
A GUIDE TO THE WRITING OF ESSAYS AND THESES

An essay or thesis is an opportunity to research a topic in depth and demonstrate competence as a student. Essays and theses are given their specific purpose by the set topic. The writer's task is to address a specific question, not ramble around the subject matter. The writer's material will all be structured to answer the question and will not deviate outside this purpose.

A thesis can be thought of as a long essay. Its greater length involves a more expert knowledge of the subject and more involvement with the opinions of other writers. A good thesis will reflect wide reading on the subject matter, a clear grasp of the issues and a well argued case for your own view.

A. REQUIREMENTS

1. Date

Essays are to be completed and submitted by the due dates. Marking penalties will be imposed on overdue work for which no extension has been granted prior to the due date, resulting in a loss of 5% of the total mark for every day it is late. Under Faculty policy it is now possible for the subtraction of late penalties to cause an assessment instrument (and subject) to be failed. No assignment will be accepted after the final day of lectures in the semester unless an extension has been granted.

2. Presentation

An essay should reveal clear thinking and careful organisation, for while the essay will be marked on content, the format is important. The use of a standard format assists both the examiner and the student. Careful attention should be given to spelling, grammar and punctuation.

Preferably the essay should be typed (double-spaced), but neat, readable handwriting is acceptable. A margin should be left. All pages should be numbered consecutively. It is advisable to keep a copy of the essay.

3. General format

An essay should consist of five parts, each to begin on a fresh page.

(a) Title Page

This should contain the student's name, course and subject, the full title of the essay, the date and the number of words in the body of the essay (excluding the synopsis, footnotes and bibliography).

(b) Synopsis

This should occupy the second page of the essay and should be a piece of continuous prose, not numbered points, about one hundred and fifty words long, giving a summary of the argument of the essay. A synopsis is not a statement of aims and procedure in the essay.

(c) The essay proper

- i. a clear introduction to the subject setting out the matter to be discussed.
- ii. the body of the essay setting out in a clear and concise way the subject under

- discussion.
- iii. the conclusion summarising what has been said and drawing necessary conclusions.

(d) *Footnotes to all references used in its writing.* These should be used:

- i. to document direct quotation;
- ii. to indicate the source of ideas being used; and
- iii. to add brief material not appropriate for inclusion in the main text.

Footnotes should not exceed 25% of the prescribed essay length. A footnote should be introduced by a numeral above the line, usually placed at the end of a sentence. Footnotes should be placed at the bottom of each page.

(e) *Bibliography*, containing all references consulted and used in the writing of the essay, and no other references.

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 count does not include synopsis, footnotes or bibliography.

(f) *Greek and Hebrew*, where used, should not be transliterated. Pointing of Hebrew is not necessary unless it is exegetically significant.

(g) *Quotations*

The essay should be in the student's own words. Where a quotation contributes to the argument the author's words should be quoted exactly, in inverted commas. Where an author's argument is expressed in the student's own words, acknowledgment should be made in a footnote.

4. Format for Citations (Footnotes and Bibliography)

The purposes of a citation are:

- 1. to indicate the source of information being used, directly or indirectly, in the body of the essay;
- 2. to acknowledge indebtedness to an author or to some text;
- 3. to point to sources of additional information on a topic.

Bibliographic citations must be complete, correct and consistent.

Completeness means that the citation must describe a source of information in such detail as to allow the reader to identify it as a unique item for the purpose of consulting a copy of that item.

Correctness means that all the required elements of a citation must be recorded accurately.

Consistency refers to the ordering of those elements, their capitalisation, the way in which, for example, an author's name, the title and publishing details are recorded, and how the whole citation is punctuated.

The citation method used in the Presbyterian Theological Centre is the Note-Bibliography system. This system uses numbers in the text to refer either to numbered footnotes at the bottom

of the page or to endnotes at the end of the chapter or toward the end of the work. These notes provide bibliographical data about the sources used in the text and they do this in the form of a citation. The information in this note citation is then repeated, in a slightly different format, in a final bibliography. Here are the three steps:

Text The scientist, Robert Boyle, though not in holy orders, was a devoted churchman and biblical scholar. His position, as Dillenberger remarks, represented 'the unity of two loves'.²⁷

Footnote 27. John Dillenberger. *Protestant thought and natural science* (New York: Doubleday, 1960), 112. Compare Charles S. Raven, *Natural religion and Christian theology* (Cambridge: Cambridge University Press, 1953), 1, 132f.

Bibliography Dillenberger, John. *Protestant thought and natural science*. New York: Doubleday, 1960.

Raven, Charles S. *Natural religion and Christian theology*. 2 vols. Cambridge: Cambridge University Press, 1953.

Capitalisation Only capitalise the first letter of the first word of a book or journal title and any other word that would normally be capitalised in a piece of prose.

The note-bibliography system is dealt with in more detail in the following pages. You will note that various conventions are followed depending on whether the citation is from a book, a periodical or a journal and depending on the type and number of authors.

Reference to a quotation from a book

Superscript in text The superscript, identifying the reference, is placed one-half space above the line and located either at the end of the sentence or quotation to which it applies (preferred), or after the nearest punctuation mark. No punctuation follows the superscript:

Joseph Glanvill had affirmed that 'religion consists not in knowing many things but in practising the few plain things we know'.³ The Anglican tradition ...

(If your typewriter or processor does not allow superscripting, the note number may be placed within square brackets.)

The note entry The work, referred to in the passage above, is being cited for the first time and so the entry must be complete. The note corresponding to Glanvill's quotation appears as follows:

3. Margaret L. Wiley, *The subtle knot: creative scepticism in seventeenth-century England* (London: Allen & Unwin, 1952), 225.

(The note number may be superscript with no full stop or, as is more common, simply typed on the line and followed by a period and two spaces.)

Note and bibliography item compared In a bibliography the full note citation is repeated, but there are five differences in format:

- * the author's name is not inverted in the note because alphabetisation is not required. It is inverted in the bibliography for filing in alphabetical order;
- * a comma follows the author's name in the note, but the author elements are separated in the bibliography by a period;
- * the publishing details are placed within brackets in the note but not in the bibliography;
- * the pagination of the source is given in the note but, usually, not in the bibliography. (however, when the item is part of a larger work, for example an essay within a book or an article in a periodical, the note may record a specific page or pages but the bibliography requires full pagination - see the example concerning Patrick O'Farrell on the next page);
- * items in a bibliography need not be numbered.

Bibliography entry The Wiley item, which was noted above, appears in the bibliography entry as follows:

Wiley, Margaret L. *The subtle knot: creative scepticism in seventeenth-century England*. London: Allen & Unwin, 1952.

(Note that the five changes listed above have been made.)

Reference to an article from a periodical

Here are note and bibliography citations for a periodical article (assuming that the superscript number has been placed at the relevant point in the text).

Note entry

17. Patrick O'Farrell, 'The writing of Australian Catholic history, 1980-90', *Australasian Catholic record* 68 (1991): 135.

Bibliography entry

O'Farrell, Patrick. 'The writing of Australian Catholic history, 1980-90'. *Australasian Catholic record* 68 (1991): 131-145.

There are three things to note here:

- * the practice of inverting the author's name for the bibliography entry applies;
- * in the note the reference is to a specific page; in the bibliography the full pagination is cited;
- * the elements of the note citation are separated by a comma but in the bibliography entry by a full stop.

Footnotes or endnotes? Footnotes are greatly to be preferred. Their use means that a bibliographic source is available at a glance without any turning of pages. There is no need to move to and fro, from the text to the end of the work. If your computer can not footnote then endnotes will be acceptable.

Styling and numbering of notes Footnotes may be numbered consecutively on each page, beginning with number 1, or consecutively through a chapter or an essay or paper. Leave four spaces between the last line of the text and the footnote. (An option is to separate the text and the footnote with an unbroken line which begins at the right-hand margin and is some twenty spaces in length. This line is at a single space after the last line of text. Two spaces divide the line from the note.) Make sure you:

- * type the note number on the left hand margin and follow with a period;
- * then leave three spaces before the beginning of the note;
- * single space the note itself.
- * use a double space between notes.

Examples:

19. Ken Dempsey, *Smalltown: a study of social inequality, cohesion and belonging* (Melbourne: Oxford University Press, 1990), 90.

20. Charles Price, 'The Jewish population of Australia'. *Journal of the Australian Jewish Historical Society* II (I 991): 527-532.

Subsequent references In the note-bibliography system, the first citation for a source is given in full. Subsequent references to that same source should use a shortened form of citation where the last name of the author and a shortened title are required. This format, as can be seen from the following:

1. Geoffrey Blainey. *The tyranny of distance* (Melbourne: Sun Books, 1966), 18.
2. Blainey, *The tyranny*, 18.
3. Blainey, *The tyranny*, 18.
4. Blainey, *The tyranny*, 47.

The bibliography

In the presentation and styling of a bibliography using the note-bibliography system the following should be noted:

- * a bibliography is most usually placed at the end of the work;
- * begin the citation at the left margin;

- * single space the citation and leave a double space between entries;
- * do not divide a citation at the bottom of a page; rather leave a space and begin a new citation on the next page.

Arrangement

- * bibliography entries are arranged alphabetically, by the last name of the author or editor or by the title of a work;
- * when there are several works by the same author, the author's name may be repeated at the beginning of each entry or, alternatively, a line of some six to eight spaces, ending with a stop, may substitute for the name;
- * the entries may be arranged alphabetically by title (ignoring the definite and indefinite articles) or chronologically by the date of publication.

Compare the following:

- Brady, Veronica. *A crucible of prophets: Australians and the question of God*. Sydney: Theological Explorations, 1981.
- Brady, Veronica. *Playing Catholic: essays on four Catholic plays*. Sydney: Currency Press, 1991.
- Brady, Veronica. 'Review of Graeme Turner's "National fictions"'. *Westerly* 3 (Sept 1987): 89-92.

(The authors name is repeated; the entries are arranged alphabetically by title.)

OR:

- Brady, Veronica. *A crucible of prophets: Australians and the question of God*. Sydney: Theological Explorations, 1981.
- _____. 'Review of Graeme Turner's "National fictions"'. *Westerly* 3 (Sept 1987): 89-92.
- _____. *Playing Catholic: essays on four Catholic plays*. Sydney: Currency Press, 1991.

(The author's name is not repeated; the entries are arranged chronologically.)

EXAMPLES OF CITATIONS

Footnotes for Books: On the next page are the corresponding forms of citations for the bibliography.

- One author 1. Allan Davidson, *Christianity in Aotearoa: a history of church and society in New Zealand* (Wellington, NZ: New Zealand Education for Ministry Board, 1991), 50.

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|---------------------------|-----|--|
| Two authors | 2. | Erin White and Marie Tulip, <i>Knowing otherwise: feminism, women and religion</i> (Melbourne: David Lovell, 1991), 11-13. |
| Corporate author | 3. | Lutheran Church of Australia. <i>The readings, year B of the three year lectionary using the Bible version preferred for accuracy and clarity by the Lutheran Church of Australia</i> (Adelaide: Lutheran Publishing, 1990). |
| Editor entry | 4. | Ian Gillman, ed., <i>Many faiths, one nation: a guide to the major faiths and denominations in Australia</i> (Sydney: Collins, 1988), 248. |
| Title entry | 5. | <i>Temple Beth Israel: sixty years of progressive Judaism, 1930-1990</i> (St Kilda, Vic.: 1990). |
| Multi-volume work | 6. | Thomas Williams, <i>The journal of Thomas Williams, missionary in Fiji, 1840-1853</i> (Sydney: Angus & Robertson, 1931), 2: 498. |
| Item in a series | 7. | Tony Swain, <i>Aboriginal religions in Australia: a bibliographical survey</i> . Bibliographies and indexes in religious studies, 18. (New York: Greenwood Press, 1991), 24, 30. |
| Edition other | 8. | Patrick O'Farrell, <i>The Catholic Church and than the first community: an Australian history</i> . 3rd rev. edn. (Kensington, NSW: New South Wales University Press, 1992), 453-470. |
| Chapter/essay in a volume | 9. | Judith Binney, 'Ancestral voices: Maori prophet leaders', in <i>The Oxford illustrated history of New Zealand</i> , ed. Keith Sinclair (Auckland: Oxford University Press, 1990), 155. |
| Article from | 10. | Charles W. Forman, 'Pacific', in encyclopedia <i>Dictionary of the ecumenical movement</i> , ed. or dictionary Nicholas Lossky et al. (Geneva: WCC Publications, 1991), 769-77 1. |

Bibliography: Books

- | | |
|-------------|---|
| One author | Davidson, Allan. <i>Christianity in Aotearoa: a history of church and society in New Zealand</i> . Wellington, NZ: New Zealand Education for Ministry Board, 1991. |
| Two authors | White, Erin and Marie Tulip. <i>Knowing otherwise: feminism, women and religion</i> . Melbourne: David Lovell, 1991. |
| Corporate | Lutheran Church of Australia. <i>The readings, year B of author the three-year lectionary using the Bible version preferred for accuracy and clarity by the Lutheran Church of Australia</i> . Adelaide: Lutheran Publishing, 1990. |

Editor entry	Gillman, Ian (ed.). <i>Many faiths, one nation: a guide to the major faiths and denominations in Australia</i> . Sydney: Collins, 1988.
Title entry	<i>Temple Beth Israel: sixty years of progressive Judaism, 1930-1990</i> . St Kilda, Vic.: 1990.
Multi-volume	Williams, Thomas. <i>The journal of Thomas Williams, work missionary in Fiji, 1840-1853</i> . 2 vols. Sydney: Angus & Robertson, 1931.
Item in a series	Swain, Tony. <i>Aboriginal religions in Australia: a bibliographical survey</i> . Bibliographies and indexes in religious studies, 18. New York: Greenwood Press, 1991.
Edition other	O'Farrell, Patrick. <i>The Catholic Church and the first community: an Australian history</i> . 3rd rev. edn. Kensington, NSW: New South Wales University Press, 1992.
Chapter/essay	Binney, Judith. 'Ancestral voices: Maori prophet leaders' in a volume In <i>The Oxford illustrated history of New Zealand</i> . Edited by Keith Sinclair. Auckland: Oxford University Press, 1990, 153-184.
Article from encyclopedia or dictionary	Forman, Charles W. 'Pacific'. In <i>Dictionary of the ecumenical movement</i> . Edited by Nicholas Lossky et al. Geneva: WCC Publications, 1991.

Footnotes: Other types of material

Article from periodical	11. Malcolm D. Prentis, 'Pioneer Irish Presbyterian clergy in Australia, 1832-1858', <i>Church heritage</i> 6 (1989): 73-103.
Issue paginated separated	12. Anthony D. Arthur, 'The foundation of the Catholic Church in Eastern Papua'. <i>South Pacific journal of mission studies</i> 7 (July 1992): 9-15.
Book review	13. Carol L. Stockhausen, review of <i>Echoes of the letters of Paul</i> , by Richard B. Hays, in <i>Journal of biblical literature</i> 111 (1992):155-157.
Unpublished dissertation	14. Barry T. Brown, 'Liturgy, ritual and healing: a critical study of the church's ministry of healing with particular reference to liturgy'. (Dissertation, D.Min, San Francisco Theological Seminary, 1992), chap. 3.
Interview	15. Florence Kelly, editor of <i>Women speak</i> . 'Catholic women and feminist theology', interview by the author (Adelaide, 28 June 1989).
Database	16. <i>Dissertation abstracts on disc</i> . Current edn (1989-June 1991); archival edn (1861-1988). (Ann Arbor, MI: UMI, 1991).
CD-ROM	17. 'Women's poetry and feminist poetry', from <i>The Columbia Granger'</i>

world of poetry on CD-ROM (New York: Columbia University Press, 1991).

BIBLIOGRAPHY (cont.): Other types of material

- Article from a periodical Prentis, Malcolm D. 'Pioneer Irish Presbyterian clergy in Australia, 1832-1858'. *Church heritage* 6 (1989): 73-103.
- Issue paginated separately Arthur, Anthony D. 'The foundation of the Catholic Church in Eastern Papua'. *South Pacific journal of mission studies* 7 (July 1992): 9-15.
- Book review in a periodical Stockhausen, Carol L. Review of *Echoes of Scripture in the letters of Paul*, by Richard B. Hays. In *Journal of biblical literature* 111 (1992): 155-157.
- Unpublished dissertation Brown, Barry T. 'Liturgy, ritual and healing: a critical study of the church's ministry of healing with particular reference to liturgy'. Dissertation (D.Min). San Francisco Theological Seminary, 1992
- Interview Kelly, Florence, editor of *Women speak*. 'Catholic women and feminist theology'. Interview by the author. Adelaide, 28 June 1989. Video recording in author's possession.
- Database *Dissertation abstracts on disc*, by the UMI ProQuest family of databases. Current edn (1989-June 1991); archival edn (1861-1988). Ann Arbor, MI: University Microfilms International, 1991.
- CD-ROM 'Women's poetry and feminist poetry'. From *The Columbia Granger's world of poetry on CD-ROM*. New York: Columbia University Press, 1991.

Page of text with footnotes (followed by the Bibliography) *

The date of this letter to Husenbeth attracts immediate attention. Newman was received into the Church of Rome at Littlemore on 9 October 1845. Bishop Nicholas Wiseman confirmed him at Oscott College near Birmingham on 1 November. He returned to Littlemore and then, on 18 November, journeyed to London in order to hasten his book through the press.² In a few days the *Essay on the development of Christian doctrine* was published and a second printing was called for within a month.³

Anglicans and Catholics alike, and particularly those who had been associated with the Oxford Movement, awaited the consequences of Newman's conversion. There was speculation, despairing and hopeful, on the extent to which his decision would cause others to secede from the Church of England.⁴ If John Keble felt 'as if the spring had been taken out' of his year,⁵ Frederick Husenbeth followed the course of events with joyful anticipation.

Frederick Charles Husenbeth was a faithful priest who became chaplain to Sir George William Stafford Jenningham of Cossey Hall, Norfolk. In 1857 Husenbeth published *The converted martyr: a drama in five acts (and in verse and prose) arranged from 'Calista', by permission of its author, the Very Rev. J. H. Newman, D.D.*

2. *Letters and diaries of John Henry Newman* (hereafter LD), ed. Charles Stephen Dessain et al. Vols. 1-6 (Oxford: Clarendon Press, 1978-1984); 11-22 (London: Thomas Nelson, 1961-1972); 23-31 (Oxford: Clarendon Press, 1973-1977). Vol. 11:33, letter of 14 November 1845 to Miss M. R. Giberne.

3. LD 11:58, letter of 10 December 1845 to J. D. Dalgaims.

4. Cf. Wilfrid Ward, *The life of John Henry, Cardinal Newman, based on his private journals and correspondence*. 2 vols. (New York: Longmans, Green, 1913), 1:97-98. Also from the point of view of the Movement, R.W. Church, *The Oxford Movement*. 3rd edn (London: Macmillan, 1892), chapter 19 'The Catastrophe'.
5. From the concluding sentence of a letter from Keble to Newman, 11 October. Fathers of the Birmingham Oratory (eds.), *Correspondence of John Henry Newman with John Keble and others, 1839-1845* (London: Longmans, 1917), 386.
6. See *Dictionary of national biography*, ed. Leslie Stephen and Sidney Lee. 22 vols. (London: Smith Elder, 1908-1909), 28:320-321; and D. O. Hunter-Blair in *The Catholic encyclopedia*. 17 vols. (New York: Robert Appleton, 1907-1922), 7:589-590.

*** A change of the font size has been made on this page to ensure that the text and its footnotes could fit onto the one page.**

BIBLIOGRAPHY (relating to the previous pages of text and endnotes)

A. JOHN HENRY NEWMAN

Newman, John Henry. *Certain difficulties felt by Anglicans in Catholic teaching considered*. 4th edn. 2 vols. London: Burns, Oates, n.d.

_____. *Correspondence of John Henry Newman with John Keble and others, 1839-1845*. London: Longmans, 1917.

_____. *An essay on the development of Christian doctrine*. Garden City, NY: Doubleday, 1960.

_____. *Letters and diaries of John Henry Newman*. Edited by Charles Stephen Dessain et al. Vols. 1-6. Oxford: Clarendon Press, 1978-1984; vols. 11-22. London: Thomas Nelson, 1961-1972; vols. 23-31. Oxford: Clarendon Press, 1973-1977.

B. OTHER WORKS

Church, R.W. *The Oxford Movement*. 3rd edn. London: Macmillan, 1892.

Dessain, Charles Stephen. *John Henry Newman*. London: Nelson, 1966.

Dictionary of national biography. Edited by Leslie Stephen and Sidney Lee. 22 vols. London: Smith Elder, 1908-1909.

Hunter-Blair, D.O. 'Husenbeth, Frederick Charles'. In *The Catholic encyclopedia*. 17 vols. New York: Appleton, 1907-1922.

Lash, Nicholas. *Newman on development: the search for an explanation in history*. London: Sheed and Ward, 1975.

- Misner, Paul. *Papacy and development: Newman and the primacy of the pope.* Studies in the history of Christian thought, 15. Leiden: Brill, 1976.
- Newman the theologian: a reader.* Edited by Ian Ker. London: Collins, 1990.
- Ward, Wilfred. *The life of John Henry Newman, based on his private journals and correspondence.* 2 vols. New York: Longmans, Green, 1913.

B. HINTS FOR STUDENTS

An essay gives you the opportunity to do some research. A good essay shows evidence of careful use of sources, marshals evidence and sets out a range of opinions. But more importantly, it presents an argument, what you have concluded. The following points may be of help, but are not meant to be strict rules.

1. Choose your topic.

Do this as soon as possible. If you can't decide which, consult your lecturer in the subject. If a question or topic has been set for you make sure you understand what the question or topic is asking.

Here is a set of commonly used words in questions and what an examiner means when such a word is used.

EXPLAIN: The examiner expects you to answer the question by telling WHAT the principle or process is, HOW it operates and WHY it works.

Example: *Explain the principles of Nicaea. What is the Council of Nicaea? How do the principles of Nicaea work? Why do, or do not the principles of Nicaea work?*

DESCRIBE: The examiner expects you to give a word picture of the appearance, the nature, or the process.

Example: *Describe the nature of the problems raised by Apollinarius. How were they resolved?*

DISCUSS: The examiner expects you to give the points for and against the question. Your answer should be in detail and complete.

Example: *Discuss the concepts of ministry found in the Didache and the letters of Ignatius.*

DEFINE: The examiner wants the exact meaning.

Example: *Define the following words: justification, eschatology, grace, election, homoousios. The meaning should be dictionary clear.*

COMPARE: The examiner expects you to explain each of the ideas briefly, then show

how they are alike and how they are different.

Example: *Compare the school of Antioch with the school of Alexandria. Explain the contribution of each school to Christology. Tell how they are alike and how they differ.*

ENUMERATE: The examiner expects you to list each point as if you were counting. Don't explain or give details.

Example: *Enumerate the significance of the return of Christ for one's present daily walk.*

- 1.
- 2.
- 3.

PROVE: The examiner expects you to give evidence, facts, or figures to show what you say is true.

Example: *Prove that the apostle is correct in his assertion "when the time had fully come, God sent his Son, born of a woman, born under the law, to redeem those under the law ... " What you believe does not count. You have to produce evidence.*

OUTLINE: The examiner expects you to list only the important ideas, and to group the less important ideas around them or under them.

Example: *Outline the development of the doctrine of Christ from the Council of Nicaea to the Council of Chalcedon.*

- 1.
2.
 - 2.1
 - 2.2
- 3.

EVALUATE: The examiner expects you to give the points for and against the question. Then he wants you to give your personal opinion or conclusion after examining both sides.

Example: *Evaluate Constantine's conversion.*

SUMMARISE: The examiner expects you to give a brief statement of the main points. To summarise means to add up and give results .

Example: *Summarise the reasons for which Christians were persecuted in the first two centuries.*

2. Use basic sources.

Primary sources are vital: The Bible is more important than commentaries; read Calvin himself rather than books about him, etc. But you will need guidance in approaching primary sources.

Secondary sources. A good place to begin is with dictionaries: theological, biblical, historical, ethical, etc. Then standard texts and commentaries. These will all refer to further works, journal articles, etc. Find the relevant section in the Library: there you will find other works, and can

browse.

3. Prepare an outline.

This should be attempted as soon as possible. It will probably need frequent refinement throughout the period of research. But such an outline is necessary to keep your research directed to the topic, and enable you to frame your own ideas.

4. Take clear, useable notes in your research.

It is usually best to read through a chapter, article etc. to get the author's point; then go back and summarise. Always write down full bibliographical details and note page numbers, especially for any direct quotation you write out. This will save a lot of time later. (N.B.: If you want to use a quotation, it must be exactly what the author said.)

5. Begin to write.

You must stop reading some time. Allocate space to each main point. At this stage it may be helpful to discuss your ideas with others. You will receive best value if you have done a lot of investigation yourself first. Write, following your outline. It may need modifying as you go, but keep checking you are sticking to the topic.

6. The final touches.

Eliminate unnecessary words. Shorten sentences. Add words that make for strength and precision. Check for clarity. Write your synopsis (it helps to think of it as paragraph headings.) Add footnotes, bibliography. Type up or write up - and hand in on time!

7. Plagiarism

All assignments (other than specified group assignments) must be your own work, not that of somebody else. While students from a non-English speaking background may obtain limited help from others in the area of English expression, the work must be substantially your own. Limited quotation of the work of others in "quote" marks, and clearly acknowledged in a footnote is acceptable. This would normally serve as the basis for some discussion or your own. The submission of work which is not your own, as though it were your own ("plagiarism") is a serious offence.

Policy re Assessment and Assignments

Please note the following statement of Faculty policy regarding all assignments and assessments:

All assessment items must be submitted in order for a pass to be granted in the subject.

All assignments (other than specified group assignments) must be your own work, not that of somebody else. While students from a non-English speaking background may obtain limited help from others in the area of English expression, the work must be substantially your own.

Limited quotation of the work of others in "quote" marks, and clearly acknowledged in a footnote is OK. This would normally serve as the basis for some discussion of your own. The

submission of work which is not your own, as though it were your own ("plagiarism") is a serious offence.

All essays are to bear the following disclaimer on the title page.

The following essay, of which I have kept a copy, is entirely the work of the undersigned, and all sources of ideas and expressions are duly acknowledged in footnotes or endnotes.

Signed:

Please do not use plastic folders or sleeves when submitting essays, as they are more of a nuisance.

Where an essay is to be marked externally (postgraduate), the essay itself should not be signed, but a separate signed disclaimer should be lodged with the office.

Besides an overall score of 50% for a subject, at least 45% must be achieved in the major assessment item (usually the final examination), and 45% as a combined mark for all remaining assessment items. This is an internal policy. For details of the ACT policy (requiring a passing grade of 50% in the major assessment task) see the ACT Manual.

Students who fail a subject twice or fail more than half the subjects for which they are enrolled in any one year may be required to show cause why they should be allowed to reenrol.

You are advised to keep a copy of all work submitted. For the benefit of students and staff, assignments should be submitted by the due date. Where extenuating circumstances prevent this, the following procedure applies.

(a) Only the Academic Dean is authorised to grant a short extension for medical or compassionate reasons. Obtain a form from the office and complete it carefully, attaching any supporting documentation, and leave in the Academic Dean's mail box.

b) Unless an extension has been granted by the Academic Dean, where work is overdue, a penalty of 5% (of the total possible mark) for each day will apply up until the end of the final week of classes for the semester and following that, an automatic failure for that assignment.

The deadline for all ACT essays to be **marked** is the week before the exams commence (in June and November).

Style for written assignments

The ACT has adopted as its preferred style manual for the preparation of essays and theses, the Government's *Style Manual for Authors, Editors and Printers*. See also the directions in the ACT Undergraduate Manual.

Another useful style guide, more specific to theological study, is the SBL Handbook of Style Student Supplement which can be downloaded from:

http://www.sbl-site.org/PDF/SBLHS_SS92804_Revised_ed.pdf

While latitude is allowed in matters of style at undergraduate level, and particularly for internal work, students are encouraged to conform to this standard.

For essays of 2000 words or over, a synopsis should be included.

Remarking Policy

A student may make application to the Registrar for the review of a result or academic reassessment of a piece of work. Before applying for a reassessment, students must first discuss their performance in the unit with the lecturer/examiner. If students still have reason to believe that the mark awarded does not reflect their performance, they may apply, within two weeks of the result being made known, for reassessment. When seeking a review, students should specify the nature of their complaint and the grounds for their request. Requests may be refused where insufficient reasons are put forward. The charge for reassessment is \$20.00 plus \$10.00 for each 1000 words or part thereof. An exam hour is equivalent to 1500 words.

Application forms for remarking are available from the office. This procedure is to be followed also for results issued by the ACT. In the case of ACT results a further avenue of appeal is open, with a fee normally equivalent to half of the ACT enrolment fee for the subject.

Bibliography

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Australian College of Theology. *Guidelines for essays*. Manual Part II Degree and Postgraduate Awards. Kingsford, NSW: 1994.

Presbyterian Theological Centre. *A guide to the writing of essays and theses*. Sydney: nd.

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PASS THE TEST - GUIDELINES FOR EXAMINATION

1. There is no one method of study that will guarantee a perfect score in a test. If you check your knowledge of the subject against the following checklist, however, you may quickly determine what you do know and use your remaining preparation time to fill in the empty spaces. Such a practice will help you organise the material you have learned so that you can readily recall it. Then you have a chance to make the test show what you do know.

CHECKLIST

1. **RECALL** what is discussed most in class. Brush up on it, for it may appear in the test.
 2. **NAME** the points, dates, terms and principles the author/s of the test felt were most important.
 3. **EXPLAIN** and **DEFINE** the new words, ideas and thoughts. Some of them always reach the test.
 4. **ANSWER ALOUD** some of the questions you think the examiner might ask. This helps you find your weakness before the test.
 5. **EXPLAIN** in your own words what you have learned. Examiners don't want the textbook repeated back to them.
 6. **REVIEW** the conclusions that were drawn. You will need to know them.
 7. **REFER BACK** to the textbook/s for any of these points you can't remember.
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2. **Essay-Type Tests:**
 1. In essay-type tests, the examiner asks only a few questions. If you miss even part of one, your mark suffers. An essay-type test includes your grammar, your handwriting, and your spelling. If the answers aren't clearly written, or if the examiner can't find them, you lose valuable points. This kind of test shows the "gap" in your knowledge.
 2. Check through the list of commonly used key words (explained in next section). Make sure you can respond to each one you have learned. Then you can write the material the examiner expects you to give. Relax before you start the test. Read the directions. Maybe you aren't expected to answer all the questions. Maybe you're to answer one in a particular way. Ask yourself questions before the test. When you first look at the test, it may seem very difficult.

3. Preview quickly all the questions. You may know more than you think you do. Plan to give yourself enough time to answer all the questions. If you have difficulty with one, leave it and go on. By the time you come back to it, you may remember more about it. Plan to leave at least 5 minutes at the end to check and recheck. You need a few minutes to be sure everything is as you would have it.
4. **Key Word List:** See page 12

BEFORE THAT TEST - GUIDELINES BEFORE TAKING THE TEST

1. No other regular occurrence in academic life causes such a tremendous reaction with the student as does the examination. There are two requirements for success, one is knowing the content, and the second is demonstrating that knowledge. The first method will not only insure learning, it will also help to eliminate one of the most important causes of exam fever, which is simply the uncertainty concerning one's knowledge. It is important to not only to know the course, but also **to know that you know it....** And the self-testing provided by written recall is a proof of your preparation and knowledge and a guard against exam panic.
2. Demonstrating your knowledge is the second part of the problem. According to students, their primary difficulties are "clutching" and having too many answers occur to them after they hand in their examination papers. Here are some steps which you can follow:
 - 2.1 Exam fever is contagious. Avoid its prime source - other students.
 - 2.2 Admit to yourself that you might not know all the answers. Instead of saying over and over "I'm afraid I won't know it", say "Some of it I won't know and some of it I will". Thus, when you read the first questions and don't know that answer, you will respond, not with the conclusion that you know nothing, not by clutching, but by saying, "That's one I don't know". It is effective.
 - 2.3 Continue your daily habits as usual. Too much sleep or too little, changes in eating habits, attending a movie (because you're told it's a good thing to do before an exam) when you abhor movies.....any of these may modify your physiological functioning so that you are "not yourself" during the exam.
 - 2.4 Be certain to look over the whole exam first. "Program" your mind with the questions...let your unconscious mind be working on the harder questions while you are consciously working on the easier ones first...let the mind bounce back the information while you are taking the exam, not later!

Two general types of examination questions are commonly used - the objective or short form of question: and the essay or subjective form of question. A classroom test may

include only one of these types: a mid-term or final examination often includes both types. You probably have had experience with both, but we shall list them here.

3. The objective or short form.
 - true/false
 - Multiple choice
 - Matching or association
 - Completion or direct answer

4. **Essay Questions**

4.1 Introduction. The thought of writing answers to essay questions seems to bother many students. If you have worked and studied systematically all term you need not fear them; examination questions usually cover the major topics and ideas stressed by your teacher.

The essay question is designed not only to test your recall of learned material, but also to discover your ability to interpret, perceive relationships, evaluate, and to express your ideas in acceptable English. Your answer to an essay question discloses your ability to organise ideas and to present them in logical sequence. Success in treating an essay question depends also on your understanding exactly what and how much the questions call for.

4.2 How to begin. The following points will give you the best general method of approach to the essay examination.

- a. Set up a time schedule. If six questions are to be answered in three hours, allow yourself approximately 28 minutes for each. When the time is up for one question, stop writing and begin the next one. There will be about 12 minutes remaining when the last question is complete. The six incomplete answers, by the way, will usually receive more credit than three completed ones.
- b. Preview through all the questions first. Answers will come to mind immediately for some of the questions. Write down key words, listing, etc **now** when they are fresh in your mind. Otherwise those ideas may be blocked (or unavailable) when the time comes to write the later questions.
- c. Do the easy questions first. Acknowledge the difficult questions: read them carefully, leave them and go on. By the time you come back to them you may remember more about them....because you have given the mind time to work on them by itself.
- d. Before attempting to answer a question, put it in your own words. Now compare

your version with the original. Do they mean the same thing? If they don't you have misread the question. You will be surprised how often they don't agree.

- e. Outline the answer before writing. Whether the examiner realises it or not, he is greatly influenced by the compactness, completeness and clarity of an organised answer. To begin writing in the hope that the right answer will somehow turn up is time consuming and usually futile. To know a little and to present that little well is, by and large, superior to knowing much and presenting it poorly.....when judged by the grade received. Simplify the reading task of the examiner by numbering supporting ideas wherever appropriate.
- f. Take time to write an introduction and summary. The introduction will consist of the main point to be made; the summary is simply a paraphrasing of the introduction. A neat bundle with a beginning and ending is very satisfying to the reader.
- g. Take time at the end to reread your answers (with the remaining 12 minutes). When writing in haste we often misspell words, omit words and parts of words, omit part of questions, and miswrite dates and figures (eg 343 written as 433).
- h. Qualify answers when in doubt. It is better to say "towards the end of the 19th century" than to say " in 1894" when you can't remember whether it is 19884 or 1894. In many cases, the approximate time is all that is wanted. When possible, avoid very definite statements. A qualified statement connotes an appreciation of the tentative nature of our knowledge.

4.3 Example of the Essay Questions. As good examples, read the following brief answers to an essay question. Determine what makes them differ in quality.

Question: Name and illustrate the four general classifications of animals by mode of existence or habitat.

- Answer A**
1. Marine animals living in the sea.
 2. Fresh water animals living in streams and lakes
 3. Terrestrial animals living on land
 4. Parasites, living on or in other animals.

Marine animals live in the sea. One kind in plankton. It is very small and floats. Another kind is the whale which is very large. Fresh water has mosquito eggs, frogs, cray fish and many other small animals. Terrestrial animals live on land. Dogs and cats, moles and birds are included. Fleas, lice and tapeworms are parasites because they live on or in other animals. Some parasites have hyperparasites.

Answer B Classification of animals by habitat:

1. Marine. Millions of animals, all sizes from the microscope plankton to the enormous whale, inhabit the sea. Generally marine animals are unable to survive in fresh water
2. Fresh water. Lakes and streams contain such varieties as mosquito eggs floating on the surface, frogs living in the vegetation and crayfish crawling along the bottom in their constant search for food.
3. Terrestrial. The vast number of land animals are common knowledge. They include the sub-terrestrial earthworm and mole and the aerial kingdom from birds to butterflies.
4. Parasites. Animals play host to innumerable parasites. Fleas, lice and tapeworms are generally known by the discomfort they cause. Less well known are the microscopic parasites whose hosts are hyperparasites preying on parasites.

Both answers are completely correct. Answer A received a C+ and Answer B an A.

- 4.4 Not, Following are some of the qualitative factors, which make a quantitative difference.
 - a. misspelling of technical words
 - b. Tautologies - needlessly saying the same thing in different words (eg visible to the eye)
 - c. Use of inexact language rather than more exact scientific terminology
 - d. Circulate definitions (eg he's unemployed because he is out of work)

5. Summary

Perhaps the most important element in being a good test taker has never been explained to most students - it is to satisfy the tester, not yourself.

Most students, and probably all adult readers, would say that they read or study in order to learn. They would say that learning and comprehending were similar words. Yet, few realise that there are many kinds of comprehension, and every test demands that you show evidence of some kind of comprehension of learning. Therefore, never take for granted that your way of answering a test question is appropriate unless you have carefully read the directions for that part of the test. Taking tests is a game that is played well by the student who plays according to the rules.

Remember also that there is no such thing as a truly objective test - all tests are designed by somebody who personally writes and or selects the questions. Behind each test is a test maker. When you take a test, keep him in mind and answer the questions as if he were sitting in front of you asking you each question.

A third valuable rule is this: remember that the person who will grade your test wants you to pass. Failures cause a teacher extra work and makes him feel down. Help him pass you by giving the test your full attention and your most honest effort.

The fourth rule of good test taking is this: Don't fight the test even if you don't like it, feel it is unfair or have a personal fear of tests. Test taking is like swimming - fight it and you drown. Approach it with understanding and a system of skilled techniques and you will not only stay afloat, you will also get somewhere.

There is a fifth rule which also has to do with your attitude towards tests: The examiner would, generally rather have the test reveal your learning than your lack of it. Everyone forgets and no one knows everything. The examiner knows this. He does not expect perfection; he does hope that you will show a reasonable amount of learning.

All tests are substitutes for judgement, not judgement itself. They are shorthand methods for indicating your learning. They prove absolutely nothing though they may indicate areas of strengths and weaknesses. Approaching them as opportunities to express your talents rather than as authoritative challenges to your abilities is not only a good test taking psychology, it is also a healthy attitude.