited as “quoted in” in the secondary source, for example:

Dominique Barthélemy, *Les Devanciers d’Aquila* (Leiden: Brill, 1963), 146-147, quoted in John J. Collins, *Daniel*, Hermeneia (Minneapolis, MN: Fortress Press, 1993), 10.

**Biblical references**

Biblical references are written with a colon (and space) between chapter and verse(s), and a semi-colon separating one reference from another: e.g., Matt 16:16; Mark 8:29; Luke 9:20. Single or other short references may be given in the text rather than in footnotes, as in: ‘Do not shirk tiring jobs’ (Sir 7:15). Biblical languages may be quoted in the original characters or in transliteration. If transliteration is used, the systems specified in the *Journal of Biblical Literature*, 107 (1998), pp. 582–83, are preferred; but the form in which such material has been presented by lecturers is acceptable.

For abbreviations, *Pilgrim* follows Patrick H. Alexander et al., *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody: Hendrickson, 1996). Please note:

|            |                    |      |                              |
|------------|--------------------|------|------------------------------|
| ch. / chs. | chapter / chapters | NIV  | New International Version    |
| v. / vv.   | verse / verses     | NJB  | New Jerusalem Bible          |
| LXX        | Septuagint         | NRSV | New Revised Standard Version |
| MT         | Masoretic Text     | RSV  | Revised Standard Version     |

Biblical books are abbreviated as follows. Note that abbreviations for the Hebrew Bible / Old Testament, New Testament, Apocrypha, and Deutero-canonical books do not require a full stop and are not italicised.

### Hebrew Bible/Old Testament

|                |  |       |              |
|----------------|--|-------|--------------|
| Gen            | Genesis                                      | Isa   | Isaiah       |
| Exod           | Exodus                                       | Jer   | Jeremiah     |
| Lev            | Leviticus                                    | Lam   | Lamentations |
| Num            | Numbers                                      | Ezek  | Ezekiel      |
| Deut           | Deuteronomy                                  | Dan   | Daniel       |
| Josh           | Joshua                                       | Hos   | Hosea        |
| Judg           | Judges                                       | Joel  | Joel         |
| Ruth           | Ruth   | Amos  | Amos         |
| 1-2 Sam        | 1-2 Samuel                                   | Obad  | Obadiah      |
| 1-2 Kgdms      | 1-2 Kings (LXX)                              | Jonah | Jonah        |
| 1-2 Kgs        | 1-2 Kings                                    | Mic   | Micah        |
| 3-4 Kgdms      | 3-4 Kings (LXX)                              | Nah   | Nahum        |
| 1-2 Chr        | 1-2 Chronicles                               | Hab   | Habakkuk     |
| Ezra           | Ezra   | Zeph  | Zephaniah    |
| Neh            | Nehemiah                                     | Hag   | Haggai       |
| Esth           | Esther                                       | Zech  | Zechariah    |
| Job            | Job  | Mal   | Malachi      |
| Ps/Pss         | Psalms                                       |       |              |
| Prov           | Proverbs                                     |       |              |
| Eccl (or Qoh)  | Ecclesiastes (or Qoheleth)                   |       |              |
| Song or (Cant) | Song of Songs, Song of Solomon, or Canticles |       |              |

### New Testament

|         |                 |            |                   |
|---------|-----------------|------------|-------------------|
| Matt    | Matthew         | 1-2 Thess  | 1-2 Thessalonians |
| Mark    | Mark            | 1-2 Tim    | 1-2 Timothy       |
| Luke    | Luke            | Titus      | Titus             |
| John    | John            | Phlm       | Philemon          |
| Acts    | Acts            | Heb        | Hebrews           |
| Rom     | Romans          | Jas        | James             |
| 1-2 Cor | 1-2 Corinthians | 1-2 Pet    | 1-2 Peter         |
| Gal     | Galatians       | 1-2-3 John | 1-2-3 John        |



|      |             |      |            |
|------|-------------|------|------------|
| Eph  | Ephesians   | Jude | Jude       |
| Phil | Philippians | Rev  | Revelation |
| Col  | Colossians  |      |            |

### Apocrypha and Deutero-canonical books

|          |                             |
|----------|-----------------------------|
| Bar      | Baruch                      |
| Add Dan  | Additions to Daniel         |
| Pr Azar  | Prayer of Azariah           |
| Bel      | Bel and the Dragon          |
| Sg Three | Song of the Three Young Men |
| Sus      | Susanna                     |
| 1-2 Esd  | 1-2 Esdras                  |
| Add Esth | Additions to Esther         |
| Ep Jer   | Epistle of Jeremiah         |
| Jdt      | Judith                      |
| 1-2 Macc | 1-2 Maccabees               |
| 3-4 Macc | 3-4 Maccabees               |
| Pr Man   | Prayer of Manasseh          |
| Sir      | Sirach (Ecclesiasticus)     |
| Tob      | Tobit                       |
| Wis      | Wisdom                      |

### PLAGIARISM

When you submit an essay at *Pilgrim*, you make a declaration that your essay is your own work, that is that it does not involve cheating, plagiarism or academic fraud. What does this mean? The University of Divinity's Academic Conduct Policy gives the following definitions:

Cheating, plagiarism, academic fraud and similar activities undermine the integrity of the assessment process. They are strictly forbidden.

Cheating involves obtaining an unfair advantage over other students in any way, through the use of prohibited resources.

**Plagiarism means the student using previously assessed work, or the work of another person without giving them proper acknowledgment; websites as well as books, articles or other students' work are included.**

Academic fraud includes falsification, fabrication or dishonest reporting of results or outcomes of study or research.

The University of Divinity's Academic Conduct Policy speaks of plagiarism as follows:

Plagiarism means the copying and use of the student's previously assessed work, or the work of another person without proper acknowledgment.

Plagiarism may take several forms.

Any of the following, without full acknowledgment of the debt to the original source being made, constitutes plagiarism:

- a. Direct duplication, i.e. copying, or allowing to be copied, another's work, whether from a book, article, web site, another student's assignment or personal lecture notes, etc.;
- b. Paraphrasing another's work closely, with minor changes but with the essential meaning, form and / or progression of ideas maintained;
- c. Piecing together sections of the work of another or others into a new whole;
- d. Submitting work for a unit or thesis material which has already been submitted for assessment purposes in another unit or thesis (unless acknowledgment was made prior to the unit or thesis being commenced, and written permission given by the Academic Board);
- e. Producing assignments in conjunction with other people (e.g. another student, or a tutor) which should otherwise be the student's own independent work;
- f. Having another person write an essay or assignment on the student's behalf; and
- g. Purchasing and submitting essays or assignments from online repositories or elsewhere.

Many students ask why it is wrong to use words of other authors in an essay, when those people have far more knowledge of the area. The answer is two-fold. First, it IS permissible to quote from other writers, provided that the quotation is clearly identified by quotation marks ('...') or by indenting the margins (as in the quotations from the University of Divinity above), and provided that a footnote gives the exact source of the original statement. Second, one of the key aims of writing an essay is to show that you have understood the ideas at stake and are capable of expressing them in your own words. If your essay is a string of quotations from other writers, or if it copies the words of others without acknowledgement, it fails to meet this basic goal.

Plagiarism, then, is totally unacceptable as it is unethical, unfair, and makes it impossible for the student to learn. When detected it results in severe penalties.

## **PILGRIM AND UNIVERSITY OF DIVINITY POLICIES AND MATERIALS OF RELEVANCE**

### **GRADING**

*Pilgrim* uses the University of Divinity grading system:

|                       |         |
|-----------------------|---------|
| F (Fail)              | 0 – 49% |
| P (Pass)              | 50-64%  |
| C (Credit)            | 65-74%  |
| D (Distinction)       | 75-84%  |
| HD (High Distinction) | 85-100% |

Units marked on a Pass / Fail basis will receive the grade PP or F.

Fail (F): less than 50%

The essay does not meet the requirements for a PASS grade in several ways:

- It does not answer the question.
- Its content is insufficient, brief and superficial in treatment.
- There are serious factual errors that undermine the argument.
- There is a serious lack of understanding of the issues and concepts involved in the question.
- There is a lack of clarity of expression in choice of words, sentence and paragraph structure, spelling or grammar to such a degree that the essay cannot be read with natural ease..
- It inadequately conforms to the requirements for essay style and form, referencing and bibliography are either insufficient or absent.

#### **Pass (P): 50 – 64%**

- The essay covers a reasonable number of relevant points raised in the question.
- It follows all instructions given with the essay question.
- It makes intelligent use of basic scholarship to sustain an argued case.
- It is clearly expressed in an organised form.
- Spelling and punctuation are accurate.
- It conforms to the style conventions prescribed, i.e., there is adequate footnoting/referencing and bibliography, and an acceptable layout.

**Credit (C): 65 – 74%**

- The essay meets the criteria for a PASS grade.
- It shows some originality and/or independence of organization and judgement.
- There is critical handling of scholarship, especially beyond the basic specified range.
- There is use of evidence beyond the basic specified range.
- The argument is well structured and clearly expressed, with some complexity of writing style.
- Referencing/footnotes and bibliography both conform to the correct style.

**Distinction (D): 75 – 84%**

- The essay meets the criteria for a CREDIT grade.
- It shows some originality or independence of thought.
- There is a high degree of precision and rigour in the argument.
- It demonstrates an ability to critique existing scholarship.
- There is evidence of extensive reading and deployment of appropriate evidence.
- It is very well written with clarity of style.

**High Distinction (HD): 85%+**

- The essay meets the criteria for a DISTINCTION grade.
- It shows a marked degree of both originality and independence of thought.
- There is a thorough critique of existing scholarship.
- There is evidence of exceptional breadth of reading and a very sophisticated use of appropriate evidence.
- There is a marked degree of methodological rigour and sophistication.
- The essay is exceptionally well written.

**PRESENTATION AND SUBMISSION OF ASSIGNMENTS**

At the beginning of the assignment please put the assignment topic or title, and the word count. Do not assume your examiner can tell which topic or question you are answering!

You do not need to put your name as the ARK will only allow to submit assignments in units that you are enrolled in. The assignment will be marked with your name and date and time of submission as soon as you submit it.

All assignments should be:

- submitted through the unit web page on relevant ARK page for the unit.
- set out for A4 paper size
- in 12-point font (9- or 10-point font for footnotes)
- presented with margins of at least two centimetres all around.
- one-and-a-half (or double) spaced
- single spaced for all footnotes and indented quotations
- clearly numbered on each page.

The stated word count for the assignment should be adhered to, with a margin of plus or minus 10% the only variation. There will be a penalty applied if the essay is underwritten or overwritten. The word limit includes text placed in footnotes including references, but does not include the bibliography.

You must always include a bibliography with your assignment, beginning on a separate page. This should consist of all and only the works you have cited in your essay. Do not pad out your bibliography by including works you have read but not referenced. If a work has influenced your thinking, find a way to reference it in the assignment.

Always ensure that you keep a copy of your assignment, even though a copy has been uploaded.

## **ASSIGNMENT SUBMISSION**

Unless specifically permitted, ALL essays and assessment tasks MUST be submitted through the Turnitin links on the ARK web page for the relevant unit Your assignment ought to be in Microsoft Word or in PDF format. Make sure that your assignment document has a file extension. E.g. essay1.doc or essay1.pdf; NOT essay1.

Also make sure that your bibliography is attached to the same file as your assignment. Do not upload your assignment and bibliography in separate files unless instructed so by your teacher.

**ASSIGNMENTS SUBMITTED ONLINE MUST NOT HAVE A COVER SHEET INSERTED.**

Submitting online requires you to agree that your assignment is your own work. Instructions for submitting your assignment online can be found in the User Guide in the top menu of the Theology Online site. You should receive a confirmation email soon after you have uploaded your assignment successfully.

IF your teacher SPECIFICALLY PERMITS you to submit a paper copy (such as when journals, diagrams, or other artefacts are required) then you submit your work before the due time in Pilgrim essay box situated at the CTM reception desk: please use the automatic time and date stamp before putting your assignment in the slot, and ensure that you sign the cover sheet to indicate that this work is all your own.

## ASSIGNMENT RETURN

Marked assignments are automatically accessible online when marked by your teacher. Instructions for accessing the grade and teacher's comments on your assignment can be found via the TAMS on the 'Study' page of the University of Divinity website: [www.divinity.edu.au/study/](http://www.divinity.edu.au/study/)