



**BTC** Southern Africa  
Equipping Believers for  
Ministry Globally

Pastoral • Missions • Youth

# ASSIGNMENT WRITING GUIDE

Second Edition | 2024

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Postal: P.O. Box 50710, Randburg 2125  
Tel: +27 11 886 0421

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# Table of Contents

## PART 1: HOW TO FORMAT YOUR ASSIGNMENT

<b>1. INTRODUCTION</b> .....	6
<b>2. ABBREVIATIONS FOR BIBLICAL BOOKS</b> .....	7
2.1 Hebrew Bible / Old Testament.....	7
2.2 New Testament.....	7
2.3 Apocrypha and Septuagint.....	8
<b>3. ABBREVIATIONS – OTHER</b> .....	8
3.1 Ancient Text Types.....	8
3.2 Canonical Divisions.....	8
3.3 Bible Versions.....	9
3.4 Modern Critical Editions.....	9
3.5 Biblical and Theological Reference Works.....	9
3.6 Textual Divisions.....	9
3.7 General Abbreviations.....	10
<b>4. BIBLIOGRAPHICAL ABBREVIATIONS</b> .....	10
<b>5. BIBLIOGRAPHY</b> .....	11
<b>6. CITATION</b> .....	15
6.1 Citing Scripture.....	15
6.2 Citing Extra-Biblical Sources.....	16
6.3 Lengthy Citations.....	16
6.4 Unnecessary Quotations.....	16
6.5 Citation Punctuation.....	17
<b>7. FORM AND STYLE</b> .....	18
7.1 Font.....	18
7.2 Footnotes.....	18
7.3 Headings.....	18
7.4 Page Layout.....	19
7.5 Page numbering.....	19
7.6 Punctuation.....	20
7.7 Spacing.....	20
7.8 Tables.....	20
<b>8. TRANSLITERATION</b> .....	21
8.1 Hebrew – Consonants.....	21
8.2 Hebrew – Vowels.....	21
8.3 Greek.....	22
<b>9. SUBMISSION OF ASSIGNMENTS</b> .....	23
9.1 Documentation Format.....	23
9.2 Due Dates.....	23
9.3 Labelling.....	23
9.4 Submission Process.....	23
9.5 Title Page.....	24
9.6 Table of Contents.....	25
9.7 Word Count.....	25
<b>10. DEDUCTIONS AND PENALTIES</b> .....	26
<b>11. PLAGIARISM POLICY</b> .....	27

## **PART 2: HOW TO WRITE YOUR ASSIGNMENT**

<b>1. THE PURPOSE OF ASSIGNMENTS .....</b>	<b>29</b>
<b>2. TYPES OF ASSIGNMENTS .....</b>	<b>30</b>
<b>3. UNDERSTANDING THE TASK .....</b>	<b>31</b>
<b>4. DEVELOPING THE TOPIC .....</b>	<b>32</b>
<b>5. RESEARCH .....</b>	<b>33</b>
<b>6. RESOURCES .....</b>	<b>35</b>
<b>7. PLANNING AN ASSIGNMENT .....</b>	<b>37</b>
<b>8. WRITING AN ASSIGNMENT .....</b>	<b>39</b>
<b>9. REFERENCING .....</b>	<b>41</b>
<b>10. PLAGIARISM, COLLISION, AND ARTIFICIAL INTELLIGENCE (AI) .....</b>	<b>43</b>
<b>11. PRESENTING A QUALITY ASSIGNMENT .....</b>	<b>45</b>
<b>APPENDIX A (Sample Book Copyright Page) .....</b>	<b>46</b>
<b>APPENDIX B (Sample Journal Information Page) .....</b>	<b>47</b>
<b>APPENDIX C (Sample of Assignment with Citation) .....</b>	<b>48</b>
<b>APPENDIX D (Sample Bibliography) .....</b>	<b>49</b>
<b>APPENDIX E (Spelling and Capitalisation Checklist) .....</b>	<b>50</b>
<b>APPENDIX F (Bibliographical and Citation Reference Guide) .....</b>	<b>54</b>
<b>APPENDIX G (Required Resources) .....</b>	<b>74</b>
<b>APPENDIX H (Types of Theological Books) .....</b>	<b>75</b>
<b>APPENDIX I (Theological Publishers) .....</b>	<b>76</b>
<b>APPENDIX J (Helpful Transitional Statements) .....</b>	<b>76</b>
<b>APPENDIX K (Verbs that Help with Author Prominent Referencing) .....</b>	<b>77</b>



# **PART 1:** **How to format your assignment**

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# 1. Introduction

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Dear students,

We would like to inform you about the recent updates to the Research Writing Guide:

1. The two documents 'Quick Guide to Correct Assignment Writing Practice' and 'Assignment Writing Handbook' have been merged resulting in the formation of a unified document known as the 'Assignment Guide' available on Schoology.
2. Notable adjustments have been made to the referencing requirements, which include:
  - Line Spacing (page 20).
  - Justification: from left aligned to justified (page 19).
3. It is now recommended to convert your document's format from MS Word / Pages to PDF before submission to maintain the integrity of the formatting.
4. Detailed guidelines regarding the submission process can be found on (page 23).
5. We have also introduced the Plagiarism and AI policy, which have been included on (pages 44-45).

Please be aware that both in-text referencing and the reference list itself will remain unchanged.

Should you have any questions or concerns about these updates, please do not hesitate to reach out [walter@btc.co.za](mailto:walter@btc.co.za).

Dr Walter Maqoma (Editor)

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## 2. Abbreviations for Biblical Books

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### 2.1 Hebrew Bible / Old Testament

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

### 2.2 New Testament

Mt	Matthew	1 Ti	1 Timothy
Mk	Mark	2 Ti	2 Timothy
Lk	Luke	Tit	Titus
Jn	John	Phm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1 Cor	1 Corinthians	1 Pt	1 Peter
2 Cor	2 Corinthians	2 Pt	2 Peter
Gal	Galatians	1 Jn	1 John
Eph	Ephesians	2 Jn	2 John
Phil	Philippians	3 Jn	3 John
Col	Colossians	Jude	Jude
1 Th	1 Thessalonians	Rev	Revelation
2 Th	2 Thessalonians		

- Do not put a full stop after the abbreviation.
- Leave a space between the number and the abbreviation (e.g. 2 Kgs 5).
- When giving scriptural references use numbers and a colon (:) to indicate chapter and verse (e.g. 1 Th 1:7).

- Quote scriptural verses in quotation marks (“...”).
- For a quote within a quote use single quotation marks (‘...’).

e.g. “Jesus answered, ‘The work of God is this: to believe in the one he has sent’” (Jn 6:29).

### 2.3 Apocrypha and Septuagint

Bar	Baruch	Jdt	Judith
Add Dan	Additions to Daniel	1-2 Macc	1-2 Maccabees
Pr Azar	Prayer of Azariah	3-4 Macc	3-4 Maccabees
Bel	Bel and the Dragon	Pr. Man	Prayer of Manasseh
Sg Three	Song of the Three Young Men	Ps. 151	Psalms 151
Sus	Susanna	Sir	Sirach / Ecclesiasticus
1-2 Esd	1-2 Esdras	Tob	Tobit
Add Esth	Additions to Esther	Wis	Wisdom of Solomon
Ep Jer	Epistle of Jeremiah		

## 3. Abbreviations – Other

- For all other abbreviations used in-text you must include the **Legend** after the **Table of Contents** Page, which explains your abbreviations. (The Legend will look the same as the lists below – pertinent to your abbreviations; i.e. abbreviation plus full word/s).
- Within the Bibliography itself, no abbreviations are to be used apart from those specified in “Bibliographical Abbreviations” on page 10.

### 3.1 Ancient Text Types

Byz	Byzantine	Q	Quelle (“sayings” source for Synoptic Gospels)
Copt	Coptic	Qum Lit	Qumran Literature
LXX	Septuagint	Syr	Syriac
Midr	Midrash	Talm	Talmud
MT	Masoretic Text	Tg	Targum
OG	Old Greek	TR	Textus Receptus
OL	Old Latin	Vulg	Vulgate
P	Peshitta		

### 3.2 Canonical Divisions

HB	Hebrew Bible
NT	New Testament
OT	Old Testament



### 3.3 Bible Versions

- At the bottom of your contents page include a statement indicating the Bible translation used in your assignment. For example:

Unless otherwise indicated, all Scripture quotations are from the **New International Version**.

- If one has already stated the Bible version being used, one does not need to repeat it with each reference – unless a different version is used (e.g. Rom 5:1, RSV).
- Do not include a Bible as a Bibliographical reference.

ASV	American Standard Version	MSG	The Message
CEV	Contemporary English Version	NIV	New International Version
GNB	Good News Bible	NKJV	New King James Version
JB	Jerusalem Bible	NRSV	New Revised Standard Version
KJV	King James Version	RSV	Revised Standard Version
LB	Living Bible	RV	Revised Version
NASB	New American Standard Bible	TEV	Today's English Version
NEB	New English Bible	TNIV	Today's New International Version
NET	New English Translation		

### 3.4 Modern Critical Editions

BHK	Biblia Hebraica, ed. R. Kittel
BHS	Biblical Hebraica Stuttgartensia
NA <sup>27</sup>	Novum Testamentum Graeca, Nestle-Aland, 27 <sup>th</sup> ed. [Note the latest edition available should be used.]
NA <sup>28</sup>	Novum Testamentum Graeca, Nestle-Aland, 28 <sup>th</sup> ed.
UBS <sup>4</sup>	The Greek New Testament, United Bible Societies, 4 <sup>th</sup> ed.

### 3.5 Major Biblical and Theological Reference Works

- One may abbreviate the major biblical and theological reference works in one's citation, as long as the abbreviation is explained in a Legend at the end of one's paper.
- No abbreviations are to be used in the Bibliography.

(e.g. BDB for Brown, Driver and Briggs, *Hebrew and English Lexicon of the Old Testament*;  
Louv-Nida for *Greek-English Lexicon*, ed. J. P. Louw and E. A. Nida  
ICC for International Critical Commentary;  
TNTC for Tyndale New Testament Commentaries)

### 3.6 Textual Divisions

Ch or chs	chapter or chapters
v or vv	verse or verses

### 3.7 General Abbreviations

c.	circa (“about” – referring to date)
cf.	“confer” (cross reference; compare)
e.g.	for example
ET	English translation
f or ff	following page or following pages
Gk.	Greek [used when giving the original word]
Heb.	Hebrew [used when giving the original word]
Ibid.	ibidem (“in the same place”) [referring to a source that was cited in the preceding note – this is used predominantly in footnotes]
i.e.	<i>id est</i> , that is
ms or mss	manuscript or manuscripts
p or pp	page or pages
pl	plural
sg	singular
<i>sic</i>	“intentionally so written”

Note that other examples of standard abbreviations for theological study may be found in most biblical dictionaries.

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## 4. Bibliographical Abbreviations

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&	“and”
Anonymous	author unnamed
Ed or eds	editor or editors
Edn	Edition
et al.	“and others” [Note: this is note italicised; and a full stop appears at the end only.]
Jr.	Junior
n.d.	No Date
n.n.	No Page Number [applies to electronic resources]
no. or nos.	number or numbers
n.p.	No Place of Publication
n.pub.	No Publisher
rev.	Revised
Sr.	Senior
trans.	Translator
vol.	Volume

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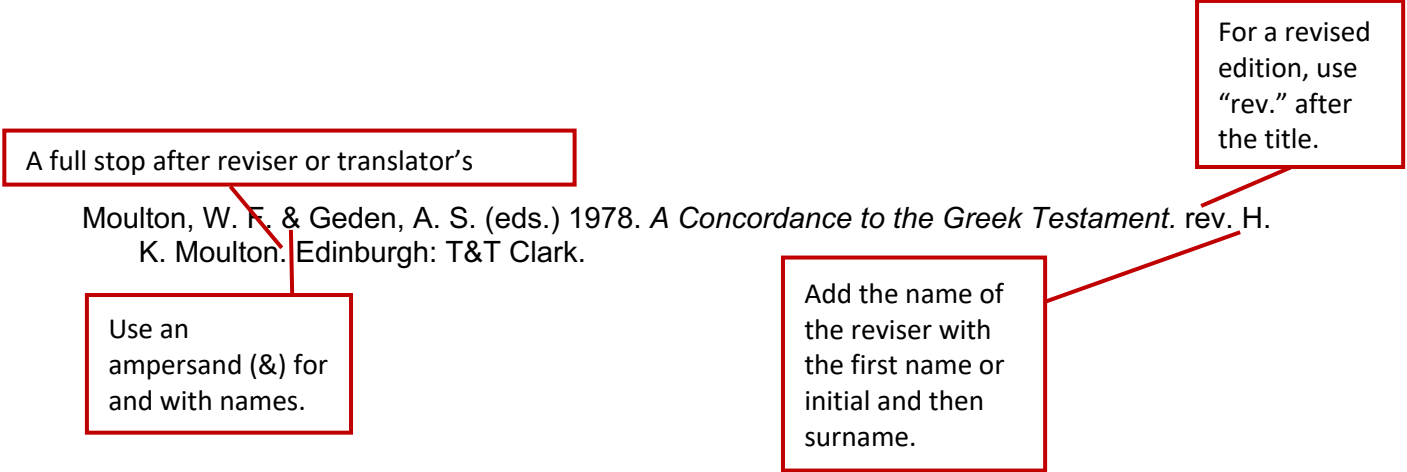
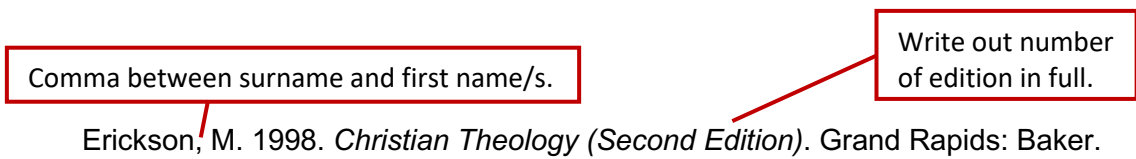
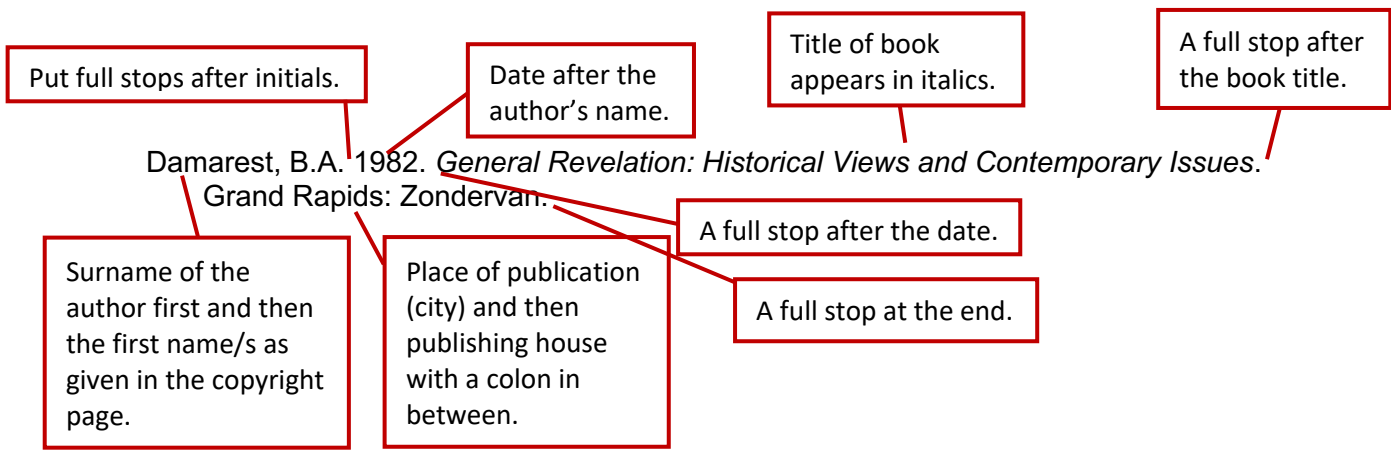
## 5. Bibliography

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- Use Revised Harvard format (See Appendix G).
- Only include works in your Bibliography that you have cited in-text.
- The key to formatting your Bibliography is consistency.
- The standard format for Bibliography references is:  
Surname, Initial of First Name(s). Year. *Title*. Place of Publication: Publisher.  
(Note Appendix F at the end of this Guide for specific examples of other source types.)
- Bibliographical entries must be listed in alphabetical order according to the authors' surnames.
- Enter the surname of the author first, before their first name or initial/s.
- If the name includes a suffix (e.g. Jr., III) place it after the given name (not surname).
- If there is more than one author, the names should appear in the same order as they appear in the source.
- Omit all titles (e.g. Dr, Prof) from names.
- Italicise the title of the source.
- Capitalise English titles in headline style. (Capitalise foreign language titles according to the convention of each title's particular language, i.e. Jesus the Middle Eastern Story Teller).
- Separate a subtitle from a title by a colon (:) and a space (regardless of the form given in the copyright page) unless it is a question or exclamation mark.
- Use single quotation marks ('...') to designate the titles of journal articles.
- The facts of publication (place of publication, name of publishing agency and date of publication) must all be included in the Bibliographical reference.
- The place of publication refers to the city of publication (not the state or country).
- If two or more cities of publication are given, give the first one, or the one most significant to the reader.

- The name of the publishing agency may be shortened to exclude such words as Press, Publishing House, Inc., Ltd, etc. (If you are unsure, include the full title). See the following common examples:
 

Baker	for	Baker Book House / Baker Academic, etc
Eerdmans	for	William B. Eerdmans
Hendrickson	for	Hendrickson Publishers
IVP	for	InterVarsity Press
Tyndale	for	Tyndale House Publishers
Zondervan	for	Zondervan Publishing House
- Bibles are not to be referenced in the Bibliography.
- Take careful note of the detailed Bibliographical and Citation Reference Guide at the back of this manual (Appendix F) for specific examples of referencing stipulations.
- See also the Sample Bibliography in Appendix D.
- Take note of the following details of sample sources:



A subtitle of any work appears after the main title separated by a colon.

For a translated work, use "trans." after the title.

Berkhof, H. 1986. *Christian Faith: An Introduction to the Study of Faith*. trans. S. Woudstra. Grand Rapids: Eerdmans.

Add the name of the translator with the first name or initial and then surname.

Editor of book appears before the title. Add the name of the editor with the first name or initial and then surname.

For an article in a book put the article title in single quotations marks.

Use "in"

Dulles, A. 1999. 'Donald Bloesch on Revelation' in Elmer M. Colyer (ed.) *Evangelical Theology in Transition: Theologians in Dialogue with Donald Bloesch*. Downers Grove: IVP.

The title of the actual book appears in italics.

Use (ed.) or (eds.) to identify the editor or editors.

For an article in a journal put the article title in single quotations marks.

Use "in"

Miller, G. 2011. 'Psalm 15', in *Interpretation*, vol.65, no.2, 186-188.

Include all details of a journal including volume and number as applicable.

Name of journal in italics.

Commas between journal details.

Include page numbers of the journal article.

Strong, J. 2012. *Strong's Exhaustive Concordance (e-book Edition)*. Franklin: e-Sword. (e-Sword Version).

The version of an e-book must be stated at the end in brackets.

e-Books must be stated as such.

Reinke, T. 2016. 'Three Questions to Ask Before Listening to Any Sermon', *Desiring God*, viewed 11 January 2016, <http://www.desiringgod.org/articles/three-questions-to-ask-before-listening-to-any-sermon>.

For any on-line resource, the date the resource was viewed must be stated in full.

Comma between the viewed date and the hyperlink to be removed (http address).

The http address must be reverted to black and should not be underlined.

## Roman Numeral Dates

Some older sources may give the date of publication in Roman numerals. They may be understood as follows:

M = 1000      D = 500      C = 100      L = 50      X = 10      V = 5      I = 1

A number one denomination less than the number given will have the letter with the single denomination before it (e.g. 4 = IV; 40 = XL; 900 = CM).

Apart from that, each letter will be repeated for each unit described (e.g. 3 = III; 20 = XX).

Therefore, MMXVI is  $2000+10+5+1 = 2016$ .

MCMVIII is  $1000+900 [1000-100] +5+3 = 1908$ .

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## 6. Citation

---

- Note: “Citation” refers to all references in-text (i.e. within the body of your assignment paper.) “Referencing” refers to sources listed in the Bibliography.
- All direct quotation is to be done absolutely verbatim (word for word) – even if a different citation or abbreviation method is used.
- If a quotation includes a misspelling or grammar errors, these must be retained – but [*sic*] can be included after the word to indicate the original has been retained.
- All direct quoting is to appear in inverted commas (“...”) unless it is a lengthy quote (see below) in which case no inverted commas are to be used.
- If the direct quote uses inverted commas itself, these are to appear as single inverted commas (‘...’) in your assignment.
- If you choose to omit some words from the quotation, use an ellipsis (...).
- If you need to alter the beginning of a quote to conform to its position in your sentence, do so with square brackets.  
e.g. Levering (2014:38) notes that “[m]etaphorical names proliferate in Christian naming of the Trinity.”

### 6.1 Citing Scripture

- When quoting Scripture in-text, write out the full name of the book.  
e.g. Matthew 28:16 speaks of the Great Commission.
- When citing a scriptural reference (i.e. putting it in brackets), abbreviate.  
e.g. The Great Commission (Mt 28:16) is...
- When the name of a book is mentioned in the sentence itself, do not repeat it in the citation.  
e.g. Hosea uses marital imagery revealing God’s judgement of Israel’s unfaithfulness (2:2-3).
- When citing multiple biblical references, use a comma (,) between entries using the same book and chapter; but a semicolon (;) between entries whenever using a different chapter or different book.  
e.g. (cf. Josh 1:1-5, 8; 3:4; 6:8; 1 Kgs 3:1, 4, 6; 5:6)

## 6.2 Citing Extra-Biblical Sources

If an author is quoted or referred to, 3 elements need to be cited in the text to adequately reference your source:

- Author [Anonymous if none] – only the surname is given.
- Date (year) [n.d. if none]
- Page Number [n.n. if none] (Note: It is not necessary to give a page reference with in-text citation if the entire article or book is referred to.)

e.g. Formal analysis of a passage begins with the literary form (Gorman 2009:84).

- There are no full stops in the citation.
- Include a colon (:) between the year and page number/s.
- See Appendix F for a detailed summary of citation methods for all relevant source types. This includes citation for both paraphrasing and direct quoting.
- See Appendix C for an assignment sample to see the correct citation method for both short and long quotations.

Note:

- If the author's name is included in the sentence, do not include it in the citation.  
e.g. Oliphint (2006:169) explains Christian essentialism.
- If the date is included in the sentence, do not include it in the citation.  
e.g. A detailed analysis can be found in Wolterstorff 2001 (80).
- If there are two or more citations, separate with a semicolon (;)  
e.g. (Poythress 2009:17; Frame 2008:12)

## 6.3 Lengthy Citations

- For quotations of 30 words or more – indent (1.0cm before and after text) and single space the quotation.
- No quotation marks (“...”) are to be used.
- See the example in Appendix C.



## 6.4 Unnecessary Quotations

- It is unnecessary to cite what is common knowledge or insignificant.

e.g. Burge et al. (2009:171) argue that “Matthew details Jesus’ teachings that juxtapose his word with that of Moses”.

One could merely state the fact without citing the source.

## 6.5 Citation Punctuation

- Strictly follow the guide as to punctuation in citation.
- The full stop in the sentence must come after the citation and not before.

e.g. “St. Augustine of Hippo...was born in the Numidian city of Thagaste on November 13, 354” (Walker 1985:197).

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## 7. Form and Style

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### 7.1 Font

<b>11pt Arial</b>	Used throughout. For the use of Greek symbols Times New Roman Font at 14pt is the standard. For the use of Hebrew symbols SBL SIL Hebrew Font at 14pt is the standard. [See <a href="http://www.sbl-site.org/educational/BiblicalFonts_SBLHebrew.aspx">http://www.sbl-site.org/educational/BiblicalFonts_SBLHebrew.aspx</a> to download.] [Typing Hebrew and Greek requires you install the relevant keyboards. This can be done off the SBL website above. Otherwise, go to <a href="http://support.microsoft.com/kb/258824">http://support.microsoft.com/kb/258824</a> for Microsoft support or <a href="http://support.apple.com/kb/HT5140">http://support.apple.com/kb/HT5140</a> for Mac support].
<b>Bold</b>	Only for headings and subheadings.
<b>Italics</b>	For emphasis or foreign words.
<b>Underlining</b>	Used in the Bibliography for titles of books or journals.
<b>Colour</b>	Not to be used. Always black – even for hyperlinks and http codes (internet addresses) as well as any graphics (unless otherwise stipulated by the course tutorial letter).

### 7.2 Footnotes

Footnotes are to be avoided – rather include this information in-text.

### 7.3 Headings

- The sections of a research paper are as follows:
  - Title Page
  - Table of Contents
  - Legend (if abbreviations have been used)
  - List of Tables, examples or figures (if used)
  - Body of the Paper
  - Appendices (if used)
  - Bibliography(Most papers only have a Title Page, Table of Contents, Body of the Paper, and Bibliography)

All headings are bolded with no underlining.

- Follow the heading example as shown below:

**TABLE OF CONTENTS**

- 1. INTRODUCTION**
- 2. FIRST LEVEL HEADING**
  - 2.1. Second Level Heading**
    - 2.1.1. Third Level**
    - 2.1.2. Third Level Heading**
      - 2.1.2.1. Fourth Level Heading**
- 3. CONCLUSION**
- APPENDIX A**
- LEGEND**
- BIBLIOGRAPHY**

All first level headings have complete capitalisation.

All second and subsequent level headings have first letter capitalisation only.

The Table of Content, Appendix, Legend and Bibliography headings are not numbered.

Use arabic numerals (i.e. 1.,2.,3. or 4.5., 3.2.1., etc) with full stops as shown.

All headings are left aligned – no indentation is to be applied to headings.

- Note the Bolding, Capitalisation, Indentation and Numbering scale (no Roman numerals or letter numbering – except for Appendices).
- Do not indent headings.
- For main headings, all capital letters are to be used.
- All key words should appear with a capital letter at the beginning of each significant word for second, third and fourth level headings (as above).
- Headings should never appear by themselves at the bottom of a page.

## 7.4 Page Layout

Margins	Standard MS Word margins to be used (2.54cm top, bottom, left, right).
Alignment	Justified for everything.
	Left aligned for Bibliography and second line indented.
Indented Quotations	Single line spacing (1.0), Indented, 30 words or more.

## 7.5 Page Numbering

Location	Bottom right corner of each page
	Every page must be numbered (excluding assignment cover page)
	Arabic numerals (e.g. 5) are to be used.

## 7.6 Punctuation

- Only one space must follow a terminal punctuation (full stop, exclamation mark, question mark).
- Round brackets ( ) are used when interrupting elements of a sentence or for citation.  
e.g. The rise of the Greek empire (under the leadership of Alexander the Great) was to pave the way for a *lingua franca* essential to the spread of the Gospel.
- Square brackets [] are used to indicate changes made to a quotation.  
e.g. Dillard & Longman (1994:227) aver that “[i]t is incontestably true that the psalms are prayers, not oracles”.
- A final full stop always comes at the end of a sentence (after the quotation marks or the citation brackets).
- When referring to a sequence of numbers, use a hyphen to separate inclusive numbers (e.g. 125-126).
- When you use a dash – to add a parenthesis make a space between the dash and the parenthesis phrase (e.g. These challenges have implications for Public Institutions, Private Theological Institutions (PTIs), and the regulator – the Council on Higher Education (CHE)).

## 7.7 Spacing

Line Spacing for normal text	1,5 lines
Line Spacing for table of contents	1,5 lines
Line spacing for indented quote	1,0 lines
Spacing between paragraphs	1,5 lines (i.e. press enter twice)
Spacing before headings	1,5 lines (i.e. press enter twice)
Spacing after headings	1,5 lines (i.e. press enter once)
Multiline Headings	1,5 lines
Indented Quotes	1,5cm before and after text
Bibliography	1,5 lines between each entry 1,0 lines and indent in the second line of each entry (hanging)

## 7.8 Tables

- Only use tables for tabular data such as reporting raw data, statistical findings and displaying textual lists.
- Choose the type of display that works best for your data.
- Be consistent with your display type.

## 8. Transliteration

Students are encouraged to incorporate Hebrew and Greek fonts in their writing. If transliteration is necessary, students should use the following transliteration styles:

### 8.1 Hebrew – Consonants

Letter	Name	Transliteration	Letter	Name	Transliteration
א	ʾálep	ʾ	ל	lámed	L
ב	bêṭ (soft)	<u>b</u>	מ / ם	mēm	M
ב	bêṭ (hard)	b	נ / ן	nûn	N
ג	gîmel (soft)	<u>g</u>	ס	sámek	S
ג	gîmel (hard)	g	ע	ʾáyin	ʿ
ד	dáleṭ (soft)	<u>d</u>	פ / ף	pēh (soft)	<u>P</u>
ד	dáleṭ (hard)	d	פ	pēh (hard)	P
ה	hēʾ	h	צ / ץ	ṣádē	ṣ
ו	wāw	v	ק	qôp	Q
ז	záyin	z	ר	rēš	R
ח	ḥêṭ	ḥ	ש	śîn	Ś
ט	têṭ	ṭ	שׁ	śîn	Š
י	yôd	y	ת	tāw (soft)	<u>T</u>
כ / ך	kap (soft)	<u>k</u>	ת	tāw (hard)	T
כ	kap (hard)	k			

## 8.2 Hebrew – Vowels

Vowel	Name	Transliteration	Vowel	Name	Transliteration
הַ	qāmeṣ hē'	a(h)	ֵ	ḥāṭēp-segôl	ě
ֶ	qāmeṣ	ā	ִ	šûreq	û
ָ	pátaḥ	a	ֵ	ḥôlem-wāw	ô
ֶ	ḥāṭēp-pátaḥ	ǎ	ִ	ḥôlem	ō
ִ	ḥîreq-yôd	î	ִ	qibbûṣ	u
ֵ	šērê-yôd	ê	ֶ	qāmeṣ-ḥāṭûp	o
ֶ	šērê	ē	ֶ	ḥāṭēp-qāmeṣ	ö
ִ	ḥîreq	i	ִ	shewa (simple)	e
ֶ	segôl	e			

## 8.3 Greek

Upper Case	Lower Case	Name	Transliteration	Upper Case	Lower Case	Name	Transliteration
A	α	alpha	a	Ξ	ξ	Xi	x
B	β	beta	b	Ο	ο	Omicron	o
Γ	γ	gamma	g / n (before γ, κ, ξ, χ)	Π	π	Pi	p
Δ	δ	delta	d	Ρ	ρ	Rho	r
E	ε	epsilon	e	Σ	σ / ς	Sigma	s
Z	ζ	zeta	z	Τ	τ	Tau	t
H	η	eta	ē	Υ	υ	Upsilon	y (not in a diphthong) u (in a diphthong)
Θ	θ	theta	th	Φ	φ	Phi	ph
I	ι	iota	i	Χ	χ	Chi	ch
K	κ	kappa	k	Ψ	ψ	Psi	ps
Λ	λ	lambda	l	Ω	ω	Omega	ō
M	μ	mu	m	‘	‘	Rough breathing sign (on initial vowel or rho)	h
N	ν	nu	N				

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## 9. Submission of Assignments

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### 9.1 Document Format

- PDF format only.
- It is the student's responsibility to ensure that their assignment conforms to the BTC assignment style practice.

### 9.2 Due Dates

- Assignments are due by the date stipulated in the relevant course tutorial. It must be accepted by Learning Management System (Schoology) before 11:59 p.m. on the relevant due date.

### 9.3 Labelling

- Save the document as follows:

COURSE CODE–YEAR–ASSIGNMENT NAME–STUDENT SURNAME–STUDENT NUMBER
---

e.g. BBS425-2016-PROVERBS-BOND-007  
or  
BST215-2018-ASSIGNMENT1-QUEUE-001

- Please note, upper case must be used throughout, and no spaces are to be included.

### 9.4 Submission Process

- All assignments must be submitted on the BTC's Learning Management System (Schoology).
- Refer to the videos on YouTube:  
<https://www.youtube.com/watch?v=DvOHHVtqnIE&list=PLBNVf8ggRSsmijp-oUGA4uY0401VKqIGG&pp=iAQB>

## 9.5 Title Page

- Include the official BTC Assignment Title Page as the first page of every assignment submitted available in the 'Essential Guides Folder'.
- Assignment to be submitted in PDF format.
- Fill in all the required fields correctly including Integrity Commitment section.
- This is to be submitted as the first page of your assignment (not as a separate page).
- See the following example:



### Assignment Front Page

Name:		Student No:	
E-mail:		Cell No:	
Local Church:		Occupation:	
Subject Code:		Subject:	
Lecturer:		No of words:	
Due date:		Date submitted:	
<b>Assignment title (in full):</b>			

<b>Integrity commitment (having done a plagiarism check):</b>	<b>(yes)</b>
All sources are acknowledged.	
No other author's work is presented as my own.	
Plagiarism check – percentage similarity ( ____ %)	



## 9.6 Table of Contents

- List all headings used in the assignment with their relevant page numbers.
- Avoid using MS Word Table of Contents automations; rather, manually type the relevant information.
- See the following example:

### TABLE OF CONTENTS

<b>1.</b>	<b>INTRODUCTION.....</b>	<b>2</b>
<b>2.</b>	<b>FIRST LEVEL HEADING.....</b>	<b>2</b>
2.1.	Second Level Heading.....	3
<b>3.</b>	<b>FIRST LEVEL HEADING.....</b>	<b>4</b>
3.1.	Second Level Heading.....	5
3.1.1.	Third Level Heading.....	6
3.1.2.	Third Level Heading.....	7
3.1.2.1.	Fourth Level Heading.....	7
<b>4.</b>	<b>CONCLUSION.....</b>	<b>9</b>
<b>Appendix A.....</b>		<b>10</b>
<b>Appendix B.....</b>		<b>11</b>
<b>BIBLIOGRAPHY.....</b>		<b>13</b>

Unless otherwise indicated, all Scripture quotations are from the New International Version.

## 9.7 Word Count

- Adhere to the word count stipulated in the relevant course tutorial letter.
- To be included in word count:
  - The full body of your assignment (that which builds your case)
  - Scriptural quotation
  - Appendices
- To be excluded from word count:
  - Assignment Cover Page
  - Table of Contents
  - Bibliography
  - Headings
  - Citation references (e.g. (Dillard & Longman 1994:227))
  - Scriptural citation references (e.g. (Mt 3:17))

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## 10. Deductions and Penalties

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The following deductions will apply:

Late submission	5% per day to the maximum of 4 days (after which the assignment will no longer be accepted). “Day” refers to a calendar day – even if it is a weekend or public holiday.
Word count	You are only allowed to go over or under 10% of the required word count. 1% penalty will be applied per 100 words over the 10% minimum and maximum limit (as stipulated in the relevant course directive).
Bibliography	1% per source missing from the minimum requirement as stated in the relevant course tutorial letter.  Incorrect citations format will be penalised at the discretion of the course lecturer and according to the student’s level of study.
Assignment Format	Incorrect format will be penalised at the discretion of the course lecturer and according to the student’s level of study.
Evidence of Collusion	Submitting the same work (even in part) as that of another student is plagiarism. Therefore, evidence of collusion will be penalised according to the plagiarism scale.
Plagiarism	Plagiarism is not tolerated in any form at BTC and will be severely dealt with. (Take note of Part 2: Assignment Writing Handbook for a detailed explanation of plagiarism).

<b>PLAGIARISM PENALTY SCALE</b>			
	<b>Degree of Gravity</b>		
	<b>Minor (Less than 10%)</b>	<b>Moderate (10%-20%)</b>	<b>Major (More than 20%)</b>
<b>FIRST YEAR 1<sup>st</sup> Incident</b>	Warning	Warning	Cancellation of mark
			Opportunity to resubmit
	Note on Student's record	Note on Student's record	Note on Student's record
	Student submits a 5 page summary of the Assignment Writing Handbook	Student submits a 5 page summary of the Assignment Writing Handbook	Student submits a 5 page summary of the Assignment Writing Handbook
<b>FIRST YEAR 2<sup>nd</sup> Incident</b>	Cancellation of mark	Cancellation of mark	Student fails the course
	Opportunity to resubmit – with a maximum of 50% attainable	Opportunity to resubmit – with a maximum of 50% attainable	No opportunity to resubmit
	Note on Student's record	Note on Student's record	Note on Student's record
<b>OTHER UNDERGRADUATE 1<sup>st</sup> Incident</b>	Cancellation of mark	Cancellation of mark	Student fails the course
	Opportunity to resubmit – with a maximum of 50% attainable	Opportunity to resubmit – with a maximum of 50% attainable	No opportunity to resubmit
	Note on Student's record	Note on Student's record	Note on Student's record
	Student submits a 5 page summary of the Assignment Writing Handbook	Student submits a 5 page summary of the Assignment Writing Handbook	
<b>OTHER UNDERGRADUATE 2<sup>nd</sup> Incident</b>	Cancellation of mark	Cancellation of mark	Student fails the course
	No opportunity to resubmit	No opportunity to resubmit	No opportunity to resubmit
	Note on Student's record	Note on Student's record	Note on Student's record
<b>ALL UNDERGRADUATES 3<sup>rd</sup> or 4<sup>th</sup> Incident</b>	Student fails the course	Student fails the course	Disciplinary hearing which may result in expulsion
	No opportunity to resubmit	No opportunity to resubmit	
	Note on Student's record	Note on Student's record	
<b>POSTGRADUATE</b>	Disciplinary hearing which may result in expulsion	Disciplinary hearing which may result in expulsion	Disciplinary hearing which may result in expulsion

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## 11. PLAGIARISM POLICY

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Plagiarism is a serious academic offence which carries heavy penalties and is not tolerated. Furthermore, it is a moral offence which is unacceptable for a Christian student. Broadly defined, plagiarism gives the impression that you have written something original which in fact has been borrowed from another author without giving them recognition or acknowledgement. At BTC, plagiarism is typically identified through similarity checks with internet and student archive sources on Turnitin.

Turnitin similarity scores of 30% and below are typically deemed acceptable. Students are encouraged to rework assignments until such a score is achieved. Similarity scores of 31% and more are not acceptable submissions. Turnitin similarity scores serve as a guide. Cases of copying or plagiarism from any sources (including other students) will be classified as moderate, major, or gross by the course lecturer in consultation with the Dean of Studies and Academic Board based on available evidence.

In a student's first plagiarism offence, they will be issued a warning that will be recorded and given an opportunity to resubmit the assignment for a maximum mark of 50%. In the second offence, a further record will be made and the mark for the submission will be cancelled with no opportunity to resubmit. In the third offence, a record will be made and both the marks for the submission and the course will be cancelled, meaning that the course is failed. In any subsequent offences, the marks will be cancelled, and the student will be called for a disciplinary hearing which may result in suspension or expulsion from the College.

A similar process will be followed for cases of collusion or the fabrication of research or practical exposures. More information about plagiarism and collusion can be found in Part 2 of this *Writing Guide: HOW TO WRITE YOUR ASSIGNMENT*.



# **PART 2:** **How to write your assignment**

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# 1. The Purpose of Assignments

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An assignment is:

A cohesive paper which presents objective conclusions based on academic research.
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Because BTC is a tertiary level academic institution, assignments are a credit component of almost every course offered at BTC. Therefore, it is important to know how to do them correctly.

The purpose of assignments is threefold:

**To Encourage Research**      Research is a discipline which is essential to tertiary education. One should not merely see research as a task to undertake, but rather as a skill which can be learnt. Assignments ensure that the student gets many opportunities to perform the task of research for themselves, simultaneously enabling dynamic learning. The precise details of the research task will be dealt with elsewhere in this handbook.

**To Develop Independent, Critical Thought**      Contrary to popular misconception, assignments are more than just the accumulation and assimilation of quotations on a given topic. Assignments allow students to draw conclusions based on the research they have done. This requires students to think both independently and critically about their research findings.

**To Teach Effective Communication**      The culmination of good research and thorough investigation of a particular topic is the communication of these findings, most often in written form. This paper, the assignment, is a student's way of expressing their personal understanding as well as the objective knowledge that they have gained in this process. Assignments require students to articulate themselves through the words that they write, giving them the opportunity to clearly and logically put together thoughts and information which any reader should be able to understand.

These three aspects are important factors which contribute to a student's academic development and overall growth. For this reason, students should put in maximum effort when doing assignments, so that they may achieve their full potential.

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## 2. Types of Assignments

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'Assignments' is a broad term used to collectively refer to a vast array of various written tasks. Assignments can take a number of shapes and forms, and each of these types of assignments have particular aspects and characteristics which define them. It is important to know the characteristic features of each assignment type in order to properly fulfil the requirements of the task at hand.

The different types of assignments that you will be required to do as part of your studies at BTC include:

<b>Essays</b>	Typically medium length papers which require investigation into a particular topic based on a specified question. This is the most common type of assignment. Essays are factual and present research findings in a concise way. This is what BTC would call a standard assignment.
<b>Book Review</b>	A critical review of a prescribed book. The book is to be read thoroughly, following which the student should identify the key ideas presented by the author, and critically comment on them.
<b>Exegesis Paper</b>	A specialised paper in which a student exegetes a given scriptural text, providing context, commentary, interpretation, application, and theological reflection on the passage at hand.
<b>Practical Report</b>	Written upon the completion of a practical task. A practical report often details the activities and experiences of a student during a given task, thereby verifying that the task was adequately completed. Debriefing and reflection are often key components.
<b>Research Proposal</b>	A paper presented to a research supervisor before undertaking work on a dissertation or thesis. This paper details the student's intention of what they will research, including their proposed sources.
<b>Case Study</b>	The student is presented with a situation. He/she must then apply what has been learnt in the particular field and give recommendations of what to do.
<b>Dissertation</b>	A specialised research paper that is part of either an Honours level or Master's degree. Dissertations are typically much longer papers dealing with a specific topic. A research proposal precedes a dissertation, with the actual research paper only commencing upon the research supervisor's approval.
<b>Thesis</b>	Similar to a dissertation, however, a thesis is written for a Doctoral degree.

Specific guidelines on what to include in each of these assignment types will be given to you by the relevant course lecturer.

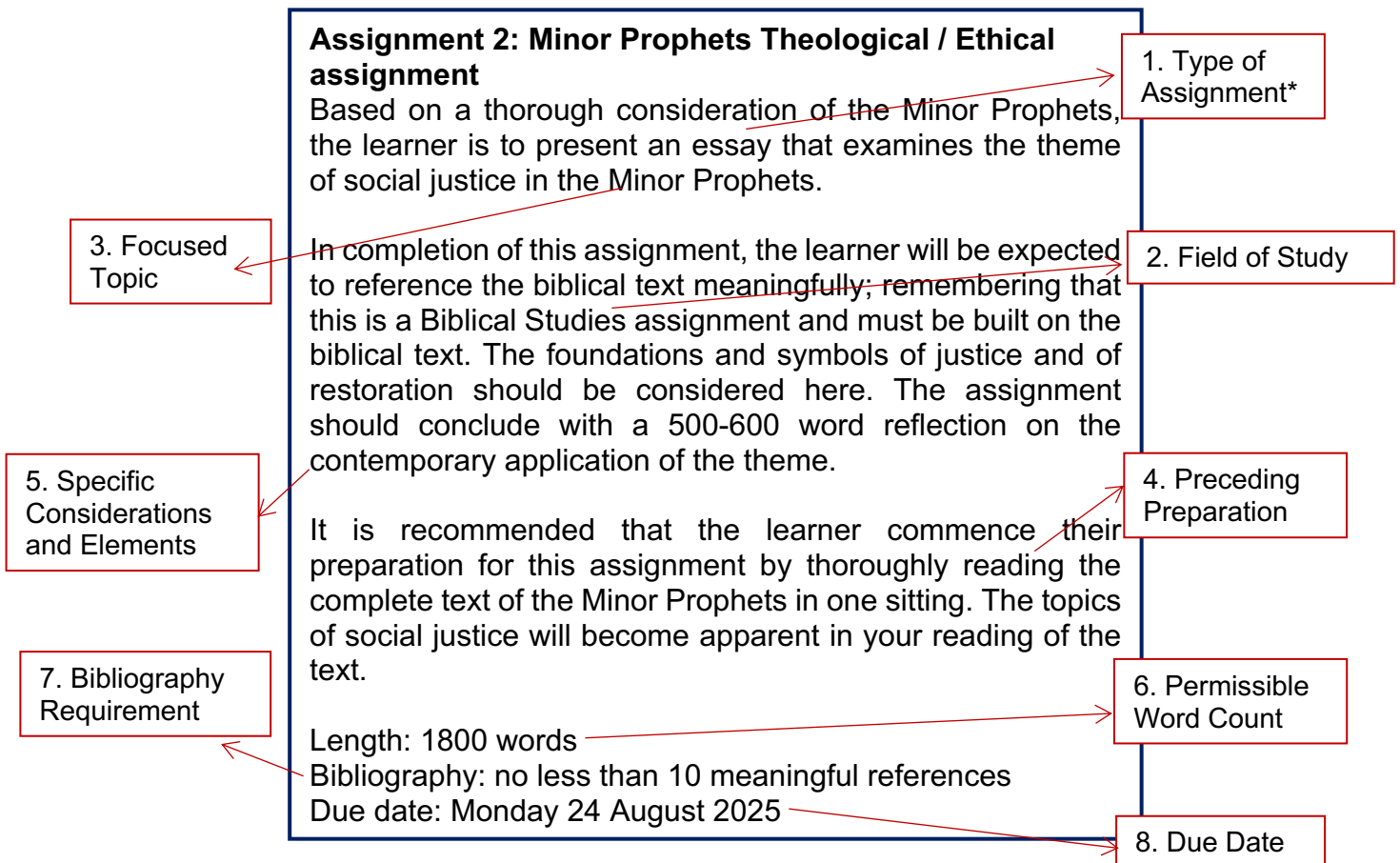
### 3. Understanding the Task

It is essential that students understand the task that is given to them before attempting it. Each task is clearly stated in the relevant course tutorial letter, and the prompts and instructions of the task should be taken into careful consideration and followed as necessary.

To understand the task at hand, the following aspects should be identified:

1. Type of Assignment
2. Field of Study
3. Focused Topic
4. Preceding Preparation
5. Specific Considerations and Elements
6. Permissible Word Count
7. Bibliography Requirement
8. Due Date

Take note of the following example:



Note: Not all assignment tasks found in the course directive will be this detailed, however, the student should eventually be able to identify these aspects by deducing it from the relevant course tutorial letter and course notes. Remember, the lecturer is also always approachable for clarification.

\*If the task merely states "assignment" assume that it is an essay type assignment.



## 4. Developing the Topic

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Once the assignment task has been understood, the student should develop the topic of the paper that they will write. This is done by asking the question: “What do I need to write about? And therefore, what should I research?”

The prompts given in the task description (found in the relevant course tutorial letter), which were identified as “specific considerations and elements” when understanding the task, should be taken into account when developing the topic. In many cases, the topic of the paper needs to be focused or narrowed down by the student.

[Note: In some cases, the student may come up with their own topic. Likewise, often the student has the opportunity to select their preferential topic from a given list.]

The following guidelines should be followed when developing a topic:

- Choose**        Select a topic (or the scope of a required topic) which interests you, yet which also allows you to be challenged as you undertake the assignment task. It is helpful to sometimes venture out of the walls of your own comfort and familiarity, as this is usually where the most dynamic learning and growth happens. Choose a topic which will allow you to grow in your knowledge of God – the true aim of theological studies.
- Begin Broad**        Begin by considering the chosen topic in a broad sense. Some general preliminary reading on the topic will help give you a sense of the different elements and components that exist within the topic. Use theological dictionaries and encyclopaedias to guide you where necessary.
- Start to Limit**        As you come to grips with what the topic entails, start limiting the topic down to a more focused area that can be handled more specifically and in-depth. Ensure your focused topic complies with the particular assignment task requirements.
- Refine**        Refine your topic, setting the boundaries and parameters of your research. This will allow you to do proper justice to the focused topic, rather than a broad and general treatment of an unclear topic.

Once you have adequately developed your topic, the actual research process can commence.

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## 5. Research

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The collection, organization, evaluation, and presentation of data or information is called research. Research is one of the foundational tasks of any assignment. For this reason, the development of proper research skills needs to be every student's priority.

Research is a systematic search for adequate information to reach objective knowledge of a specific topic.

### **Systematic Search**

Theological study potentially gives one privileged exposure to many varied theological stances and insights. However, it will be up to the student to take full advantage of this opportunity. Reading will be your primary activity during your studies. When done properly, research requires time and effort in order to reap worthwhile results. Often this involves reading through many different books and articles in order to find the information needed to write the paper. Sometimes this information is not available in obvious places, and finding quality sources may take some lateral thinking. The effort put into research is always evident in the final assignment product. This is one task it is essential to invest time in.

### **Selecting Your Sources**

Different sources serve different purposes. Knowing each source's purpose and function will greatly assist you in enabling effective research. Remember, including a variety of sources in your paper is evidence of a committed and diligent student. Here are some of the sources that you will come across when researching, and a few notes regarding their respective functions:

#### **Books**

Offering both broad and in-depth information about particular topics, books give you the opportunity to get to grips with the topic at hand and familiarize yourself with the topic as a whole while at the same time considering their more intricate parts. [For more information regarding books encountered in theological studies, see Appendix A.]

#### **Journal Articles**

Articles found in journals give you information in a concise way, offering a look at a more specific topic. Because journals are published on a more regular basis (usually monthly or quarterly), they tend to present more current scholarly thought and discussion.

**Dissertations and Theses** These are research papers submitted for postgraduate level studies. They are often helpful when looking for an expanded study on a topic and contain valuable insight and reflection from students who have gone before you. However, because they are not published, they do not always have the same academic approval as books or journal articles.

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## 6. Resources

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For BTC students, the following are available for research purposes:

### **Library**

Withstanding the test of time, libraries remain the golden storehouses of information. The library should be your go-to place for research, as it includes many different resources. The BTC library staff have carefully chosen each of the works within the library, deeming them valuable for your studies at the college. [See the *Library Handbook* for more information regarding the offerings of the BTC library – available on the BTC website.]

Of course, if you cannot access the library yourself, consider investing in developing your own library. A good place to start is to purchase the prescribed course texts, and then to move onto the additional suggested reading material listed in the course notes.

### **EBSCOhost**

Recognized as one of the premier resource databases, the ATLA Religion Database with ATLA Serials provides students with a great abundance of articles and reviews which could prove to be extremely helpful in their research of various assignment topics. This database is compiled by the American Theological Library Association (ATLA) and it contains over 1.8 million records from almost 1800 journal titles, which can easily be searched and filtered using the EBSCO Host platform. Articles can be read online or saved into PDF format for offline reading. This database can be accessed on or off of the BTC main campus, with access being granted to both resident and distance students. You can find details of how to access this platform in the *Library Handbook*.

### **Internet**

The internet is to be used for sourcing credible peer-reviewed material only. You may be able to source specific works via the internet. There are several worthwhile sites to visit, some of which offer excerpts or even full copies of downloadable books, either for purchase (modern titles) or free (many titles which have been placed in the public domain and are no longer under copyright). However, caution should be taken when using the internet for research as many of the sites that you may stumble upon are not worthy of being academic sources used in your assignments.

Remember that the quality of your paper will only be as good as the resources used within it.

### **Adequate Information**

Research seeks precise answers to particular questions. For information to be worthwhile for use in an assignment, it should be from authoritative and academic sources (appearing in peer-reviewed or published works) and speak directly to the topic at hand. Once sources have been selected, look through them and read through relevant chapters in order to obtain useful information. Remember, most books contain indexes which will list key topics covered within the work. This will assist you in knowing whether the book will be relevant to your research needs.

### **Objective Knowledge**

Research should be done with the head and not the heart. While your personal interpretation and perspective should be clearly evident in each assignment which you complete, these should be grounded on objective factual evidence uncovered during research of the topic. Interpretation and perspective should not be based on subjective opinion due to preconceived ideas and suppositions, but on true research.

### **Reading Critically**

As has been mentioned, reading is the groundwork of research. It should be a regular task which has a place of priority in every student's schedule. Reading exposes you to the information that is out there. Here are a few tips on how to read more effectively:

1. Read in an appropriate place, which is quiet and free of distractions or interruptions.
2. Read at a time when you are most awake and alert.
3. Take regular breaks to ensure that you maintain concentration when you are reading.
4. Take notes of what you read.
5. Make reading regularly a habit which you stick to.

When you read, ensure that you keep an open objective mind. Read – i.e. evaluate what you read as you go, becoming aware of the author's arguments and the development of their topic.

### **Evaluating Your Sources**

Evaluate your sources to ensure their suitability for your specific assignment. Not every source that you find is worthy of inclusion in your paper. Sources should be of academic quality and from credible authors (for this reason anonymous sources should be avoided). The publisher of the source also indicates the stance and value of a publication (see Appendix B for a look at the positions of major publishers in our field of study). The publication date should also be taken into consideration. Modern scholarly research is reflected in recent dated publications, yet this does not mean that classic works should be neglected – balance in this regard should be sought.

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## 7. Planning an Assignment

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As the old adage goes, “if you fail to plan, you plan to fail”. Planning is one of the most important aspects of the assignment process, as it sets the foundation for everything that shall follow.

**Time** Assignments take a fair amount of time to do properly. They are also an integral part of your studies at BTC, and for this reason, enough time should be devoted to them in order to maximise the learning opportunity presented by them. Students who fail to dedicate enough time to their assignments submit papers which are rushed, unclear, and often fail to meet the course requirements and expectation of what a tertiary education task would look like.

A standard 1500-word assignment should be started at least 2 weeks before the due date, giving 1 week for research and 1 week for collation into your final written paper.

The following matters should be dealt with in the planning process:

**Preparation** The planning process begins with preparation of the basic structure of the assignment paper, as well as sorting the research findings into logical sections which can be presented to form a cohesive argument.

**Assignment Outline** The assignment outline forms the structure of your paper. This appears at the beginning of the assignment, as part of the table of contents. Every new section should be presented as a new heading, with each defined component relating to that section being presented as a sub-heading. Headings should not extend beyond fourth-level headings. A good assignment outline provides you with direction to follow when writing your paper. Although it may seem tedious to do at the start, you will soon realize that the outline is helpful in showing what your paper will contain and the topics to be covered, but at the same time it also helps you see what needs to be researched, saving you valuable time. Your assignment outline will be presented to the reader in the form of a table of contents (See *Part 1: Quick Guide to Correct Assignment Writing Practice* for more information on this).

**Organizing Your Research** This process goes together with the formation of the assignment outline. Research should be organized into logical sections and sub-sections. Each of these should be adequately dealt with, according to the requirements of the topic. Only information which contributes to the argument and conclusions of the paper should be included in the final presentation.

At the end of this planning process, ask yourself:

“Have I answered the question or task presented to me?”

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## 8. Writing an Assignment

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Knowing how to write a good assignment is directly connected to the skill of effective communication – a key part of any meaningful ministry for the Gospel. Learning how to write quality assignments and regularly engaging in this practice is preparation for the other tasks that you will be required to do in ministry.

- Structure** Your paper should be well structured in order to present your argument convincingly, while at the same time allowing the reader of the paper to follow your thoughts and the development of your topic in a logical way. There are three key components of each assignment: the introduction, body, and conclusion. The structure of your paper is to follow your assignment outline, with the headings shown in the paper matching those in the assignment outline.
- Introduction** Here the purpose of your paper should be clearly and concisely stated, and everything in your paper should somehow relate to it and support it. The statement made in the introduction should introduce the topic that you are going to write about and give some indication of the comment you are going to make about that topic. It can also detail the problem(s) that you hope to solve in your paper. Although no specific length is required, it is usually a paragraph or two long.
- Body** This is where the bulk of your paper lies, and where you develop your argument and present your research findings. The body of the paper should be logically divided into sections and subsequent subsections, with each section being a self-contained unit in which one particular thought or aspect of the topic is dealt with.
- Conclusion** This part of the paper summarises the findings and draws final conclusions. The conclusion should directly correlate to the introduction, demonstrating that the purpose of the paper has been fulfilled. Both the introduction and conclusion should be relatively brief, yet at the same time they should concisely provide the reader with a snapshot of the whole paper.
- Transitions** In order to ensure a logical and readable flow throughout the paper, you should use transitional statements. [Examples of these can be found in Appendix C.]
- Formatting** Be careful to follow the formatting guidelines stated in Part 1: *Quick Guide to Correct Assignment Writing Practice*. Correct formatting allows for the quality presentation of your paper, and deviations from the prescribed formatting rules will be penalised according to the discretion of the relevant course lecturer.



**Using Your Sources** Your paper should provide evidence that you have meaningfully engaged and interacted with the sources listed in your bibliography.

This can be done in two ways within your paper:

**Quotes** Quoting sources is a valuable way of expressing good ideas that have been uncovered during research. However, direct quotations should not be overused. It is far better to summarise a discussion than to quote it at length in your paper. Quotes should only be made when:

1. You do not want to misrepresent the author.
2. You want to make a psychological impact (using the author's name with specific words attributed to them).
3. The original author says something better than you ever could.

When quoting a concept or idea, it must be directly attributed to the author. Quotations should be clearly indicated by the use of double quotation marks (""), as well as a citation reference (e.g. (Smith 2010:121)).

**Paraphrase** It is better practice to employ the use of paraphrase – summarising or restating the idea or information found during research in your own words. By doing this, you show that you have understood the original author's thought and are able to express it in your own terms. It is important to remember that in both quotations and paraphrasing, recognition is given to the original author by means of in-text citations, and reference to their work in the bibliography. Paraphrase should not contain identical expressions from the original quote.

For examples of how to use quotations and paraphrases in your assignment, refer to Part 1: *Quick Guide to Correct Assignment Writing Practice*.

**Original Thought** Although it is primarily based on research, your paper should show clear signs of original and independent thinking. While you indeed will have to use sources as objects of research, it is down to you as the author to demonstrate that you have shaped the information that you have gathered, interacted with it, and made it your own. An assignment is more than a long string of quotations and ideas from other authors. Consult many sources but show that you have understood what the sources are saying by explaining concepts in your own words and building your own arguments based on your research findings.

**Word Count** The word count stipulated in the relevant course tutorial letter should be kept in mind when writing the assignment, guiding you in terms of assignment length and therefore allowing you to assess how long each section of your paper should be.

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## 9. Referencing

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We have established that academic study involves continual interaction with the works and findings of other scholars in the field of study. It is for this reason that reading (and reading widely and well) is an important aspect of research. Yet, it is imperative that as we read, learn, and glean from other people, we give credit where credit is due, and do not portray or present another person's words or ideas as our own. This gives rise to the need for accurate referencing.

**Purpose** By referencing, a student acknowledges another's work or ideas which have been used in the formulation of the argument and findings presented in the assignment task. Failure to reference results in plagiarism, a grave act of ethical misconduct. Referencing also allows others the opportunity to verify the student's interpretation of the information that they have used; and to do further research of their own based on the points raised. Referencing properly shows the breadth of reading and research performed in preparation of the assignment, adding to the credibility of the work.

**Citing Sources** References are recorded through the citing of sources. Citing is a twofold process: by putting a brief entry within your text where you have used the source (in-text citations), and then by listing all sources in full at the end of the assignment (a bibliography).

**In-Text Citation** These appear within the body of the assignment text. Here three things are recorded: the author's surname, the year of the work's publication, and the page number (or numbers) on which the information or idea which is being referenced appears. In-text citations take the form (Surname Year: Page Number) [e.g (Brown 1976:23)].

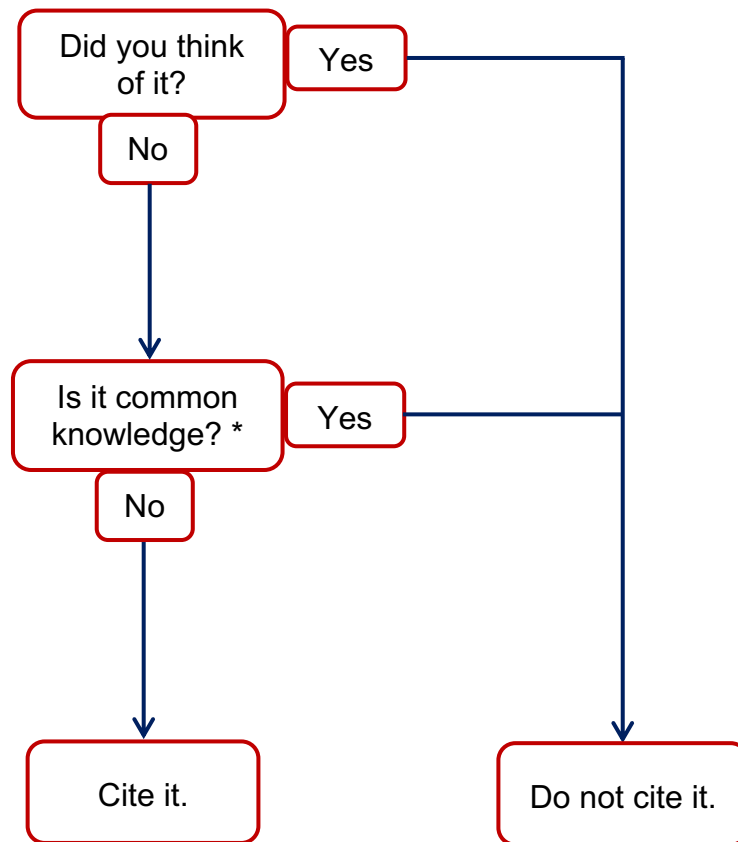
**Bibliography** The bibliography is the full and detailed list of the sources that have been cited in the assignment. It is important that the bibliography is presented correctly in alphabetical order according to the authors' surnames to aid the reader in locating the sources that were used if need be. The bibliography also ensures that due credit is given to the original source of the ideas and information used in the assignment, thus avoiding the ethical pitfall of plagiarism. The format of the bibliography should be in precise compliance with the format set out in the *Quick Guide to Correct Assignment Writing Practice*.

**When to Reference** Full references should be given when you have:

- quoted (using the exact words which appear in a source)
- paraphrased (used the idea or information of someone else but changed it into your own words)
- summarised (extracted the key thoughts or points of a source work)
- copied (inserted exact replicas of images, figures, data, or tables)

It is not necessary to reference information that is considered to be obvious or common knowledge.

Here is a quick guide giving the rule of thumb when it comes to referencing:



\*Examples of common knowledge:

- Jesus was born in Bethlehem
- John wrote Revelation
- Augustine was bishop of Hippo
- The Old Testament was written in Hebrew

[See Appendix D for helpful words when using the 'author prominent' referencing method.]

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## 10. Plagiarism, Collusion, and Artificial Intelligence (AI)

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<b>Plagiarism</b>	<p>Recognised universally as a serious academic offence, plagiarism carries heavy penalties and is not tolerated at BTC. Plagiarism is:</p> <ul style="list-style-type: none"><li>- giving the impression that you have written something original which in fact has been borrowed from another author without giving them sufficient recognition or acknowledgement.</li><li>- copying another student's work.</li><li>- submitting the same material for credit in more than one course.</li><li>- the impersonation of another student (work written by one student for the submission and credit of another)</li></ul> <p>All quotations and paraphrased thoughts should be referenced within assignments.</p>
<b>Intellectual Honesty</b>	<p>The eighth and ninth commandments (Ex 20:15-16) forbid theft of that which belongs to another, as well as lying. Plagiarism is a violation of both of these commandments – a moral offense which is totally inappropriate for a Christian student. Honesty in this regard often requires us to be humble enough to admit that we do not know everything, and that in fact often others have better answers than we may have. This admission is made through the use of appropriate citations – acknowledging others for their ideas and thoughts. The practice of referencing and citation is one which shows maturity and is applauded as good research within the academic world.</p>
<b>Collusion</b>	<p>Written academic work should be done independently and individually. Students are allowed to discuss topics and ideas, and share research sources. However, when it comes to writing the assignment, formulating arguments, and interpreting sources, students are to work by themselves. If the content of assignment papers match and are identified to be copied or works of collaboration, these will be treated as works of plagiarism and appropriate measures will be taken.</p>
<b>Artificial Intelligence (AI)</b>	<p>The use of any artificial intelligence (AI) tools including sites such as ChatGPT and AI grammar checking and editing software is not allowed. While we recognize the potential value of this emerging technology, we are developing a holistic policy that will be implemented in the future. Until that time, students are not permitted to use AI tools in the creation of their assignments in any way, so as to prevent plagiarism and collusion.</p>

All assignments are scanned by Turnitin to identify where AI tools have been used. Where the use of AI tools is detected, the course lecturer will return the assignment to the student and give one opportunity for the assignment to be reworked within 4 days until such a point where no AI assistance is detected. The resubmitted work will be marked to a maximum mark of 50%. Any late submission penalties related to the original due date will then be applied. Should that opportunity be forfeited through a lack of response, failure to resubmit, not keeping to the deadline, or not sufficiently reworking the assignment, the assignment will be deemed as invalid and not submitted.

Repeated use of AI tools in a student's assignments across one or more courses may lead to further disciplinary action by the Academic Board.

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## 11. Presenting a Quality Assignment

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<b>Language</b>	Formal English should be used in every assignment. This means that colloquial and slang terms should be avoided. Sermonic or “preachy” language should also be avoided (unless of course a sermon is being written). Remember that you are writing an academic paper for a tertiary education institution. Contractions (such as can’t and don’t) are to be avoided and should rather be written in full (as cannot and do not). Abbreviations (such as e.g.) are also not acceptable within the body of the main text and should rather be spelled out in full (rather as ‘for example’). If English is not the student’s first language, it is advisable that they seek the assistance of someone who has a good command of the English language.
<b>Spelling and Grammar</b>	Careful attention should be paid to ensuring that correct spelling and grammar are used in each assignment. It is vital that a spell check is done; however, this function does not always pick up every mistake made. Spelling and grammar contribute to the professional presentation of the assignment and allow for easy and natural reading. Concord (verb-noun agreement) should always be maintained, with singular verbs being connected to singular nouns. (See the Spelling and Capitalization Checklist in the <i>Quick Guide to Correct Assignment Writing Practice</i> ).
<b>Punctuation</b>	The correct usage of punctuation marks also contributes to the presentation of your paper, allowing for easy reading and professional appearance. Ensure full stops come at the end of a sentence (i.e. after the citation and not before). Avoid exclamation marks.
<b>Proofreading</b>	Your paper should be proof-read carefully in order to check spelling, grammar, punctuation, editorial style, as well as for inconsistencies in your arguments, and logical, to ensure clear presentation of thought. You should be proud of the paper that you hand in (deeming it worthy of publication) and strive to maintain a standard of excellence.
<b>Editing</b>	Make the necessary changes identified in the proofreading process to ensure that you present the best quality paper possible.

Recommended reading for those struggling with the intricacies of English language and other matters discussed in this section:

Lutrin, Beryl & Pincus, Marcelle. 2009. *English Handbook and Study Guide: A Comprehensive English Reference Book*. Birnam Park: Burlut Books.

## APPENDIX A

### Sample Book Copyright Page

Below is an example of the copyright page of a published book from which all Bibliographical data is to be obtained.

ZONDERVAN

*Pilgrim Theology*  
 Copyright © 2011 by Michael Horton  
 Abridged from *The Christian Faith*

This title is also available as a Zondervan ebook. Visit [www.zondervan.com/ebooks](http://www.zondervan.com/ebooks).

This title is also available in a Zondervan audio edition. Visit [www.zondervan.fm](http://www.zondervan.fm).

Requests for information should be addressed to:  
 Zondervan, Grand Rapids, Michigan 49530

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Library of Congress Cataloging-in-Publication Data

Horton, Michael Scott.  
 Pilgrim theology : core doctrines for christian disciples / Michael Horton.  
 p. cm.  
 Includes bibliographical references and indexes.  
 ISBN 978-0-310-33064-6 (hardcover : alk. paper)  
 1. Theology, Doctrinal. 2. Reformed Church--Doctrines. I. Title.  
 BT75.3.H675 2012  
 230'.42--dc23

2012023993

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The Scripture quotations indicated as NRSV are from the *New Revised Standard Version of the Bible*, copyright © 1989 by the Division of Christian Education of the National Council of Churches of Christ in the United States of America, and are used by permission. All rights reserved.

Any Internet addresses (websites, blogs, etc.) and telephone numbers in this book are offered as a resource. They are not intended in any way to be or imply an endorsement by Zondervan, nor does Zondervan vouch for the content of these sites and numbers for the life of this book.

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Cover design: Ron Huizinga  
 Cover photography: istockphoto  
 Interior design: Matthew Van Zomeren

Printed in the United States of America

Title of the book

Author (enter surname first in Bibliography)

Date of publication (look for the latest © symbol)

Place of publication (cite the town of publication, not the state or country)

Publishing House

Therefore, the Bibliographical reference will look as follows:

Horton, M. 2011. *Pilgrim Theology*. Grand Rapids: Zondervan.

## APPENDIX B

### Sample Journal Information Page

Below is an example of the information page of a journal from which all Bibliographical data is to be obtained.

The image shows a sample journal information page from the *Journal of Biblical Literature*. The page features a large, stylized logo 'JBL' at the top. Below the logo, the journal title 'Journal of Biblical Literature' is printed. The page is divided into two main sections: the top section contains the volume and issue information ('VOLUME 105, No. 1' and 'MARCH 1986'), and the bottom section contains a table of contents listing articles with their authors and page numbers. Red boxes and lines are overlaid on the page to identify specific bibliographical data points: 'Name of Journal' (JBL), 'Date of Article' (MARCH 1986), 'Volume of Journal' (VOLUME 105, No. 1), 'Number of Journal Volume' (105), 'Pages of the Article' (3-11), 'Title of the article' (Genesis 2:24: Trite or Tragic?), and 'Author (enter surname first in Bibliography)' (ROBERT B. LAWTON, S.J.).

VOLUME 105, No. 1		MARCH 1986
Understanding Early Christian Ethics WAYNE A. MEEKS		3-11
Chiasmus and the Structure of David's Lament WILLIAM H. SHEA		13-25
Once Again the Heavenly Witness of Psalm 89:38 PAUL G. MOSCA		27-37
The Nature of <i>Nomos</i> (Law) within the <i>Testaments of the Twelve Patriarchs</i> DIXON SLINGERLAND		39-48
The Textual Nature of an Old Hebrew Version of Matthew GEORGE HOWARD		49-63
Luke 23:47 and the Lucan View of Jesus' Death ROBERT J. KARRIS, O.F.M.		65-74
The Origin of the NT Apostle-Concept: A Review of Research FRANCIS H. AGNEW, C.M.		75-96
X Genesis 2:24: Trite or Tragic? ROBERT B. LAWTON, S.J.		97-98
On the Interpretation of the Palestinian Targumic Reading <i>wqht</i> in Genesis 32:25 JEROME A. LUND		99-103
מי הוּאָ לִי הוּאָ? Leviathan and Job in Job 41:2-3 HENRY ROWOLD		104-109
Unreal Conditions in the Letters of Paul MICHAEL WINGER		110-112

Book Reviews 113—Collected Essays 173—Books Received 183  
US ISSN 0021-9231

Therefore, the Bibliographical reference will look as follows:

Lawton, R. B. 1986. 'Genesis 2:24: Trite or Tragic?', in *Journal of Biblical Literature*, vol.105, no.1, 97-98.



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## APPENDIX C

### Sample of Assignment with Citation

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Take note of the following assignment sample. Even though it is not theological in its content, it gives good examples of the various citation forms necessary for any student:

1,5 spacing for the main body of the assignment.

Cite the surname only and the year. If the whole work is referred to, no page number is necessary.

Separate different sources with a semicolon.

Use an ampersand for and.

Separate the date and page number with a comma but no space.

Short quotes (less than 30 words) include in the sentence using double quotation marks.

Long quotes (30 words or more) indent and single space without quotation marks.

For three or more authors use et al.

Citing a source within a source, both sources are to be given in-text, but only the primary source (in this case Smith) is to be given as a reference in the Bibliography.

This paper will not attempt to delve at length into the energy component of the ecological footprint. This has been covered elsewhere (Ferguson 1999; Wiley & Foxton 2001). However, the contention of Rees, Weston and Waters (2006:45) to base the energy footprint on the “area of land needed to absorb the carbon emitted by burning fossil fuels” is regarded by most commentators as being hard to defend. We argue that a more reliable basis for energy footprint is the area of land required to produce the specified energy renewable. Investigations (Pimentel et al. 1999, cited in Smith 2009:34-36) demonstrate that the figure will not alter significantly. As Smil (1993:190) reports, sugar cane is the best renewable option:

Relying on corn in temperate regions would bring much lower returns. Even during the transition period, when distillation would be subsidised by coal power, densities for ethanol as stand alone fuel would be more than 0.2W/m<sup>2</sup>. Power densities of a fully solar operation would drop to about 0.04W/m<sup>2</sup>.

See Appendix F for more examples of in-text citation formatting.

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## APPENDIX D

### Sample Bibliography

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#### BIBLIOGRAPHY

List all sources in alphabetical order according to the surname of the author.

Anonymous. 2016. 'What is General Revelation? What is Special Revelation?' in *Compelling Truth*, viewed 13 January 2016, <http://www.compellingtruth.org/general-special-revelation.html>.

Use a hanging indent for the subsequent line of each entry.

Berkhof, H. 1986. *Christian Faith: An Introduction to the Study of Faith*. trans. S. Woudstra. Grand Rapids: Eerdmans.

Damarest, B. A. 1982. *General Revelation: Historical Views and Contemporary Issues*. Grand Rapids: Zondervan.

Single space the Bibliography with an open line space between each entry.

Dulles, A. 1999. 'Donald Bloesch on Revelation' in Elmer M. Colyer (ed.) *Evangelical Theology in Transition: Theologians in Dialogue with Donald Bloesch*. Downers Grove: IVP.

Erickson, M. 1998. *Christian Theology (Second Edition)*. Grand Rapids: Baker.

Grenz, S. J. 2000. *Theology for the Community of God*. Grand Rapids: Eerdmans.

If two different authors have the same surname, list them by alphabetical order of the first name.

Lewis, G. R. 2003. 'Is Propositional Revelation Essential to Evangelical Spiritual Formation?' in *Journal of the Evangelical Theological Society*, no.46, 269-298.

Lewis, J. M. 1985. *Layman's Library of Christian Doctrine: Revelation, Inspiration, Scripture*. Nashville: Broadman.

Moore, R. D. 2007. 'Natural Revelation' in Daniel L Akin *A Theology for the Church*. Nashville: Broadman & Holdman.

If referencing two sources by the same author, put an underscore rather than repeating the name. List them in order according to the date (i.e. record first the most recent publication)

Oden, Thomas C. 1987. *Systematic Theology: The Living God*. San Francisco: Harper & Row.

\_\_\_\_\_ 1998. 'Without Excuse: Classic Christian Expression of General Revelation', *Journal of the Evangelical Theological Society*, no.4, 55-68.

Patterson, B. E. 1987. 'Revelation and Bible', in *Perspectives in Religious Studies*, vol.14, no.4, 19-29.

Pinnock, C. 1995. 'An Inclusivist View' in Dennis L. Okholm & Timothy R. Phillips (eds.) *More than One Way?* Grand Rapids: Zondervan.

Placher, W. C. (ed.) 2003. *Essentials of Christian Theology*. Louisville: Westminster John Knox.

Strong, James. 2012. *Strong's Exhaustive Concordance (e-book Edition)*. Franklin: e-Sword. (e-Sword Version).

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## APPENDIX E

### Spelling and Capitalisation Checklist

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The following list is that of common words that appear in theological papers. Please ensure that you use the correct spelling and capitalisation.

Acts of the Apostles

AD (*anno Domini*) [precedes date, avoid using with centuries]

the Almighty

ancient Near East, Greece, Rome

ante-Nicene fathers

appendix or appendices

Apocrypha, apocryphal

an apostle, the apostles, the Apostle Paul, James the apostle [cf. Titles, below]

the Apostle to the Gentiles, the Beloved Apostle

Apostles' Creed

archbishop [capitalise when followed by a personal name (e.g. Archbishop Makarios; Frederick Temple, archbishop of Canterbury; the archbishop of Canterbury)]

ark of the covenant; ark (Noah's)

Athanasian Creed

Augsburg Confession

BC (before Christ) [always follows date: 587 BC]

BCE (before the common era) [always follows date: 587 BCE (commonly used when dating events of pre-Christian religions or cultures)]

the Beatitudes

Bible, biblical

Bishop – capitalize when followed by a personal name [as is 'archbishop' above]

the Board, International Mission Board, North American Mission Board

book of Job [or any other biblical book]

catholic (universal), Catholic [as in Roman Catholic Church]

century [spell out numbers in the text (the twentieth century, twentieth-century theology)]

chapter 5

CE (common era) [follows date]

Christian [both noun and adjective]

Christian era (education, etc)

Christology, Christological

Church [capitalize in titles (First Baptist Church, Roman Catholic Church, Church of England), lower case for universal church, local church, or for a denomination when not a title (the church, a Baptist church, the Methodist church)]

church fathers, the Fathers,

City of God; the Eternal City

Classicism

codex, codices, Codex Barenensis

colloquium, colloquia

confession [capitalize in titles (Augsburg Confession)]

the Conquest

the Convention [when referring to the Southern Baptist Convention, Convention-wide council  
– capitalize in titles (Council of Chalcedon, Fourth General Council, Second Vatican  
Council)]

counselor, counseling

creed [capitalize in titles (Athanasian Creed)], credo, creedalism

criterion, criteria

the Crusades, Crusaders

curriculum, curricula

the Dark Ages

datum [singular], data [plural]

day of Pentecost, day of judgment, day of the Lord

the Decalogue

decades [nineteen nineties or 1990s, but never 1990's unless a true possessive]

the Deluge

the Department of Christian Theology

Deuteronomy, the Deuteronomist, deuteronomic,

the devil

the Diaspora, diaspora Jews

the Dominican order, a Dominican

dynasty, the Eighteenth Dynasty, the Sung dynasty

Epicurean

epistle [lower case when not a title (this epistle, these epistles)]

the Epistles [capitalize for the whole group in the New Testament and in titles: the Epistle of  
James, the First Epistle of John, the Pastoral Epistles]

Essene, the Essenes

the Eucharist

evangelical, evangelicalism

the Exile (Babylonian captivity)

the Exodus

the Fall (i.e. of man), the fall of Rome

the Father, our heavenly Father, the fatherhood of God

the Fathers, church fathers

Feast of the Assumption, Feast of Tabernacles

the Flood

fulfil, fulfilment

fundamentalism, fundamentalist

a Gentile, gentile laws

Gnosticism, a Gnostic, the gnostic heresy

Gospel [as the good news about Jesus Christ]; gospel when other than the Christian gospel:  
Buddhist gospel; gospel of progress

Gospel [capitalize when referring to one of the gospels (Gospel of Mark, the Fourth Gospel,  
the synoptic Gospels, the Gospel)]

Greco-; Greco-Roman

heaven

hebraist, hebraism

Heidelberg Catechism

Heilsgeschichte

hell

Hellenism, hellenistic  
Holy Week  
Holy Writ

index, indexes, indices  
interpretative, interpretive

a Jesuit, Jesuit teaching, Jesuit (adverb), jesuitical (adverb)  
Jew, Jewish  
judgment day  
judgment seat of Christ

kingdom of God  
Koran, koranic, Qur'an, Quran, quranic [Qur'an is the better version.]

lacuna, lacunae  
law of Moses, the Law (Pentateuch)  
the Levant  
locus [singular], loci [plural]  
logion, logia, logos, the Logos  
Lord's supper  
Luke, Lukan

m. (measure); mm. (measures)  
Mark, Markan  
Masorah, Masoretic  
Matins [and other daily liturgical hours]  
medieval, medieval theology (but Middle Ages)  
the Messiah (Christ), messianic  
Middle Ages, late Middle Ages, the High Middle Ages  
millennium, millennial, millenarian  
Mishnah, mishnaic

Near Eastern  
neo-Classicism  
Nicene Creed

Palestine, Palestinian  
parable(s) [always lower case]  
Passover  
peacemaking, peacemaker  
Pentateuch, pentateuchal  
Peshitta  
Pharaoh  
Pharisee(s), pharisaic, pharisaical, pharisaism  
Pope John Paul II, the pope, papacy  
post-Exilic writings, post-Nicene fathers  
prophecy [noun], prophesy [verb]  
Protestant  
Psalm 45; a praise psalm, twenty-third Psalm; abbreviated: Ps 23; Pss 21-26

Qumran  
Qu'ran

Rabbi [if followed by a personal name], the rabbi, rabbinic  
Reformation [historical period]  
Renaissance [historical period]  
revelation, book of Revelation

Satan, satanic

Scripture [when referring to the Bible], the Scriptures, scriptural, scripture [general reference  
to religious writings]

the Second Coming

anti-Semitism, anti-semitic

Sermon on the Mount

Sitz im Leben

the Son, Son of God, Son of Man, sonship

st. [stanza, a musical notation]; sts. [stanzas]

Stoic

Sunday school, Sunday School Board

the Supper

Talmud, talmudic

targum, targumic, targumim (plural)

Ten Commandments

Titles [preferably omitted; preceding a personal name titles are capitalized; following a  
personal name titles are usually not capitalized, e.g. James the apostle]

the Twelve, the twelve apostles, twelve disciples (see also Apostles)]

v (verse); vv (verses)

vs. versus (against)

Vulgate

war, cold war, World War II, the First World War, the two world wars

the Word, the Word of God [for Jesus or the Bible]

worship, worshiped, worshiping, worshiper

Yahweh, YHWH

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## APPENDIX F

# Bibliographical and Citation Reference Guide

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See the detailed examples on the following pages; taking note of the following elements:

- Source** refers to the place where information is found (e.g. the book, article, website, etc).
- Reference List** is your Bibliography – i.e. the complete list of all sources cited. (Remember one only includes sources you have actually cited in-text.)
- In-text citation** refers to the record in brackets (citation) in your sentence (in-text). It is a record of the author, date and page number of any source you use in that sentence. For example: Author's Surname Date: Page Number.
- Author prominent in-text citation** is the technical term referring to the fact that the author is mentioned before the information.
- Information prominent in-text citation** is the technical term referring to the fact that the information is mentioned before the author.
- Paraphrasing** refers to using information from a source in your own words. It is the most common way to use sources. The source must still be cited.
- Summarising** is a form of paraphrasing in which you report only the main points in your own words. The source must still be cited.
- Quoting** refers to using word/s exactly as they appear in the source.
- Page numbers** are required for all quotes and all paraphrasing of information taken from sources, unless the entire source is referred to.

# BIBLIOGRAPHICAL & CITATION REFERENCING GUIDE

	Paraphrasing		Quoting		Bibliography
	* Page numbering is required for all paraphrasing unless the source is referred to as a whole.		* This is only permissible if it is less than 10% of the total word count of the source.		
	Author prominent	Information / Idea prominent	Author prominent	Information / Idea prominent	
<b>Books – Print</b>					
One Author	Gorman (2009:84) suggests that examining the literary form of the passage is the starting point of formal analysis.	The literary form of the passage is the starting point of formal analysis (Gorman 2009:84).	As Gorman (2009:84) states, “formal analysis begins with the question of the literary form of the passage”.	When considering formal analysis, this process starts with “the literary form of the passage” (Gorman 2009:84).	Gorman, M. J. 2009. <i>Elements of Biblical Exegesis</i> . Peabody: Hendrickson.
Two Authors	Dillard and Longman (1994) include a discussion of the psalms as a covenantal prayerbook.  <i>* A page number is not necessary if the entire article or book is referred to.</i>	It has been suggested that the psalms are to be seen as prayers and not oracles (Dillard & Longman 1994:227-228).  <i>* If a section is referred to give the full page references.</i>	Dillard and Longman (1994:227) aver that “[i]t is incontestably true that the psalms are prayers, not oracles”.	“It is incontestably true that the psalms are prayers, not oracles” (Dillard & Longman 1994:227).	Dillard, R. B. & Longman, T. III. 1994. <i>An Introduction to the Old Testament</i> . Grand Rapids: Zondervan.  <i>* Use an ampersand (&amp;) in the Bibliography and citations, but “and” in author prominent paraphrasing or quotations</i>
Three or More Authors	Burge et al. (2009:171) suggest that the teachings of Jesus are placed alongside those of Moses in Matthew.	In Matthew’s gospel, the teachings of Jesus are juxtaposed with that of Moses (Burge et al. 2009:171).	Burge et al. argue that “Matthew details Jesus’ teachings that juxtapose his word with that of Moses” (2009:171).	“Matthew details Jesus’ teachings that juxtapose his word with that of Moses” (Burge et al. 2009:171).	Burge, G. M. et al. 2009. <i>The New Testament in Antiquity</i> . Grand Rapids: Zondervan.
Organisation as an Author (Corporate Author)	The BFBS (1999:92) defines the word ‘sign’ as guaranteeing a certain result.	The word ‘sign’ may be understood as guaranteeing a certain result (BFBS 1999:92).	The BFBS (1999:92) teach that the word ‘sign’ means “a certain result is guaranteed”.	The word ‘sign’ means “a certain result is guaranteed” (BFBS 1999:92).	The British and Foreign Bible Society (BFBS) 1999. <i>The Translator’s Old Testament: The Book of Exodus</i> . London: United Bible Society.
No Author  <i>* Refrain from using anonymous sources if possible.</i>	The Bible Index Pocketbook (Anonymous 1981:108) that we should not fear martyrdom.	We are not to fear martyrdom (Anonymous 1981:108).	According to The Bible Index Pocketbook martyrdom is “not to be feared” (Anonymous 1981:108).	Martyrdom is “not to be feared” (Anonymous 1981:108).	Anonymous. 1981. <i>The Bible Index Pocketbook</i> . Wheaton: Harold Shaw Publishers.



	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
Multiple Works Same Author	Erickson (2001:2013) deals extensively with the doctrine of sin.	The doctrine of sin is dealt with extensively by key theologians (see for example Erickson 2001:2013).	<i>* If directly quoted from, the year will distinguish the works. ** Include page numbers as relevant.</i>		Erickson, M. J. 2001. <i>Introducing Christian Doctrine (Second Edition)</i> . Grand Rapids: Baker.  _____. 2013. <i>Christian Theology (Third Edition)</i> . Grand Rapids: Baker.
Works by different Authors with the Same Surname	<i>* Cite as with a single author – the date differentiates between the two authors.</i>				Smith, E. C. 2000. <i>Beliefs Important to Baptists</i> . Dallas: Baptist Way.  Smith, C Ryder. 1941. <i>The Bible Doctrine of Salvation</i> . London: The Epworth Press.
Translated Version	Berkhof (1986) explains the figurative language of revelation.	Revelation may be understood in terms of its use of figurative language (Berkhof 1986:73).	Berkhof (1986:73) suggests that “[r]evelation employs what is called figurative language”.	“Revelation employs what is called figurative language” (Berkhof 1986:73).	Berkhof, H. 1986. <i>Christian Faith: An Introduction to the Study of Faith</i> . trans. S Woudstra. Grand Rapids: Eerdmans.
Revised Edition	<i>* Cite as with first editions (i.e. as above examples).</i>				Moulton, W. F. & Geden, A. S. (eds.) 1978. <i>A Concordance to the Greek Testament</i> . rev. H. K. Moulton. Edinburgh: T&T Clark.
Same Author Same Year	Horton (2011b:463) speaks about the development of the relationship between Christ and Adam in Romans 5.	Romans chapter 5 develops the relationship between Christ and Adam (Horton 2011b:463)	Horton (2011b:463) explains that “[t]he Adam-Christ typology is underscored in Romans 5”.	“The Adam-Christ typology is underscored in Romans 5” (Horton 2011b:463).	Horton, M. 2011a. <i>Pilgrim Theology</i> . Grand Rapids: Zondervan.  _____. 2011b. <i>The Christian Faith</i> . Grand Rapids: Zondervan
Single Editor	A study by Carroll (ed. 1990) collates and evaluates writings by Jeremy Taylor.	Taylor’s work gives insight into the spirituality of puritan England (Carroll ed. 1990).	Carroll (ed. 1990:274) highlights that “[c]onfession of sin was for Taylor an integral part of prayer”.	“Confession of sin was for Taylor an integral part of prayer” (Carroll ed. 1990:274).	Carroll, T. K. (ed.) 1990. <i>Jeremy Taylor: Selected Works</i> . Mahwah: Paulist Press.

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
Two Editors Book	Pipkin & Yoder (eds. 1989) give a detailed account of the Anabaptist Hubmaier.	A good example of an Anabaptist leader is Balthasar Hubmaier (cf. Pipkin & Yoder eds. 1989).	Pipkin & Yoder (eds. 1989:15) assert that Hubmaier was “without contest the most able theologian” of the early Anabaptists.	Hubmaier was “without contest the most able theologian” of the early Anabaptists (Pipkin & Yoder eds. 1989:15).	Pipkin, H. W. & Yoder, J. H. (eds.) 1989. <i>Balthasar Hubmaier: Theologian of Anabaptism</i> . trans. H. W. Pipkin & J. H. Yoder. Scottdale: Herald Press.
Chapter in an Edited Book	Glasser (2009:152-153) details the suffering associated with Paul’s missionary work.	Suffering was associated with Paul’s missionary work (Glasser 2009:152).	Glasser (2009:152) highlights that Paul’s whole missionary life “was marked by suffering”.	Paul’s whole missionary life “was marked by suffering” (Glasser 2009:152).	Glasser, A. F. 2009. ‘The Apostle Paul and the Missionary Task’, in Ralph D. W. & Steven C. H. (eds.) <i>Perspectives on the World Christian Movement (Fourth Edition)</i> . Pasadena: William Carey Library.
Citing a Source Within a Source	Berg (1979 cited in Dillard & Longman 1994:193) gives evidence of the parallels between the Esther and Joseph stories.	It has been suggested that there are parallels between the Esther and Joseph stories (Berg 1979 cited in Dillard & Longman 1994:193).	Wiseman (1965 cited in Dillard & Longman 1994:334) argues that “Nebuchadnezzar conquered ‘all Hatti’”.	We may argue the assertion that “Nebuchadnezzar conquered ‘all Hatti’” (Wiseman 1965 cited in Dillard & Longman 1994:334).	Dillard, R. B. & Longman, T. III. 1994. <i>An Introduction to the Old Testament</i> . Grand Rapids: Zondervan.
Different Authors, Same Surname, Same Year	Colin Brown (1990) details justice not being administered for personal advantage, while Robert Brown (1990) agrees that it should.	With regards to the subject of justice, it should not be for personal advantage (Colin Brown 1990:29-30) but rather motivated by God’s love (Robert Brown 1990:83).	Robert Brown (1990:83) states: “Out of God’s gracious love grows the reality that we must act for justice”, which Colin Brown (1990:30-31) says “is not a matter of gaining personal advantage”.	“Out of God’s gracious love grows the reality that we must act for justice” (Robert Brown 1990:83), which is confirmed by the idea that “justice is not a matter of gaining personal advantage” (Colin Brown 1990:30-31).	Brown, R. M. 1990. <i>Gustavo Gutiérrez: An Introduction to Liberation Theology</i> . Maryknoll: Orbis Books.  Brown, C. 1990. <i>Christianity and Western Thought</i> . Leicester: Apollos.
Book in a Series	<i>* Cite as with a single author.</i>				Woudstra, M. H. 1981. <i>The Book of Joshua</i> , The New International Commentary on the Old Testament series. Grand Rapids: Eerdmans.

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
One Volume in a Multivolume Work	The Encyclopedia of Archaeological Excavations in the Holy lands (Avi-Yonah & Stern eds. 1977:3:742) highlights Lachish's contact with Egypt.	It is to be noted that Lachish always had contact with Egypt (Avi-Yonah & Stern eds. 1977:3:742).	The Encyclopedia of Archaeological Excavations in the Holy lands (Avi-Yonah & Stern eds. 1977:3:742) notes that "Lachish was in contact with Egypt throughout the period of its empire".	"Lachish was in contact with Egypt throughout the period of its empire" (Avi-Yonah & Stern eds. 1977:3:742).  <i>* Give the volume number and page number – separated by colons.</i>	Avi-Yonah, Michael & Stern, Ephraim (eds.) 1977. <i>Encyclopedia of Archaeological Excavations in the Holy Lands</i> , vol. 3. Oxford: Oxford University Press.
Citing Multiple Sources Simultaneously in a Sentence.	Ferguson (2005:268), González (2010:241) and Hill (2006:90) all affirm that Augustine was a significant and influential father of the Western Church.	Augustine was a significant and influential father of the Western Church (Ferguson 2005; González 2010; Hill 2006).	<i>* For clarity, rather quote sources separately.</i>		Ferguson, E. 2005. <i>Church History</i> . vol. 1. Grand Rapids: Zondervan.  González, J. L. 2010. <i>The Story of Christianity</i> . vol. 1. New York: Harper Collins.  Hill, J. 2006. <i>Zondervan Handbook to the History of Christianity</i> . Grand Rapids: Zondervan.
Book in a Foreign Language	König (1986) gives a detailed evaluation of both adult baptism and infant baptism.	Within the NG Kerk there has been published review of baptismal modes (König 1986).	According to König (1986:21) Romans 6 is "[t]ereg" [rightly (my translation)] the classic chapter concerning baptism.  <i>* Put foreign words in italics.</i>	"Tereg word Rom 6 as die klasike hoofstuk oor die doop beskou." [Romans 6 is rightly considered as the classic chapter concerning baptism (my translation)] (König 1986:21).	König, A. 1986. <i>Die Doop as Kinderdoop en Grootdoop</i> . Pretoria: NG Kerkboekhandel Transvaal.
Sacred Books (e.g. Q'uran)  <i>* Cite the sûrah or tractate and verse (as in biblical references).</i>	<i>The Q'uran</i> is written largely in the form of didactic speeches.  <i>* A specific reference is not necessary if the entire article or book is referred to.</i>	Reference is made to Jesus ('Īsâ) in <i>The Q'uran</i> (e.g. 3:55, 61).	Regarding Jesus ('Īsâ), <i>The Q'uran</i> states he "being a slave of Allâh [has] no share in Divinity" (3:61).	"I am the first of Allâh's worshippers [who deny and repute this claim of yours (and the first to believe in Allâh Alone and testify that He has no children)]" ( <i>The Q'uran</i> 43:81).	<i>The Q'uran</i> . 2004. trans. M. Haleem.

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
<b>Other Sacred Books</b>	<i>The Zohar</i> gives a detailed interpretation of the two great lights of Genesis 1 (1958:84-90).  <i>* Put the title in italics.</i>	Are we to understand that the two lights of Genesis 1 are a reference to YHWH and Elohim ( <i>The Zohar</i> 1958:84-90)?	<i>The Zohar</i> declares that “the ‘great light’ corresponds to <i>Yhvh</i> , and the ‘lesser light’ to <i>Elohim</i> ” (1958:85).	“The word ‘made’ signifies the due expansion and establishment of the whole” ( <i>The Zohar</i> 1958:84).	<i>The Zohar</i> . 1958. Trans. Harry Sperling & Maurice Simon. New York: The Rebecca Bennet Publications.
<b>Encyclopaedia, No Author</b>  <i>* General encyclopaedias such as this are NOT acceptable as academic sources, unless as objects of research.</i>	Encyclopaedias often indicate the history of a term; for example according to <i>The Encyclopaedia Britannica</i> (1976:713) Baptists are defined as Protestants who insist on believers’ baptism.	Extended definitions are a feature of encyclopaedias as in the neutral description of the Baptist denomination ( <i>The Encyclopaedia Britannica</i> 1976:713-717).	<i>The Encyclopaedia Britannica</i> (1976:715) does at times give judgments on its topics – for example calling Baptists in the 20 <sup>th</sup> century “troubled”.	Although encyclopaedias merely report on the facts of an issue, they do sometimes include judgements, for example calling Baptists in the 20 <sup>th</sup> century “troubled” ( <i>The Encyclopaedia Britannica</i> 1976:715).	<i>The Encyclopaedia Britannica</i> 1976, macropaedia vol.2, Arizona-Boliviari, Fifteenth Edition, Chicago: Helen Hemmingway Benton.
<b>Dictionary</b>  <i>* Dictionaries are NOT acceptable as academic sources, unless as objects of research.</i>	Although the Oxford English Dictionary (1196) defines <i>word</i> as “a remark or statement”; the Christian community understands this use in Scripture to refer directly to the Person Jesus.  <i>* Appropriate the evidence as necessary according to the other examples given.</i>				Soanes, Catherine & Hawker, Sara (eds.) 2006. <i>Compact Oxford English Dictionary for University and College Students</i> . Oxford: Oxford University Press.  <i>* Record editors, edition, revised as relevant.</i>
<b>Theological Encyclopaedias or Dictionaries with Individually Authored Entries</b>	<i>* Cite as Chapter in an Edited Book.</i>				Howell, D. B. 2000. ‘Immanuel’, in D. N. Freedman (ed.) <i>Eerdmans Dictionary of the Bible</i> . Grand Rapids: Eerdmans.

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
Unpublished Manuscript	<i>* Cite as for a published book.</i>				Paetzel, R. W. 1977. <i>A Study Manual on the Parables and Miracles of the New Testament</i> . Unpublished manuscript.
No Date and/or No Publisher	De Haam (n.d.:14-15), in his work on the Holy Spirit, challenges the believer to make his conduct and calling congruent.	As Christians, our calling and conduct should be congruent (De Haam n.d.:14-15).	De Haam (n.d.:14-15) instructs: "If you are a true believer...make your conduct conform to your calling".	"If you are a true believer... make your conduct conform to your calling" (De Haam n.d.:14-15).	De Haam, R. W. n.d. <i>How to be Holy</i> . n.p.: n.pub.
<b>Books – Electronic (e-books)</b>					
e-book (e.g. PDF versions)	Piper (2012:15) observes that Jesus sees blindness as an opportunity to display God's glory.	Blindness can be seen to be an opportunity to display God's glory (Piper 2012:15).	Piper states that when considering the purpose of a disability (e.g. blindness) one can say "God intends to display some of his glory through this blindness".	"For Jesus, blindness from birth is sufficiently explained by saying: God intends to display some of his glory through this blindness" (Piper 2012:15)	Piper, J. 2012. <i>Disability and the Sovereign Goodness of God (e-book Edition)</i> . Minneapolis: Desiring God Foundation. (PDF version).  <i>* No viewed date required.</i>
e-book Accessed via an e-book reader (e.g. Kindle, etc)	Wilson (n.d.:n.n.) emphasises that Yahweh is personal.  <i>* Many e-books do not have page numbers.</i>	It should be noted that Yahweh is personal – relating to people (Wilson n.d.:n.n.).	Wilson (n.d.:n.n.) emphasises that "Yahweh is a God of a people".	"Yahweh is a God of a people" (Wilson n.d.:n.n.).	Wilson, A. n.d. <i>Incomparable (e-book Edition)</i> . Colorado Springs: David C. Cook. (Kindle Version).  <i>* Include reader version in brackets.</i>
e-book Accessed via Software (e.g. Logos, Wordsearch, etc)	<i>* Cite as e-book Accessed via an e-book reader.</i>				MacArthur, J. Jr. 1995. <i>Alone with God (Electronic Edition)</i> . Wheaton: Victor Books. (Logos Version).
e-book Accessed via e-Sword	In Romans 5:1 Strong explains that to be justified is to be considered free (2012:n.n.).	To be justified (Rom 5:1) is to be considered free (Strong 2012:n.n.).	Strong (2012:n.n.) explains that the word "justified" (δικαιόω) in Romans 5:1 means "to render...just or innocent – free".	The word "justified" (δικαιόω) in Romans 5:1 means "to render...just or innocent – free". (Strong 2012:n.n.).	Strong, J. 2012. <i>Strong's Exhaustive Concordance (e-book Edition)</i> . Franklin: e-Sword. (e-Sword Version).
<i>* For all other electronic book conditions (e.g. multiple authors, chapter in an edited e-book), adapt the above example as appropriate (see Books - Print).</i>					

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
<b>Periodicals/Journals Articles – Print</b>					
One Author	Miller (2011:186) criticises the drawing of a parallel between Psalm 15 and the Ten Commandments.	It may be taking it too far to draw a connection between the Psalm 15 and the Ten Commandments (Miller 2011:186).	Miller (2011:186) states that making a connection between the Psalm 15 and the Ten Commandments is “forced”.	“Parallels between the psalmist’s ten items and the Ten Commandments... appear forced” (Miller 2011:186).	Miller, G. 2011. ‘Psalm 15’, in <i>Interpretation</i> , vol.65, no.2, 186-188.
Two Authors	Tshaka and Makofane (2010:543) propose that alongside racial justice should be a focus on social justice.	Racial justice is of importance, yet social justice should also be a priority (Tshaka & Makofane 2010:543).	Tshaka and Makofane (2010:543) highlight the importance of Black Theology “[encompassing] broader issues of social justice”.	“Rather than solely focussing on matters of racial justice” Black Theology “must encompass broader issues of social justice” (Tshaka & Makofane 2010:543).	Tshaka, R. S. & Makofane, M. K. 2010. ‘The Continued Relevance of Black Liberation Theology for Democratic South Africa Today’, in <i>Scriptura</i> , vol. 105, 532-546.
Three or More Authors	Taylor, et al. (2006:40) demonstrates that Compassion Fatigue is more often experienced among rabbis who have encountered more victims of traumatic events.	Encountering more victims of traumatic events results in a more frequent experience of Compassion Fatigue (Taylor, et al. 2006:40).	Taylor, et al. (2006:40) note that “greater exposure to trauma victims is associated with higher Compassion Fatigue.”	“Higher Compassion Fatigue” is often a result of “greater exposure to trauma victims” (Taylor, et al. 2006:40).	Taylor, B. E. et al. 2006. ‘Compassion Fatigue and Burnout Among Rabbis Working as Chaplains’, in <i>The Journal of Pastoral Care and Counseling</i> , vol.60, nos.1-2, 35-42.
No Author <i>* Refrain from anonymous sources if possible.</i>	An anonymous article in <i>Youthwork</i> asserts (Anonymous 2013:6) that less than 5% of churches have an intentional programme to deal with unemployment.	Findings show (Anonymous 2013:6) that less than 5% of churches have an intentional programme to deal with unemployment.	It has been published (Anonymous 2013:6) that “only three percent of churches have organised activities to address the problem of unemployment in their local community”.	It is worrying that “only three percent of churches have organised activities to address the problem of unemployment in their local community” (Anonymous 2013:6).	Anonymous. 2013. ‘Churches Key to Combatting Youth Unemployment’ in <i>Youthwork</i> . vol.2, no.29, 6.  <i>* Use Anonymous if no editor of the journal is given.</i>
No Volume or Issue number	<i>* Cite as for One Author Periodicals.</i>				Allan, J. 2008. ‘Neat Networking’ <i>Youthwork</i> , March, 40.

	<b>Paraphrasing</b> <i>* Page numbering is required for all paraphrasing unless the source is referred to as a whole.</i>		<b>Quoting</b> <i>* This is only permissible if it is less than 10% of the total word count of the source.</i>		<b>Bibliography</b>
	<b>Author prominent</b>	<b>Information / Idea prominent</b>	<b>Author prominent</b>	<b>Information / Idea prominent</b>	
<b>Citing a Source within a Source</b>	Ramantswana (2013:109) proposes that there is a connection between the symbol of tent-cloths in Psalm 104:2 and the Tabernacle cloths.	The symbol of tent-cloths in Psalm 104:2 has a connection with the Tabernacle cloths (Ramantswana 2013:109).	Ramantswana (2013:109) alleges that the symbol of tent-cloths in Psalm 104:2 is “associative references to the cloths of the Tabernacle”.	The symbol of tent-cloths in Psalm 104:2 is “associative references to the cloths of the Tabernacle” (Ramantswana 2013:109).	Ramantswana, H. 2013. ‘Day Two of Creation: Why is the Firmament not Pronounced Good?’ in <i>Journal for Semitics</i> , vol.22, no.1, 101-123.  <i>* In the Reference list include only the article you actually used – not the source cited.</i>
<b>Newspaper Article</b>  <i>* Newspaper articles are NOT acceptable as academic sources, unless as objects of research.</i>	How applicable is the Christian moral law to modern-day legal practice, when it was deemed that “[Judge] Masipa did not make mistakes in her analysis of the evidence” (Seekoei 2015:2) in the Oscar Pistorius trial?  <i>* Appropriate the evidence as necessary according to the other examples given.</i>				Seekoei, K. 2015. ‘Judge Made No Mistake’, in <i>The New Age</i> , 4 November, 2.
<b>Magazine Article</b>  <i>* Magazine articles are NOT acceptable as academic sources, unless as objects of research.</i>	The Baptist is well-established in many varied locations (e.g. the St Helena Baptist Church has recently celebrated 170 years on the island (D’ Aubrey 2015:10)).  <i>* Appropriate the evidence as necessary according to the other examples given.</i>				D’ Aubrey, N. (ed.) ‘170 Years of Baptist Witness on St Helena’ 2015. in <i>Baptists Today</i> , no. 5, 10-11.  <i>* Use editor as the Author if no Author is given.</i>
<b>Periodicals/Journals Articles – Electronic</b>					
<b>Electronic Journal Article</b>	Levering (2014:38) observes that Christian names for the Trinity are often metaphorical ones.	The Trinity is often referred to by Christians through the use of metaphorical names (Levering 2014:38).	Levering (2014:38) notes that “[m]etaphorical names proliferate in Christian naming of the Trinity.”	“Metaphorical names proliferate in Christian naming of the Trinity” with names such as Glory, Light and Image often being used (Levering 2014:38).	Levering, M. 2014. ‘The Holy Spirit and the Unity of the Church’, in <i>Pro Ecclesia</i> , vol.23. no.1, 33-45. ATLA Religion Database with ATLA Serials (EBSCOhost Online).

Journal Article with DOI (Digital Object Finder)					<p><b>If a DOI is available, place it at the end of the reference as shown in the examples.</b></p> <p><b>DOI string (pre-2011 format)</b> Iverson, R.D. &amp; Deery, M. 1997. 'Turnover culture in the hospitality industry', in <i>Human Resource Management Journal</i>, vol. 7, no. 4, 71- 82, doi: 10.1111/j.1748-8583.1997.tb00290.x.</p> <p><b>DOI link (current format)</b> Pan, F.C. 2015. 'Practical application of importance-performance analysis in determining critical job satisfaction factors of a tourist hotel', in <i>Tourism Management</i>, vol. 46, 84-91, <a href="http://dx.doi.org/10.1016/j.tourman.2014.06.004">http://dx.doi.org/10.1016/j.tourman.2014.06.004</a>.</p>
Online Newspaper Article	<p>South African schools are facing a crisis as the number of 0% pass rate schools has risen to 22 from 16 in the previous year (TMG Digital 2016:n.n.). Is the status of biblical literacy in the same crisis?</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>TMG Digital 2016. 'DA Wants Human Rights Probe for Schools Where No Matrics Passed', in <i>Times Live</i>, 11 January, viewed 11 January 2016, <a href="http://www.timeslive.co.za/politics/2016/01/11/DA-wants-human-rights-probe-for-schools-where-no-matrics-passed">http://www.timeslive.co.za/politics/2016/01/11/DA-wants-human-rights-probe-for-schools-where-no-matrics-passed</a>.</p> <p><i>* Hyperlinks must be reverted to black text.</i></p>			
<p><i>* For all other electronic journal conditions (e.g. multiple authors), adapt the above example as appropriate (see Journals - Print).</i></p>					



	Citation	Bibliography
<b>Government Publications</b>		
Government Publications	(Government Gazette 1996:4)	Government Gazette. 1996. 'No. 92 of 1996: Choice on Termination of Pregnancy Act', in the <i>Government Gazette</i> , vol. 377, no. 17602, 1-6, <a href="https://www.parliament.gov.za/storage/app/media/ProjectsAndEvents/womens_month_2015/docs/Act92of1996.pdf">https://www.parliament.gov.za/storage/app/media/ProjectsAndEvents/womens_month_2015/docs/Act92of1996.pdf</a>
<b>Websites</b>		
One Author  <i>* Websites for a non-academic target audience are NOT acceptable as academic sources, unless as objects of research.</i>	Tony Reinke (2016:n.n.) suggests that one should ask the following questions before listening to any sermon: How am I saved?; What am I saved from?; What am I saved for?  <i>* Appropriate the evidence as necessary according to the other examples given.</i>	Reinke, T. 2016. 'Three Questions to Ask Before Listening to Any Sermon', in <i>Desiring God</i> , viewed 11 January 2016, <a href="http://www.desiringgod.org/articles/three-questions-to-ask-before-listening-to-any-sermon">http://www.desiringgod.org/articles/three-questions-to-ask-before-listening-to-any-sermon</a>  <i>* Hyperlinks must be reverted to black text.</i>
Blog Post  <i>* Blogsites are NOT acceptable as academic sources, unless as objects of research.</i>	When considering Christian ministry to teenagers, it is wise to remember that "good middle school ministry is about understanding and honoring what the students need above what we want" (Akers 2016:n.n.).  <i>* Appropriate the evidence as necessary according to the other examples given.</i>	Akers, T. 2016. 'A Small Group Strategy for Middle School Ministry', in <i>Youth Specialties Blog</i> , web log post, 4 January 2016, viewed 11 January 2016, <a href="http://www.youthspecialties.com/blog/a-small-group-strategy-for-middle-school-ministry/">http://www.youthspecialties.com/blog/a-small-group-strategy-for-middle-school-ministry/</a>
Basic Web Page	(Baptist Theological College 1951:n.n)	Baptist Theological College, 1951. Baptist Theological College website, viewed 21 November 2023, <a href="https://btc.co.za/">https://btc.co.za/</a>

Organization as Author  <i>* Websites for a non-academic target audience are NOT acceptable as academic sources, unless as objects of research.</i>	The Foundation for Biblical Archaeology (2005) has given uncontested witness to the reference to YHWH in The House of Yahweh Ostrakon.  <i>* A page number is not necessary if the entire article is referred to. ** Appropriate the evidence as necessary according to the other examples given.</i>	The Foundation for Biblical Archaeology 2005. <i>The House of Yahweh Ostrakon</i> . viewed 11 January 2016, <a href="http://www.allaboutarchaeology.org/house-of-yahweh-ostrakon-faq.htm">http://www.allaboutarchaeology.org/house-of-yahweh-ostrakon-faq.htm</a> .
Facebook post	(Baptist Theological College 1951:n.n)	Baptist Theological College, 1951. 'Missions Focus: Eswatini', facebook post, 11 September 2023, viewed 21 November 2023, <a href="https://www.facebook.com/btcsa/posts/pfbid02anhqjh1B3euDQ55p8PLZjyhVecjKs1dkrpSMYAPoDcz8eZaXQTMGtLYBrGkxVCnQI">https://www.facebook.com/btcsa/posts/pfbid02anhqjh1B3euDQ55p8PLZjyhVecjKs1dkrpSMYAPoDcz8eZaXQTMGtLYBrGkxVCnQI</a>

	Citation	Bibliography
Image found on the web	(Open Doors 2022:n.n)	Open Doors, 2022. World Watch List 2022, photograph, viewed 17 November 2023, <a href="https://cms.evangelicalfocus.com/upload/imagenes/61e7f1ab8bea1_wwljpeg2022940.jpg">https://cms.evangelicalfocus.com/upload/imagenes/61e7f1ab8bea1_wwljpeg2022940.jpg</a>
Wiki entry  <i>* Wikis are NOT acceptable as academic sources, unless as objects of research.</i>	"Mormons self-identify as Christians, though some of their beliefs differ from mainstream Christianity" ('Mormons' 2016:n.n.).  <i>* Appropriate the evidence as necessary according to the other examples given. ** Avoid author prominent as wiki articles cannot be reliably attributed to any person.</i>	'Mormons' 2016, <i>Wikipedia</i> , wiki article, viewed 11 January 2016, <a href="http://en.wikipedia.org/wiki/Mormons">http://en.wikipedia.org/wiki/Mormons</a>
Legal Sources (e.g. Acts of Parliament)	According to the Constitution of the Republic of South Africa Act No.108 of 1996, "Everyone has the right to freedom of conscience, religion, thought, belief and opinion".	Constitution of the Republic of South Africa Act No.108 of 1996
<b>Audio Visual Resources</b>		
DVD, Film, or Video Recording	(Fireproof 2014:n.n)	<i>Fireproof</i> , 2008, Sherwood Pictures. Distributed by Samuel Goldwyn and Affirm Films, and starring Kirk Cameron, Erin Bethea, and Ken bevel.

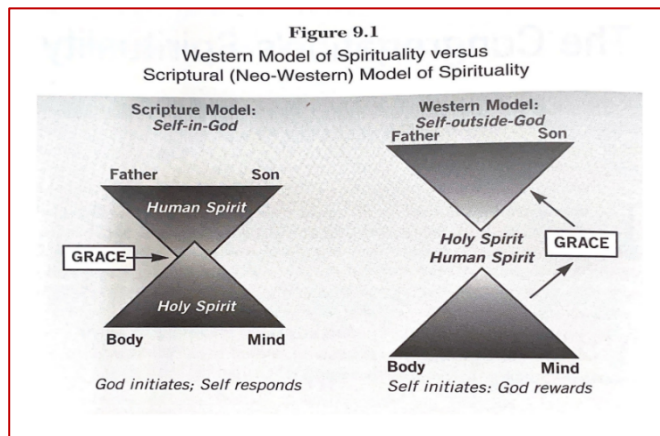
Online Videos (YouTube, Ted talk, etc.)	(Answers in Genesis 2023:n.n)	Answers in Genesis, 2023. <i>This AMAZING Math Formula Will Teach You About God</i> , online video, YouTube, viewed 21 November 2023, <a href="https://www.youtube.com/watch?v=rFNARziwVYY">https://www.youtube.com/watch?v=rFNARziwVYY</a>
Streaming Videos	(Piper 2023:n.n)	Piper, J. 2023. Our Only Hope in the Wilderness, streaming video, viewed 21 November 2023, <a href="https://www.youtube.com/watch?v=7ODvnSor3_g">https://www.youtube.com/watch?v=7ODvnSor3_g</a>
Podcast	(Mackie & Wright 2019:n.n)	Mackie, T. & Wright, N. T. 2019. <i>What Does the Word "Gospel" Mean</i> , podcast, viewed 21 November 2023, <a href="https://bibleproject.com/podcast/what-does-word-gospel-mean/">https://bibleproject.com/podcast/what-does-word-gospel-mean/</a>
<b>Course Materials</b>		
Study Guide HTML (web)	(Conradie 2015:n.)	Conradie, E. M. 2015. Christian Identity: study guides in religion and theology 8, University of the Western Cape, viewed 21 November 2023, <a href="https://www.uwc.ac.za/study/all-areas-of-study/departments/department-of-religion-and-theology/publications">https://www.uwc.ac.za/study/all-areas-of-study/departments/department-of-religion-and-theology/publications</a>
Course Materials in Schoology	(Maqoma 2023:slide 3)	Maqoma, W. 2023. BAR425 African Realities: lecture 5, PowerPoint slides, Baptist Theological College, viewed 21 November 2023, <a href="https://btc.schoology.com/course/6781884233/materials/gp/6857574321">https://btc.schoology.com/course/6781884233/materials/gp/6857574321</a>
Academic Course Material	According to Braithwaite (2015:100) the main theme of 1 Corinthians is "General Principles for Christian Living and Healthy Church Relationships".  * <i>Appropriate the evidence as necessary according to the other examples given.</i>	Braithwaite, M. 2015. <i>BBS 125 – Bible Overview</i> . Randburg: Baptist Theological College.

<b>Other</b>		
Book Review	<p>Kahl implies that “these vulnerable Galatians sought to fit into imperial culture by adopting an ethnic identity (Judaic via circumcision) already accepted by Rome’s imperial brand of tolerance” (Cole-Arnal 2014:2).</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>Cole-Arnal, O. 2014 ‘Galatians Re-Imagined: Reading with the Eyes of the Vanquished’, review of <i>Galatians Re-Imagined: Reading with the Eyes of the Vanquished</i>, by Brigitte Kahl, in <i>Consensus</i> vol.35. iss.1. art.9 viewed 11 January 2016, <a href="http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1031&amp;context=consensus">http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1031&amp;context=consensus</a></p>
Conference Paper or Conference Proceedings  <i>* “Proceedings” means the collection of papers from a conference.</i>	<p>“Networking and partnership between the persecuted and non-persecuted...Church will strengthen the Body of Christ as a whole” (Sookhdeo 2004:8).</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>Sookhdeo, P. 2005. ‘The Persecuted Church’, <i>2004 Lausanne Conference</i>, 29 September – 5 October 2004, Pattaya: Lausanne Committee for World Evangelization, paper 32.</p>
Conference Paper or Conference Proceedings (sourced online)	<p>“Networking and partnership between the persecuted and non-persecuted...Church will strengthen the Body of Christ as a whole” (Sookhdeo 2004:8).</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>Sookhdeo, P. 2004. ‘The Persecuted Church’, paper presented at the <i>2004 Lausanne Conference</i>, 29 September – 5 October 2004, Pattaya, viewed 11 January 2016, <a href="http://www.lausanne.org/wp-content/uploads/2007/06/LOP32_IG3.pdf">http://www.lausanne.org/wp-content/uploads/2007/06/LOP32_IG3.pdf</a>.</p> <p><i>* The words “paper presented at” indicate that this is an unpublished paper. Ensure it is not published as the publisher will need to be acknowledged.</i></p>
Dissertation or Thesis – print	<p>“With regard to new literary approaches, Carson (2007), and Moyise and Van Rensburg (2002a, 2002b) are the only scholars who make use of the intertextual approach and at least acknowledge reader response theory” (Phillips 2013:96).</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>Phillips, G. Y. 2013. <i>The Use of the Psalms in 1 Peter: an Exegetical and Hermeneutical Study</i> (doctoral thesis, North-West University, Potchefstroom).</p> <p><i>* No quotation marks or italics to be used for the title.</i>  <i>** Insert honours dissertation, masters dissertation, doctoral thesis as necessary.</i></p>
Dissertation or Thesis – online	<p>“[T]he Church suffered based on its evaluation of sports being evil” (Wiegand 2011:222).</p> <p><i>* Appropriate the evidence as necessary according to the other examples given.</i></p>	<p>Wiegand, H. J. 2011. <i>A Model for Promoting Evangelism Through Sport and Recreation Ministry: Specifically the South African Dutch Reformed Church</i>. (masters diss., South African Theological Seminary, Johannesburg). <a href="http://www.sats.edu.za/userfiles/HJ%20WIEGAND%20MTH%202011.pdf">http://www.sats.edu.za/userfiles/HJ%20WIEGAND%20MTH%202011.pdf</a>.</p> <p><i>* No quotation marks or italics to be used for the title.</i></p>

		<b>** Insert honours dissertation, masters dissertation, doctoral thesis as necessary.</b>
Speeches or Sermons	John Piper (2013, min 17:30) highlights in his sermon that “God does all that he does to display his glory for the full and lasting enjoyment of all who embrace Christ as their highest treasure”.  <i>* Appropriate the evidence as necessary according to the other examples given.</i>	Piper, J. 2013. <i>When I Don't Desire God (Part 1)</i> . online video. viewed 11 January 2016. <a href="http://www.youtube.com/watch?v=PU6Xtf_ipOA">http://www.youtube.com/watch?v=PU6Xtf_ipOA</a> .  <i>* Hyperlinks must be reverted to black text.</i>
Interview	When interviewed on 6 June 2008, Mr M Ward confirmed...(Mrs S Byrne 2012, pers.comm., 6 June).  <i>* “pers. comm.” is ‘personal communication’ abbreviated.</i>	<i>* The reference is documented in-text and not included in the Bibliographical reference list.</i>

	<b>Reproducing or adapting figures and tables from other people’s work</b>	
<b>Figures and Tables</b>		
	<p>If you reproduce a figure and table or compile a table using data from other sources, place the in-text citation appropriately or under the figure/table with a simple heading Source or Sources:</p> <p>Source:</p> <p><b>Figures</b> – graphs, flow charts, maps, drawings, photos, and other visual images should be numbered with a caption.</p> <p>Example:</p>	

Tables



Provide the full bibliographic details of the source in the reference list:

Tables should be clearly numbered with a title. Cite the source under the table.

Example:

**What Frustrates Pastors Versus What We Want to Be Different<sup>16</sup>**

Mega-Theme: What Frustrates Pastors Most	What Pastors Said Frustrates Them <sup>17</sup>	What Church People Said Frustrates Pastors <sup>18</sup>	What Pastors Want to Be Different <sup>19</sup>
1. Church orga- nizational issues	62%	50%	Participate more 56%
2. Spiritual growth issues	28%	29%	Grow up spiritually 32%
3. Relational issues	15%	9%	Get along with others better 5%

Reference list:

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## APPENDIX G

### Required Resources

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#### Prescribed Book:

Smith, K. G. 2008. *Academic Writing and Theological Research*. Johannesburg: SATS.

#### Recommended Texts:

Anderson, J. & Poole, M. 2009. *Assignment & Thesis Writing (4<sup>th</sup> rev. ed.)*. Cape Town: Juta.

Bak, N. 2004. *Completing Your Thesis*. Pretoria: Van Schaik.

Greasley, P. 2016. *Doing Essays and Assignments - Essential Tips for Students, (2<sup>nd</sup> rev. ed.)*. London: Sage.

Henning, E. & Gravett, S. & Van Rensburg, W. 2005. *Finding Your Way in Academic Writing (2<sup>nd</sup> ed.)*. Pretoria: Van Schaik.

Kendall, A. 2012. *College Paper Buddy - The Quick, Friendly, Guide to Writing Quality Research Papers*. n.p.: Anna Kendall.

Mouton, J. 2001. *How to Succeed in your Masters & Doctoral Studies*. Pretoria: Van Schaik.

Rowntree, D. 1988. *Learn how to Study*. London: Warner Book.

Smith, P. 2015. *How to Write an Assignment - Proven Techniques for Producing Essays, Reports and Dissertations that Succeed (8<sup>th</sup> rev. ed.)*. London: Robinson. (Highly recommended)

Thurman, S. 2003. *The Only Grammar Book You'll Ever Need - A One-Stop Source For Every Writing Assignment (2<sup>nd</sup> ed.)*. Avon: Adams Media.



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## APPENDIX H

# Types of Theological Books

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The following are a few of the types of theological books that you will encounter during your studies. Knowing what each kind of book's function is, is of great help in assessing its usability and appropriateness for your research.

- Introduction**      These books give an overview of a particular subject; therefore, they give a broad scope of the topic at hand. Often introductions are written for use on either the Old or New Testaments. An Old Testament introduction for example would contain both background information such as the date, authorship, and literary genre of each book, while at the same time considering key themes and providing brief commentary.
- Commentary**      Written to give verse by verse comment and explanation on scriptural text, these books also deal with matters such as the textual structure and historical context.
- Biblical Theology**      These provide the examination of biblical theological themes (often by book of the Bible), whereby the scope of each topic is given in biblical context and progression.
- Systematic Theology**      Taking a different approach to that of biblical theology, a systematic theology book gives an examination of a theological theme throughout Scripture, considering also the topic's historical development throughout church history as well as presenting various theological perspectives.
- Dictionary**      This will give definitions of a word or phrase or concept. These are most helpful during the initial stages of research in order to familiarise oneself with a subject or concept.
- Encyclopaedia**      In these books a topic is explained in concise detail, giving a brief overview, and explaining key facts and elements.
- Biography**      Biographies are written to tell the story of someone's life, detailing their background, achievements, and impact on others around them or on their field of expertise.

While there is nothing wrong with study Bibles, devotional books, or magazine articles for personal study, they are not appropriate resources for academic research papers.

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## APPENDIX I

### Theological Publishers

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Some of the major publishers of religious books, with their general theological slants are as follows:

Publisher	Stance
Baker	Conservative evangelical; more recent materials are more academically credible
Zondervan/Harper Collins	Conservative evangelical; have a good cross-section of academic materials
Eerdmans	A solid evangelical and academic publisher; has been publishing more broadly in recent years
InterVarsity Press	Evangelical publisher; some good academic works, sometimes focuses more on popular works for the thinking student and layperson
Augsburg/Fortress Press	Good mainline publisher of theologically sensitive works
Broadman	Southern Baptist
Westminster John Knox	Good mainline publisher of theologically sensitive works
Doubleday	Good mainline publisher of more academic works
T&T Clark	Good academic publisher from the UK

[Note: You are by no means required to only consider works from these publishing houses.]

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## APPENDIX J

### Helpful Transitional Statements

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The following is a list of transitional words and phrases that may be useful in relating sentences and ideas to one another. Using these words can further improve your research writing style.

accordingly	finally	likewise
again	in contrast	meanwhile
also	further	moreover
thus	and	hence
next	so	at the same time
however	nor	besides
in like manner	but	in addition
on the whole	too	consequently
last	or	on the other hand
then	to sum up	to conclude
first, second, third	therefore	similarly

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## APPENDIX K

### Verbs that Help with Author Prominent Referencing

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The following is a list of verbs that may be useful when introducing quotations using the 'author prominent' referencing method. Using these words can further improve your research writing style.

adds	describes	points out
affirms	disagrees	predicts
agrees	disputes	questions
asserts	finds	reasons
claims	highlights	remarks
clarifies	implies	shows
confirms	justifies	suggests
contends	maintains	states
contests	offers	theorises