

**EIDTS**

**Study and Writing  
Guide**

**October 2007**

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# Introduction

## Welcome

Welcome to the Ecumenical Institute of Distance Theological Studies (EIDTS). We are happy to have you as a student, and we look forward to a long and rewarding relationship.

## The Purpose of This Study Guide

This is both a study *and* writing guide. The section which is a study guide is to help you think about ways in which learning at a distance is different from learning in a classroom. It is also meant to show you ways in which it may be possible to overcome problems caused by distance. We are not right there with you so we cannot see what your concerns are, but we can tell you about the concerns and problems that other people have had, and show you how they were solved.

Secondly, the part which is a writing guide is to answer those questions which can make you very nervous when you are trying to write an essay. Here you can find out when to use italics, what size font you need, and how to set out a cover page and a host of other things.

To make it easier to find your way around this guide, we have included a Table of Contents.

## A Special Kind of Journey

We might describe a course by distance education as a special kind of journey. It is not exactly the kind where we all go together on a tour, and a guide shows us the sights and explains them. Rather, you are setting out on a journey on your own, hoping to reach a place you have never been before. Others are going there too, but they will not be in the same aircraft as you. Fortunately, we have already been to that place, and we have provided you with everything you need to get there. However, we are not going along with you, so you need to listen closely to what we tell you so that you do not lose your way.

Those of us alive today are much better off regarding travel than folk used to be. Even though we are not with you, we can still communicate with you during your journey. We at EIDTS can be contacted by means of

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e-mail: eidts@xtra.co.nz  
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You will also have a tutor assigned for each course and, following your enrolment, you will be given information on how to contact and communicate with them. There is a sense, however, in which the image of a trip is not true. You are not leaving your home, your family or your job. That is a great advantage, because the support network that you have at home helps you a great deal, especially when things are not going well.

## Why Am I Doing This Course?

At this point it would be helpful to stop and think about why you wanted to do this course. Here are some of the reasons why students say they want to study theology:

- 1) so that I will be a more effective evangelist
- 2) to increase my knowledge of God and the church
- 3) to train in theology so that one day perhaps I can be a minister
- 4) to be a better person

What are your reasons? Are they some of these, or are they different? Maybe you can only say, "Well, it seemed like a good idea at the time."

Whatever the reason you had when you decided to do this course, it was important enough to make you enrol and arrange payment. It was a serious reason.

## What Does This Course Require?

Now, think what your commitment to doing this course means to you personally. It will be costly. For some of you it will be very costly.

There are three major categories of cost in distance education. The first is the most obvious. There is a cost in terms of **money**. Even though we try very hard to keep our costs down, for some of you it has been a struggle to get that much money together, and you should make the work you do worthwhile.

The second kind of cost has to do with **energy**. None of us has unlimited energy, especially those who are getting older (and this is true of a great many distance students). If we work at one thing, we cannot work at another. If we spend Saturday working in the garden, we are too tired to go out on Saturday night. If we spend Saturday studying, we will not be able to work in the garden and we will probably be too tired to go out as well. It is something to think about.

The third is a cost that you need to think about whenever you study, and that is the cost in terms of **time** itself. Each course requires you to put aside a certain amount of time each week for study. Some of you will work fast; some will work more slowly. But do not assume you can work fast. You may be one of the slow ones! Whether you are fast or slow has nothing to do with what kind of mark you will get.

# How to Study

## Different Styles of Study

Different people have different ways of studying that suit them. Some people prefer to have music or a radio playing in the background, which helps them to concentrate. Other people need complete quiet. Some people like to study for short periods of time daily; others find it better to put aside a block of time once a week. Some of us like to write lots of notes as we read. Some read, and then write afterwards.

You need to find the style that suits **you**, but remember these points:

- 1) Organise your study time around the other things you must do, like work, child care, appointments and meetings.
- 2) Be sensible. Making the decision to study probably means that you must give up some of your other pursuits.
- 3) If your present style of study does not seem to be producing results, try a different one. Ask friends who are also studying how they manage. Ask your tutor for advice.
- 4) Make sure you have everything to hand when you start so you will not waste valuable time looking for your Bible, or a pencil.

## Effective Study

You will need to set aside several hours each week for study. Courses are based on the assumption that a student should be prepared to commit 240 hours per year to study. Over nine months, that amounts to about seven hours a week (allowing for holidays, sickness, or “time out”). Start with that; you will soon know whether you need to add on a bit more, or whether you can do just as well on a bit less.

Some people like to prepare a weekly timetable for themselves. I recommend that you try this, and post it somewhere so that you keep seeing it. It will keep reminding you, and your books will not get buried so you never find them. The important thing is to keep at it. Do not worry about the small problems; just keep on keeping on.

Choose a place which is comfortable, and where you can study undisturbed. If you have children at school, you may all wish to do your homework together. You are setting them a good example too. “No television until we have all finished our homework!”

Make sure you have good light, and enough space so you can spread out all your books. You will need to have your Bible, the textbook, a study guide,

maybe a book of readings, a dictionary, all there. Do not forget paper, and a pencil, to jot down notes or thoughts that come to you.

By the way, when you make a note, **write down where you got it from, including the page number**. You need the following information from each book you use: the author(s) and/or editor(s), exact book title, including any sub-title, edition (unless it is the first edition), place of publication, publisher, date of publication, page number(s). If it is an article, you need the author(s), title of article, including any sub-title, title of publication, year of publication, volume and issue number, pages of article, page(s) quoted from. This will save you a lot of grief later if you use that idea in an assignment. Pages 22 to 27 in this guide explain in detail exactly how to make references and bibliographies, so we will come back to how to use this information later.

Now that you have got everything in front of you, what do you do? Well, it is a good idea to begin your study time knowing what you will be doing that day. How many modules are there in your course? HS 101, for example, has five modules, which if spread out over nine months means a student should spend a little over six weeks on each one. Make sure you know what the module you are working on is about. Take a few minutes to figure out how much of the textbook you want to read today. Check the course guide. Is there any other material you should be looking at, such as supplementary articles?

Begin by looking over the whole section you need to read. Get a general sense of what this material is about. Can you see some obvious section headings or topics? Look carefully at the beginning and end of the chapter, article or section. Authors give a summary of what they are going to cover at the beginning, and what they have tried to demonstrate at the end. Make a note of the main points they are covering.

As you read the course material, if there are Biblical references, stop and look them up. Unless you are absolutely certain you know what 1 Samuel 9:11 says, **look it up**. Only that way will you gain the kind of familiarity with the material that you need. Likewise, if the book you are reading says, “Stop a minute and think about ...”, do it. The exercises are there to help you learn. You will not achieve anything unless you are active in the learning process.

Try to complete what you have set yourself for today. A failure one day does not matter, but if you consistently fall behind, you need to change the way you work. Maybe you need to study less at one time, but more often. Maybe distractions are the problem, and you need to tell your friends not to ring you on Tuesday evenings. Maybe there are words you do not understand. On this problem, remember, most course guides have a glossary, or ask your tutor.

**By the way**, do not hesitate to ask questions of your tutor. She or he is not only there to mark your assignments. You can also look for other folk in your area who are studying. Form a mutual support group. Now that so many of you are on e-mail, you can correspond that way too. Be creative!

# Gathering Material

## Library Resources

For the general purpose of the course, the study guide with its collection of readings and any textbook you were asked to get will give you all you need. When it comes to assignments, that will certainly get you started, but in almost every case you will need to read beyond the course material and the textbook if you want to write a good essay.

The study material will refer to other useful books, and the textbooks include indications of further useful reading that you can do. It is well worth trying to get hold of some of this material. To do that you will need to plan well ahead so that you can get the books from a library. The EIDTS Handbook gives you details of the theological libraries which you can approach. Register with any of them as a library member.

The librarians can help you put together a list of books and useful articles on your assignment topic. You can access via the web the catalogues of:

The John Kinder Theological Library - <http://www.kinderlibrary.ac.nz/>,

Theology House Library - <http://www.theologyhouse.ac.nz/>,

Hewitson Library - <http://www.library.otago.ac.nz/>

If you want to explore any of these catalogues, note the following:

Once at the catalogue page of the library, use a “keyword search” to get an idea of the books in the library that have that keyword as part of their title or description. To find books more specifically on your essay topic, note the subject descriptors that have been assigned to a book that you found in a keyword search, and then do a subject search using these subject descriptors.

If you wish to enquire about journal articles contact the librarian.

Once you have decided what books you want to borrow, contact the librarian and ask to borrow them. Send your details and information about the item you are requesting, or telephone or e-mail to the library.

## Web Resources

There is an enormous amount of information on the web, much of it from older books and encyclopaedias now out of copyright. The material may be dated, and therefore should not be used without checking more modern works. However, it may also serve as a useful start-

ing point. So, if you go surfing the web, use the material you find with care and do not rely on it. Even more so, a resource such as *Wikipedia* may be useful as a starting point, but by its very nature it is not a trusted scholarly source. That is because anyone can contribute and you cannot trace the reliability of the material or the credibility of the authors. Do not use it as a formal reference in your work.

# How to Write an Assignment

You have been asked to write an assignment. You may have not done that since school and you may reckon it was not any too flash then either. You can remember the sick feeling you used to get when you had to start writing, and you think that may be starting up again.

**Do not panic.** It is not that bad. Just relax and take plenty of time. That is what it is all about – time. Tutors also know from experience that older students often bring a maturity to their work that the young do not always display. Older students have lived long enough to gain some wisdom!

First of all make sure you know exactly when your assignments are due. Start thinking about them way ahead of time, so that you will be really comfortable with the topics long before you start to write.

Next, **read the assignment question carefully.** Make sure you know what is being asked. If there are any words you do not know the meaning of, look them up or ask your tutor. (The words may well have technical meanings, so a pocket dictionary may not be much help.)

The question will often contain a key word or phrase. Look in the index of your textbook. Is the word there? The course guide will tell you which readings and which parts of your textbook you need to use for your assignment. Check your notes on these. Is the word or phrase there?

## Assessing an Assignment Question

When you have identified where to look for your material, **think about the question.** If it says “Compare X and Y”, you need to have a clear idea of what X and Y are, and work to draw out similarities and differences between them. If it says, “Discuss the development of M with special reference to the situation which lies behind N.”, then you need a clear idea of what caused N and how it relates to the development of M. Look for keywords here too; they can often help you make connections that might not have seemed too clear previously.

Think about **instruction words.** They help you get an idea about what is being asked. You are often asked to enter into the work of a particular scholar, and you need to know exactly what you are being asked to explore. For example, if the question is “Discuss the various sources available to us for building up our Christology, and evaluate their relative importance.”, you need to understand *exactly* what is meant by “discuss” and “evaluate”. Here is a list of common instruction words to help you. Notice that the majority of these ask you to do much more than just give information about a subject. Most often you are asked to use the information you have gathered in order to make some kind of

evaluation of the material. One of the commonest errors students make in essays is to think that by giving information they have answered the question.

## **Common Instruction Words**

### **Account for**

Give reasons, explain why it happened.

### **Analyse**

Break the subject up into its main parts and describe the relationship between them.

### **Argue**

Make a case to support a particular point of view. Convince the reader with reasoning and evidence that the view is sound. Try to anticipate and answer the opposition's objections to your argument.

### **Assess/evaluate**

Decide the value of. Examine the various aspects of a subject and make a judgement. Weigh up evidence and give an opinion.

### **Comment on**

Discuss, explain and give your opinion on the ideas expressed.

### **Compare**

Identify similarities between.

### **Compare/contrast**

Show the differences and similarities.

### **Contrast**

Identify differences between.

### **Criticise**

Make your judgement about the views expressed, and support your judgement with evidence.

### **Define**

- a) Give the precise meaning of.
- b) Identify and discuss.
- c) Set the limits of.

### **Describe**

Give a full account of the characteristics of a subject.

### **Discuss/consider**

Explore a range of ideas and perspectives, noting their strengths and weaknesses.

**Examine**

Inspect closely, test rigorously, investigate, question.

**Explain**

- a) Make plain or understandable.
- b) Give reasons for.
- c) Show the logical development of.

**Illustrate/demonstrate**

Show, prove or clarify using reasoning, evidence and examples. Show you can apply theory.

**Interpret**

Explain and clarify the meaning of a statement by showing your understanding of it.

**Justify**

Provide the reasons for your conclusions or for the statements made.

**Outline/summarise**

Give the main points or general principles of a subject, leaving out minor details. Give an overview.

**Prove**

Show the truth of a statement by argument, experiment or test.

**Relate**

- a) Prove the connection between one thing and another.
- b) Tell, recount.

**Review**

Go back over, and look carefully and critically at a subject.

**State**

Describe the subject in precise terms.

**Trace**

Give a step-by-step description.

If you have problems sorting out what to do for your assignment, **get in touch with your tutor**. He or she will help you understand what is ahead of you. If you have been anxious about doing the assignment you may well find you have just been frightened by what seems like an enormous task. Your tutor will help you break it down into manageable chunks for you to tackle.

## Note-Taking

Once you understand what your aim is in the assignment, where do you go from there? Your next step requires you to work out

- what you already know about the essay topic and the issues it raises, and
- what you will need to find out in order to write your essay.

A good way to begin this process is to try **brainstorming**.

- Write down anything you can think of that relates to the essay topic.
- When you have nothing more to add, read over what you have written and put it in clearer words.
- Leave out anything which is irrelevant, and group related ideas together.
- Use these ideas to make an outline of what you want to say.
- Make a note of anything you need to follow up, or other things you know nothing about but feel may be relevant.

You may well be using material beyond what is on the list for your course. However, be sure to use all of the material you have been sent, and cover it thoroughly. Do not neglect your textbook just because you have a book on the same topic with which you are more familiar.

## Recording Sources

As you bring your material together remember to note where you got your ideas from and what references you want to quote from (see page 7). Later on, when you are writing your essay in its final form, you will need to include those references. On pages 22 – 27 you will find instructions on to how to do that correctly.

When you quote from the Bible you will need the references for that also. On pages 27 & 28 you will find instructions on to how to do that correctly.

If you use sections of material or ideas from someone else's work without acknowledgement, that is plagiarism. This is unacceptable and will invalidate your work. See the important remarks on page 22.

## An Essay Plan

You have your notes and your outline. What now? You need to set out an essay plan, and fit your outline into that. (At this point, do not worry about how well you are writing. Just say what each idea is.)

### **Introduction**

Simply, what the essay is about. You may want to write this after you have done everything else. Aim for about 10% of the total word count.

## **Main Points:**

### **Point 1**

Set out the first point to do with your essay. If the question was “Discuss the synoptic problem”, then a very good place to start is by saying what you understand the synoptic problem to be. If you have trouble figuring out what you need to do here, ask your tutor to help you. She or he will help you design an essay plan that will enable you to get on with your writing.

### **Point 2**

This point is linked back to point 1 but carries it further. In the example given above, you might say, “Here are some of the major ways scholars have solved the synoptic problem.”, and then go on to discuss them under subheadings A, B, C, etc. You will need supporting evidence complete with references, of course. The next section in this guide will explain how to do that.

### **Point 3**

A further point here is linked to the previous ones. Suppose your assignment topic is “Account for the Defenestration of Prague.”. You have explained what the defenestration was under point 1, and how various scholars have accounted for it under point 2. Now is your chance to modify the views of others, combined with your unique opinion, to say what *you* want to say. “MacDonald and Murray blame the defenestration on the sighting of a comet earlier that same year (1618), but offer no supporting evidence. Consequently, it is hard to take their argument seriously, and we have left it out of consideration.” You can go on to have more points if you need to, but in a (relatively) short student essay, three are usually enough.

Make sure each point has the correct information grouped under it. For example, do not start criticising someone’s argument until you have stated what that argument is.

## **Conclusion**

Briefly say again what you finally came up with. “In conclusion, Smith has stated in broad outlines what seems to be the most logical explanation. Harris, however, was able to fill in some of the gaps, most notably the previously unresolved question of the disappearance of the crucial manuscript.”

Do not add new information at this point. If you suddenly discover *that crucial point*, do not add it to your conclusion. This is an affront to the internal logic of an essay. Instead you need to include it within the relevant earlier section of your essay. Remember, you have not finished yet. You are still writing, but at least you have got down everything you want to say. Again, you may want to write this conclusion after you have done some polishing. Aim for 10-15% of the total word count.

## Possible Organisational Frameworks

### **Cause and effect**

An example of this kind of organisational framework would be an essay which, after examining the causes of racism in the church, went on to look at the consequences for its life. Another example would be an essay which looked at the effects of poverty, and then proceeded to look at its various causes.

### **Problem and solution**

This type of organisational framework might be appropriate for an essay on declining church numbers in which you looked at the causes and then examined some of the possible solutions.

### **Comparison and contrast**

This type of framework might be used in an essay discussing worship in first century Judaism in which the similarities and differences in temple worship and synagogue worship were examined.

### **Argument and counter-argument**

A sample outline provides an example of this type of structure. If the outline were developed into an essay, part of the body would consist of arguments and evidence which support the view that the synoptic gospels are best explained by the two source theory, and part would deal with evidence that supports a contrary view, in order to provide a balance in the discussion.

### **Classification**

This type of structure divides a large subject or issue into a number of smaller components. Biblical prophets, for example, could be classified in a number of ways, e.g., whether pre- or post-exilic, male or female, writing or non-writing. Similarly, the subject 'hymns' could be broken down into hymns written at different times. These types might then be treated in chronological order (starting with the most recent or the oldest), or they could be treated geographically, or according to the occasion on which they are used.

## When to Use a Reference

References are used for several purposes:

- when you have used a direct quotation in your essay;
- when you have referred to someone else's work or ideas in your essay, even though you may not have used their exact words, e.g., "Brown's suggestion that we need to look further for an explanation is very insightful";
- When you have referred to someone else's work in your essay and want to explain or give some brief further comment on that reference but to do so in your text would interrupt the flow of the essay.

The section on “Referencing” (pages 22 – 27) will give you guidance on how these references should be presented.

**Always reference a quotation.** And make sure you use the **exact** words the author used.

It is not necessary to reference commonly known facts. “The Protestant Reformation began in 1517 in Germany.”

## Producing the Final Result

Read slowly what you have written. You may even want to read it out loud. If you need to read a sentence twice in order to understand it, the sentence needs to be rewritten. Most commonly, students try to cram too much into one sentence. Put a full-stop, take a breath, and start again.

Each change of subject requires a new paragraph. Start the paragraph with a topic sentence, saying what the paragraph will be about. Go on to support that with one or more further sentences which develop that topic. In the example above, if you start a paragraph with “The Protestant Reformation began in 1517 in Germany” as the topic sentence, then you can go on to say “On 31 October that year, Martin Luther set out 95 theses denying certain powers to the pope, and nailed them to the church door at Wittenberg.” This beginning enables you to write several sentences outlining the events which occurred in those early years.

Do not hesitate to change the order of what you say so that it flows more logically. You may want to ask a friend or family member to help you with this. Someone who knows nothing whatever about the topic should be able to read it and understand it.

Keep referring back to the assignment question to make sure you have not got off the track. Ask yourself if each paragraph is really relevant to the issue, or if you are just airing your latest bright idea. Try to keep within about 20% either way of your word limit. Beginning students are more likely to write too much than not enough, so restrain yourself.

When you have your assignment the way you want it, check your introduction and conclusion to make sure they say the right things. **Check your work against the Style Guide (which follows) to make sure you have done everything the right way.** Check your bibliography to make sure that all the reference material you have used is there.

## A Post-mortem on your Assignment

When you get your assignment back, the first thing you will look at is your mark. That is only natural. However, do not stop there. Remember that you do

not always get a chance to talk things over with an expert. Your tutor's comments on your assignment are how he or she responds to your work. There will be encouraging remarks, suggestions about points you might have neglected to mention, different ways of looking at the issue. **Study these carefully.** Then make use of them for your next assignment. You are on a learning curve; try to make sure the bit you are on is going up!

No one at EIDTS expects you to be perfect. We know that you are still learning, and we make allowances whilst trying to help you improve. Do not be too hard on yourself.

# Style and Format

## Paper and Margins, etc.

Essays should be written in space-and-a-half or double spacing on ONE side of an A4 sheet. Handwritten essays must be easily legible. Leave a 3 cm margin on the left for the tutor's comments. Make the margins reasonably wide; it makes it easier to read. Fasten the sheets together with a staple or a paper clip. Include a self-addressed stamped envelope so your tutor can return your assignment.

## Cover page

A suggested cover page for your assignment is available on the EIDTS website at [www.eidts.ac.nz](http://www.eidts.ac.nz). This may be downloaded and used as the front page of your assignment

## Headings

You do not need to use any headings in your essay, but sometimes for clarity you may want to divide it up into introduction, various major points, and conclusion. However, your writing should make these things clear enough so that headings are unnecessary.

## Writing Style

Write simply. Do not make your sentences too long, but make sure you write clearly. If you have a problem with sentence structure, get a book on how to write clearly from your local library or bookshop. One such book is Martin Cutts, *Oxford Guide to Plain English*, 2<sup>nd</sup> ed., Oxford: OUP, 2004. It is available from Whitcoulls. This is not a course on writing, so tutors are not overly concerned about every little thing. However, they need to be able to understand what you are writing about. If they cannot, you will be marked down.

Use the spelling checker on your word processor, but remember that it is not perfect, and beware of American spellings. It does not recognise some technical terms and you may need to check these in a dictionary. Even then, some may not appear. If you found the word in your reading, you should be able to check its correct spelling there. It looks particularly bad if you misspell a keyword or your tutor's name!

You may find the grammatical helps on your word processor assist to smooth out what you have written. However, some people find them more trouble than

they are worth. Again, tutors know you are still learning. They do not expect you to be perfect, but they do expect you to try and to improve over time.

## Inclusive Language

The Christian gospel is concerned with inclusiveness and the equality of status of all people before God. This basic theological principle should shape our attitudes and thus the language we use.

Language shapes, forms and expresses our understanding of God, of people and of the world in which we live. Language can stereotype human attitudes and relationships and reinforce what is outmoded, unjust and exclusive, or can create and liberate and work for inclusiveness and sensitivity. Language is constantly changing and this must be taken into account.

Our use of language should be guided by theological principles. We should do our utmost to use language in ways that express inclusiveness and equality before God, and at the same time be sensitive to others, not just to those who will read our work, but to those about whom we write.

EIDTS fosters the development of precise, accurate language in all areas. This section is designed to help you choose suitably inclusive terms which best reflect the diversity of humanity.

As with any writing, the editing process of your essay should be completed from the reader's perspective. The writer needs to ask if any of the terms, illustrations and examples would be offensive to women, different races and people with disabilities or anyone else.

### Gender-Related Language

#### Personal Pronouns

The pronouns *he*, *him*, and *himself* should be used only when referring to a male person. Using *he* and *she*, *he/she*, *s/he* to indicate both genders may be cumbersome and tedious. Here are some possible approaches:

Rewrite the sentence in the plural

*A minister* must preach *his* sermon . . .

*Ministers* must preach *their* sermons . . .

Drop the pronoun entirely

*A minister* must preach *his* sermon . . .

*Ministers* must preach sermons . . .

Rewrite the sentence in passive voice

*A minister* must preach *his* sermon . . .

Sermons must be preached . . .

**Note:** Some suggest using *they*, *their* as a singular pronoun, e.g., "Anyone who wants their sermon reviewed must . . ." This is acceptable in common speech,

but it is not ideal in formal writing. There are other ways to recast sentences without using what is still considered by some to be a grammatical error.

### **The Problem with Man**

Although *man* historically referred to human, meaning both male and female, the word today is generally understood to refer only to males. *Man* normally evokes a male image and should therefore be avoided. Instead of the “average man”, try *average person, ordinary people*. Avoid composite words with the suffix –man; for “Vestryman” use “Member of Vestry”, etc.

### **Race-Related Language**

People are individuals; the accident of birth does not determine their nature. Stereotyping people means that you see them only in group terms and not as distinct identities. Nor should one expect someone from a particular race to represent that group and speak for them: not all Scots play the bagpipes; not all Indonesians are Muslims. Another point is that people do not always appear to belong to a particular group. Someone who looks white may, in fact, have Maori ancestry. Always write as though you have a mixed race readership.

Religious and linguistic or ethnic groups should not be confused. Not every Lebanese is a Muslim, and many Muslims are not Arab. Again, try for precision, or consider whether ethnic/religious affiliation is relevant at all. If not, omit such references.

### **People with Disabilities**

Individuals should no more be defined in terms of their disabilities than by their race or gender. Each person’s disability is unique, and reference to *the blind, the handicapped* is imprecise and insulting as it lumps a person into a single, homogeneous group. Reference to disability or impairment should also be precise: someone with vision or hearing impairment may not be blind or deaf, and should not be so described. As with any description, the disability should not be mentioned at all unless it is relevant.

### **Language related to God**

God is not male or female, but the source and creator of masculinity and femininity. The Biblical terminology of the Godhead, “Father” and “Son”, and theological and liturgical expressions of the Trinity as “Father, Son and Holy Spirit” speak of relationships, not maleness and are an important part of the Christian tradition, which should be respected.

There is a diversity of Biblical imagery referring to God, including both feminine and masculine, and terms that have no gender-associated usage (e.g. Creator, Redeemer, Saviour, Spirit, Sustainer, Rock.) This diversity should be reflected in your writing where appropriate.

As in recent Methodist and Anglican Prayer Books and Liturgies it is helpful to avoid if possible the use of third-person pronouns that suggest gender in God (he, she). [See above on ways of addressing the problem of personal pronouns.]

## Quotations

Some students make a bad habit of using italics for quotations. **Do not do it!** Students have been known to indent, italicise, and put the whole thing in inverted commas! What you do is put double quotation marks – “\*” – around any quotation. If what you are quoting has quotation marks within it, put them into single quotes. “Tradition criticism, however, need not be confined to an ‘oral period.’”

If a quotation is more than three lines long, indent it and do not put quotation marks around it. You may use a slightly smaller font size if you like, e.g. 11 point rather than 12 point.

Structuralist criticism, as we have noted, is based on a view of reality that seeks to understand all forms of human experience and behavior as concrete manifestations of certain [*sic*] ordering principles or structures that are considered universals.

Notice too the obvious typographical error that has been included as it stands in the text. You indicate you have noticed the mistake by putting [*sic*] after the word with the mistake. “Sic” is Latin for “so”. It is written in italics and is enclosed in square brackets.

## Fonts, points, etc.

Please remember the person who is reading your assignment. Assignments are often read at night, and many of the tutors have ageing eyes. The point size should be **at least** 12. Please use one of the standard fonts. This study guide is in Times New Roman. Others like it would be just as good. Serif fonts (like this one) are easier for the eye to follow than sans serif ones (like this one, which is Arial). **Do not use** one like Tahoma or Monotype Corsiva. They are too hard to read.

Be very sparing with the use of italics. Use an italic font for special emphasis only. If you want to draw attention to a particular word or phrase, you can usually do this by the way you construct the sentence. If you want to draw attention to a word or phrase in a quotation, italics can be useful, but you must also indicate that you have added the italics, by noting “emphasis added” in your reference.

If you use footnotes they usually come out in a smaller size than the main text. Typically, if you are using a 12 point main text, the footnotes will be in 10 point. This is just fine, so do not worry about it.

# Referencing

You need to include a reference both when you have used someone else's words and when you have used someone else's ideas.

The reason for giving references is not just to show the source of any quotations or ideas (i.e. to show that you have not simply plagiarised material), but because a reader (in the first instance, your tutor) may want to follow up the source of your material. In order to find exactly what you read, you need to give the author, the title of the piece, and exactly where it was published, and the page to which you are referring.

## Plagiarism

Plagiarism is when you use someone else's words or ideas but pass them off as if they were your own. Of course we need to use other people's thoughts and ideas in order to build up an argument, but it is the lack of acknowledgement that is the crucial issue in plagiarism. You should always acknowledge a quotation or a paraphrase by use of a reference within your work.

Your tutors and moderators become very familiar with texts used in essays and can easily spot when a sentence or paragraph is taken directly, or almost directly, from a book or article. Plagiarised work is not acceptable and will not accrue any marks.

Any instances of plagiarism will be reported to the EIDTS Director. In the first instance the student may be allowed to repeat the assignment using their own work. If a student offends on more than one occasion they may be refused admission to any further EIDTS courses. Work submitted by students may be subjected to random checks for plagiarism.

## Information Required

Make sure you have identified those places where you need a reference. Also make sure you have the information you need to construct the reference. You need the following information, as noted earlier (page 7).

For a **book** you need the author(s) and/or editor(s), exact book title, including any sub-title, edition (unless it is the first edition), place of publication, publisher, date of publication, page number(s). This information (other than the page number, of course) is to be found on the title page of the book and on the following page where the edition number and publication details are given. Copy all details exactly.

For an **article**, you need the author(s), title of article, including any sub-title, title of publication, year of publication, volume and issue number, pages of article, page(s) quoted from. Information on the author and title will be at the beginning of the article. Details about the journal will be on the front cover or inside title page or on the spine (where you or the librarian can see it on the shelf!). Copy all details exactly.

## Methods of Referencing

There are two main systems of referencing. Whichever you choose, use it consistently. Both require exactly the same information (as noted above), but they are laid out differently both in the text of your essay and in the bibliography. The explanations that follow cover the kinds of references you are most likely to use.

### (1) Notes and Bibliography Referencing System

In this system, at the end of a sentence for which you need to give a reference, you put the footnote number in superscript and then give the details in the footnote in the following form: Author (first name or initials and surname), *full title of the book, and subtitle if there is one* (in italics), edition of the book (if not the first), publication details (place of publication: publisher, year of publication), and the page reference.

Footnotes are numbered consecutively through the essay. Most computer word processing programs automatically make footnotes and adjust the pagination to suit, which saves you the trouble. If, but only if, you are typing or hand writing your essay, you should use endnotes. Do them the same way as footnotes, only put them all in order on a separate page at the end of your essay, after the main body and before the bibliography.

In the bibliography the same details are used, but the author's name is given surname first, brackets are not placed around the publication details, and the page reference is omitted.

In the note:                    J. L. Crenshaw, *Old Testament Wisdom: an Introduction* (Atlanta, GA: John Knox Press, 1981), 145.

What has just been described is the format of a note for the first reference to a particular source. For any subsequent reference to the same source, use the author's surname, *a short title*, and the page reference (e.g. Crenshaw, *OT Wisdom*, 195.). However, if the reference follows a note in which you have just referred to this source; then you simply put *Ibid.*, and the page reference (*Ibid.* means "in the same place", i.e. the same book or article as in the previous note.).

In the Bibliography:        Crenshaw, J. L. *Old Testament Wisdom: an Introduction*. Atlanta, GA: John Knox Press, 1981.

## (2) Author-Date Referencing System

In this system, at the point in your text where you need a reference you put in brackets the author's surname, the year of the publication, and the page to which you are referring. In the bibliography you give the full details of author (surname, then first name or initials), year of publication, *full title of the book, and subtitle if there is one* (in italics), edition of the book (if not the first), other publication details (place of publication: publisher)

In the text: (Crenshaw 1981, 145)

In the bibliography: Crenshaw, J. L. 1981. *Old Testament Wisdom: an Introduction*. Atlanta, GA: John Knox Press.

## Some Common Variations:

In both systems there are references that are far more complex than the above, and there are style books where you can find precise details about what should be done in specific cases, down to the particular use of commas, colons, and full-stops. That precision is not needed for your essay, but there are some common situations where you may not be able to work out from the above examples just what you ought to do. The principles in both systems always remain the same: author, title, publication details, and, in the essay itself, the page to which you are referring. Only the order differs between the two systems. The only exception to this is the entry in your text in the Author-Date system. For that there are no variations. It is always author, year, page.

### Author:

The two commonest variations you will come across are multiple authors and no named author. In the case of multiple authors you name them all. When there is no named author (as in many church reports) you name the organisation that "owns" the material.

### Title:

The commonest variation here is when your reference is to an article in a book that is a collection of essays by different authors or an article in a journal. In both cases you put the title (and subtitle if there is one) of the article in quotation marks, followed by "in", and then give the full title of the book or journal in italics (if the journal has a common abbreviation you may use it. e.g. *NZJH* for *The New Zealand Journal of History*). In the case of a book of essays you need to add after the title of the book "edited by" and give the name(s) of the editor(s). At the end of the publication details you add the full range of the pages of the complete article in the bibliography, but in the footnote just the page to which you are referring.

Notes and Bibliography Style:

In the note: L. L., Grabbe, “What was Ezra’s Mission?” in *Second Temple Studies 2: Temple and Community in the Persian Period*, edited by T. C. Eskenazi and K. H. Richards. (Sheffield: JSOT Press, 1994), 288.

In subsequent notes: Grabbe, “What was Ezra’s Mission”, 295.

In the bibliography: Grabbe, L. L. “What was Ezra’s Mission?” in *Second Temple Studies 2: Temple and Community in the Persian Period*, edited by T. C. Eskenazi and K. H. Richards. Sheffield: JSOT Press, 1994. 286-299.

Author Date Style:

In the text: (Grabbe 1994, 288)

In the bibliography: Grabbe, L. L. 1994. “What was Ezra’s Mission?” in *Second Temple Studies 2: Temple and Community in the Persian Period*, edited by T. C. Eskenazi and K. H. Richards. Sheffield: JSOT Press. 286-299.

**Publication Details:**

The two variations you will meet most often are for journals and web pages.

**(a) Journals:**

Where in the case of a book you give place of publication, publisher and year of publication, in the case of a journal you give the volume and issue number, the month or other indication of the precise publication date, and the year.

Notes and Bibliography Style:

In the note: Michael Belgrave, “Looking Forward: Historians and the Waitangi Tribunal” in *NZJH* 40/2, October 2006, 241.

In the bibliography: Belgrave, Michael. “Looking Forward: Historians and the Waitangi Tribunal” in *NZJH* 40/2, October 2006, 230-250.

Author-Date Style:

In the text: (Belgrave 2006, 241)

In the bibliography: Belgrave, Michael. 2006. “Looking Forward: Historians and the Waitangi Tribunal” in *NZJH* 40/2, October, 230-250.

### **(b) Web Pages:**

In every other respect, references to web pages are the same as the above cases. The only difference is that you need to state exactly where on the web you found it. You give the author and title in the same way as for an article. If there are any standard publication details give them first and then add the URL of the web site and the date on which you accessed it. The access date is important because web sites can change, and the reader needs to know that what you refer to was like that when you saw it!

#### Notes and Bibliography Style:

In the note:                      Rowan Williams, “Human Failure is Overcome by God’s Love”, Archbishop’s Easter Day sermon, 2007, [http://www.archbishopofcanterbury.org/sermons\\_speeches/070408.htm](http://www.archbishopofcanterbury.org/sermons_speeches/070408.htm) (accessed 7/6/07).

In the bibliography:          Williams, Rowan. “Human Failure is Overcome by God’s Love”, Archbishop’s Easter Day sermon, 2007, [http://www.archbishopofcanterbury.org/sermons\\_speeches/070408.htm](http://www.archbishopofcanterbury.org/sermons_speeches/070408.htm).

#### Author-Date Style:

In the text:                      (Williams 2007)

In the bibliography:          Williams, Rowan. 2007. “Human Failure is Overcome by God’s Love”, Archbishop’s Easter Day sermon. [http://www.archbishopofcanterbury.org/sermons\\_speeches/070408.htm](http://www.archbishopofcanterbury.org/sermons_speeches/070408.htm).

### **Further Details:**

If you want to know more, a paper on Referencing Styles giving detailed examples of the two systems can be down-loaded from the EIDTS website [www.eidts.ac.nz](http://www.eidts.ac.nz)

## **The Bibliography**

Make a list of all the references you have used, writing down all the information needed from each book or article. The list may also include works you have consulted for the essay but which you have not actually referred to in your text. **This does not apply to the Bible.** The section on pages 27 - 28 will show you how to reference that. Write all your references in alphabetical order of the author’s surname on a separate sheet of paper at the end of your essay. Put **Bibliography** at the top.

## Referencing EIDTS Study Guides

The study guides contain two sorts of material: text written by the author of the course you are doing; and reading selections from books and articles. In the case of the latter, you give the references exactly as you would if you had the actual book or article in front of you. The only thing you have to watch out for is that you use the page number(s) of the book or article, not the page number of the Study Guide. In the case of the Study Guide material, you treat that as though it were a book written by the author of the Study Guide. The place of publication is Christchurch, the publisher is EIDTS, and the year in which the guide was produced is usually on the front page or the following one. If other details are given at the front of the guide, use those details.

## Biblical References

When you quote from or refer to the Bible, you need to include a reference. Put the reference in brackets after the quotation, like this (Jn 3:16) or, if you are using a translation other than the New Revised Standard Version (NRSV), which EIDTS recommends, you need to add a reference to the translation, e.g., if you are using the New International Version then you put (Jn 3:16 NIV) or the Good News Bible (Jn 3:16 GNB)

### Abbreviations for Biblical Books

You will notice as you study that different authors have different ways of abbreviating the books of the Bible. The following is a standard set of abbreviations for you to use. These are the same as are used in the NRSV version of the Bible.

Genesis	Gen	Ecclesiastes	Eccl
Exodus	Ex	Song of Songs	Song
Leviticus	Lev	Isaiah	Isa
Numbers	Num	Jeremiah	Jer
Deuteronomy	Deut	Lamentations	Lam
Joshua	Josh	Ezekiel	Ezek
Judges	Judg	Daniel	Dan
Ruth	Ruth	Hosea	Hos
1 Samuel	1 Sam	Joel	Joel
2 Samuel	2 Sam	Amos	Am
1 Kings	1 Kings	Obadiah	Ob
2 Kings	2 Kings	Jonah	Jon
1 Chronicles	1 Chr	Micah	Mic
2 Chronicles	2 Chr	Nahum	Nah
Ezra	Ezra	Habbakuk	Hab
Nehemiah	Neh	Zephaniah	Zeph
Esther	Esth	Haggai	Hag
Job	Job	Zechariah	Zech
Psalms	Ps	Malachi	Mal
Proverbs	Prov		

Tobit	Tob	John	Jn
Judith	Jdt	Acts	Acts
Additions to Esther	Add	Romans	Rom
Esth		1 Corinthians	1 Cor
Wisdom	Wis	2 Corinthians	2 Cor
Sirach (Ecclesiasticus)	Sir	Galatians	Gal
Baruch	Bar	Ephesians	Eph
1 Esdras	1 Esd	Philippians	Phil
2 Esdras	2 Esd	Colossians	Col
Letter of Jeremiah	Let Jer	1 Thessalonians	1 Thess
Prayer of Azariah	Song of	2 Thessalonians	2 Thess
and the Song	Thr	1 Timothy	1 Tim
of the Three Jews		2 Timothy	2 Tim
Susanna	Sus	Titus	Titus
Bel and the Dragon	Bel	Philemon	Philem
1 Maccabees	1 Macc	Hebrews	Heb
2 Maccabees	2 Macc	James	Jas
3 Maccabees	3 Macc	1 Peter	1 Pet
4 Maccabees	4 Macc	2 Peter	2 Pet
Prayer of Manasseh	Pr Man	1 John	1 Jn
		2 John	2 Jn
Matthew	Mt	3 John	3 Jn
Mark	Mk	Jude	Jude
Luke	Lk	Revelation	Rev