8. Guide for Essay Writing

8.1 Introduction

In your academic program much emphasis is placed on written work. Essays, reviews and projects encourage you not only to gain information but also to develop personal discipline, research skills and the ability to communicate your knowledge effectively. Since written work makes up a large proportion of your assessment, it is important to get it right. Paying careful attention to basic academic requirements and expectations will save you time and improve your results.

In academic writing it is not acceptable to "rattle off" your own ideas without adequate support and research. For this reason you will be required to read scholarly resources such as dictionaries, encyclopaedias, books, journals, etc. You can then express your own understanding of the relevant topic in the light of your reading and research. This will often involve evaluating material that can be interpreted in a number of different ways. You will need to assess the different positions and reach your own conclusions. Make sure you explain clearly the reasons for your conclusions. As with mathematical problems, you must "show your working."

8.2 Essay Writing and Presentation

An essay is a carefully reasoned argument about a specific topic. It contains a logical argument or a thesis, that is, the basic point or assertion of your essay. The essay expounds this thesis logically throughout the body of the essay with support from primary and secondary sources. Therefore, an essay is not just a collection of information or facts.

Be sure to answer the question that is set or address the topic of the assignment. For example, do not just state the facts if you are asked to evaluate them. Do not just list a series of factors if you are asked to discuss a point of view (see section on Directive Words).

8.2.1 Writing Style

An essay consists of prose, that is, properly structured sentences and paragraphs that flow in a logical sequence. As such, proper grammar and logic are important elements in an essay. In general, you should not use point format (either dot-points or numbered-points) in an essay.

Avoid merely paraphrasing source books or connecting together strings of quotations. Definitely do not copy out large sections of another work, as this demonstrates nothing about your understanding of the subject. Put ideas in your own words. Make sure you include only relevant material – be ruthless in discarding any work that does not help in developing the point you are making, no matter how attractive it seems.

Avoid preaching at your readers. Do not give your own (subjective) opinion without giving valid reasons or adequate support for your views. Do not depend on anecdotal evidence; while anecdotes may illustrate a point, they do not prove it.

8.2.2 Appropriate Language

The language used should be formal or academic English; it should not be informal or colloquial (e.g. "David and his crew" or "Zwingli didn't give a fig about ritual"). Do not use contractions like "won't", "can't" and "it's". Write them out fully: "would not", "cannot" and "it is". At the same time, avoid long, flowery phrases or sermonic English.

Also, be careful not to write in a manner that is unnecessarily offensive to other people. In other words, avoid terms that may be interpreted as racist, abbreviations that others might find offensive, and gender-specific language that appears to deny that the world's population consists of women as well as men.

It is not necessary to go to extremes to make your language inclusive. However, it does take a little thought. Use words like "people," "everyone," "humans," "humanity," or "humankind," rather than "man" and "mankind" when referring to all people, both male and female (e.g. "Humanity is in rebellion against God," rather than "Man is in rebellion against God."). Instead of using "he" to represent men and women (e.g. "The student often finds he has too much to read."), use "he or she" (though this can be clumsy at times). Use the general pronoun "one," or recast the sentence into the plural (e.g. "Students find they have too much to read."). Finally, replace vocational and descriptive terms such as "laymen," "chairman," "brethren in Christ" with "lay people" or "laity," "chairperson" or "chair," and "brothers and sisters in Christ" or "Christian friends."

You should also, generally, avoid using the first person singular pronoun ("I", "me", "my", "we", "us", "our") in your essay, as your work should attempt to be objective and scientific rather than just expression of your own point of view. In other words, do not write, "I think this is the correct view"; rather write, "According to the evidence available this is most likely the correct view."

8.3 The Parts of an Essay

Written work should always have a definite, clearly visible structure and development. Your paper should have an introduction, a main body and a conclusion (see below for more detail). Sub-headings throughout the paper may also be useful. In a long or complex paper a summary may need to be included in the conclusion, but remember that a summary is not the same as a conclusion.

Attach the Assignment Cover Sheet at the front of your paper. The Assignment Cover Sheet is available on Moodle.
Longer essays (1,500 words or more) should also contain an Abstract (Synopsis) at the beginning. The Abstract should occupy the second page of the essay/paper/thesis and should be a piece of continuous prose, not numbered points, about 150 words long, giving an overview or summary of the argument of the essay.

Appropriate lengths or proportions are:

1. Abstract: 100-150 words (not included in word count)
2. Introduction: about 5% of word count (maximum 10%)
3. Body: 85-90% of word count
4. Conclusion: about 5% of word count (maximum 10%)
5. Bibliography (see section on Bibliography below)

8.3.1 Abstract

An Abstract (or Synopsis) is required if your essay is 1,500 words or longer. It is presented on a page by itself. The abstract is a summary of your argument. It contains the key points of your argument. It should show how your argument develops and what conclusion you reach (briefly). The abstract is not a summary of your essay, or an introduction or a conclusion of your essay. You write the abstract after you have completed the rest of the essay.

8.3.2 Introduction

The introduction of your essay is important. Do not short-change it. Spend the time and get it right. Read it repeatedly and refine it. The introduction is designed to catch the reader’s attention and introduce the topic to be discussed, briefly noting its significance. You may also briefly state the purpose and methodology of your essay.

8.3.3 Body

The body is the bulk of the essay where you develop your argument, point by point. It is very important that this section is planned carefully, identifies issues clearly and moves from issue to issue in a logical development. Paragraphs have an important part to play in this section. Each paragraph should make one basic point, introducing it in the first sentence, and reinforcing it in the last sentence. Independent thought or creativity is encouraged, but your argument must be informed and substantiated by relevant primary and secondary sources. You also need to evaluate your sources. Do you agree or disagree with the authors you are quoting? Are there weaknesses in their arguments or conclusions?

8.3.4 Conclusion

This is your opportunity to “clinch” your argument and make a final impression on your reader. Your conclusion therefore deserves careful attention. The conclusion should briefly summarise the main point developed in the body of the essay. It may also present a final challenge, or based on the question of the assignment, you may apply your findings to Christian life and ministry. The conclusion should not present any new material or wander from your main argument.

8.3.5 The Final Touches

Before submitting your essay, check the work carefully for errors, especially spelling and punctuation. Use your word processor’s spell-checker or grammar-checker. However, do not place undue reliance on these aids, as they are not one hundred percent accurate and the responsibility for accuracy rests with you. Use Australian spelling, not United States spelling.

Candidates should consult the “Guidelines for Essays” in the current ACT manual for specific instructions relating to ACT courses. For standard coursework essays:

- Footnotes should not exceed 25% of the prescribed essay length. Thus, an essay of 2,000 words is permitted to have a maximum of 500 words in the footnotes.
- Hebrew or Greek words should either be transliterated (in italics, not in quotation marks) or you should use the original alphabet, using accents for Greek words; your lecturer may specify what is required. In original language exegetical units the Hebrew and Greek alphabet must be used.
- Ensure that the essay word count is within 10% of the prescribed essay length. Note that the word count does include quotations in the main text. It does not include the abstract/synopsis, the bibliography, references (in-text or footnotes) or headings. In exegetical papers it also does not include the quotation of the biblical passage under investigation that may appear before your analysis.
- Your written work should be well presented. It should be word-processed on an A4 page with 1.5 line spacing and at least 2cm for all margins. Font size must be 12 points (Times New Roman or Arial are good fonts to use). A font size of 10 is to be used for footnotes, or 1.5 lines to an inch. All the pages should be numbered consecutively. Single-space all footnotes and the bibliography, leaving a 1.5 space between bibliographic entries.

8.4 Assessment Criteria

The criteria used for assessing written work are those of the Australian College of Theology. In short, there are three key ACT criteria: firstly, how well you have mastered the discipline of writing your paper; secondly, how well you know and have interacted with primary documents (the basic sources of the discipline, e.g. the Bible and other ancient writings for biblical studies; the writings of key theologians for theological studies; historical documents for church history studies; etc.); and thirdly, how well you know and have interacted with secondary sources (i.e. what scholars have said about the primary sources).
In conjunction with the ACT assessment criteria, BST lecturers use the BST Assignment Grading Sheet to mark and provide feedback for many assignments. There are two main categories: format and content. The format criteria cover the overall structure of your paper (is it correct and complete?), your grammar and style, and the correct formatting of footnotes and bibliography. Content criteria concern the presence and quality of your abstract, your understanding of relevant issues, the quality of your argument, the quality of your interaction with primary and secondary sources, how well you have applied your findings to ministry and mission, the extent to which you have thought for yourself (creativity), and the quality of your bibliography (i.e. how extensive and detailed your research has been). While greater weight is given to content issues, it is important that you attend to and become proficient at formatting issues.

8.5 Steps in Essay Writing

When writing essays it is essential to determine the aims of the assignment, to complete adequate research, and then present the material in a clear and logical way. The aim of written work is to provide an opportunity to apply some general principle to a specific area, or to investigate in detail a topic covered more generally in the unit, or to deal with a part of the unit you have not yet fully completed. Thus, mere regurgitation of lecture material will not be adequate. You will need to do some extra work in thinking through or discovering issues, which need further understanding and explanation.

8.5.1 Understand the Topic

Read the assigned topic carefully and be sure to understand exactly what is being asked of you. Underline, and be sure to understand, the key nouns, verbs, phrases or important names, etc. Consult the list of Directive Words at the end of this chapter to help you correctly interpret the meaning of key verbs. If possible, construct an initial tentative outline for your paper or at least jot down some major headings.

8.5.2 Find the Information

Now you can go to books and journals to find the information needed to deal with the topic. To obtain a broad overview of the subject, start with general works such as textbooks, surveys, dictionaries, and encyclopaedias. Consult your lecture notes on the subject. Also consult your unit bibliography.

After having gained an overview of the topic, consult more specific works (e.g. Hans J. Hillerbrand, The Reformation, for a question on the Reformation, rather than Earle E. Cairns, Christianity through the Centuries, which is a general work). Follow up references and footnotes and take note of books listed in the bibliographies. Check the library database using the title and subject indexes. Consult the online ATLA collection. Also refer to primary works (e.g. Calvin's Institutes of the Christian Religion if looking at Calvin's theology) as well as secondary works (books which are about Calvin's theology). Use of primary sources is of particular importance in exegetical, theology and history units and for degree students. Consult other libraries or online resources if necessary.

In deciding which books to use, keep your exact topic on hand. Use the title, blurb, foreword, introduction, contents pages, and index to help determine whether or not a book is likely to be useful. Try to understand a book as a whole, taking into account the identity of the author, his or her background, the purpose and objective of the book, the date of publication and the book's general line of approach to the topic. Use well-known works by respected scholars. In general, when a book does not have a good bibliography and/or footnotes it is not regarded as an authoritative source. Consider relevant journal articles.

Scan, skim or study carefully as appropriate. Focus your reading on the topic and continue to build and refine your tentative outline (jotting down any ideas on the topic even if they seem irrelevant). Make notes in your own words of important information or copy material verbatim if you think it is worth quoting. It is a good plan to make notes on separate sheets, each with a heading covering a part of the essay. Remember to record bibliographic details (name of book, author, publisher, place and date of publication, edition number, page number(s) and, for your own convenience, the call number of the book and library you got it from, if relevant) as you go, as this will save time later.

Avoid wasting time by taking too many or too detailed notes. Take different notes for different needs, such as verbatim quotes, general summaries of an argument, relevant statistical information, photocopies of a complex discussion or a table listing dates and places.

8.5.3 Write the Essay

At some stage you will have to start writing. It is wise to start writing early. long before the due date of the assignment. First, sort out the basic information according to the essay outline you have developed. Select any good quotes you want to use. When you have the overall outline clear in your mind and on paper, begin writing it up, section by section until you are finished. Write your essay with clear transitions, topic sentences and, preferably, headings for each main section. Ensure each main thought has one (or more) paragraphs. Tidy up your quotes, footnoting and bibliography. Correct any typographical, grammatical or spelling errors. Type up your title page or cover sheet according to the prescribed pattern, and there you have it!

8.5.4 References and Quotations

Scholarly work requires the use of other people’s written work as a source of information, to illustrate a point and to comment upon and perhaps improve, correct or extend another person’s argument. Such written work can be used in a variety of ways: it can be paraphrased, summarised, alluded to or quoted verbatim. Good essays will make wise use of references and quotations. However, be sure to avoid over using quotations; use them only to support your argument and not as a replacement or as a patchwork to make up the text of your essay! Do not string quotations together. Also, in general, do not quote a scholar without commenting on the quotation.

It is necessary to reference your work correctly. Every use of another person's work MUST be referenced properly. Use standard procedures for footnotes and bibliographies. The details are important. See below for fuller instructions on footnotes and bibliographies. All essays should contain a bibliography (commencing on a new page).
Biblical references should usually not be footnoted, but are given in parentheses within the text of the essay (e.g. Ezek 1:4). However, when a special version of the Bible is being used or a particular point is being made, normal footnoting procedures should be used. Do not use a chapter and verse reference alone instead of quoting the relevant words (or paraphrasing them) if they are required for the sense of the sentence. That is, "Genesis 12:1-3 has great importance for the destiny of Israel" should be corrected to: "The promise of God to Abraham that he would be a great nation (Gen 12:1-3) has great importance for the destiny of Israel." However, chapter and verse references alone can be used for support of a point. For example, "The Book of Acts shows the importance of Paul's conversion by recording it three times (Acts 9, 22, 26)."


Note that there is no full-stop in these. For abbreviations of other ancient sources see SBL Handbook of Style.

When abbreviating book titles and other commonly used terms, use only standard abbreviations. Lists of standard abbreviations of scholarly books and journals may be found in reference works such as The International Standard Bible Encyclopaedia, xi xxv or New Bible Dictionary, x iii. It is acceptable to omit the period when abbreviating (e.g. BDB for Brown, Driver and Briggs).

8.6 Plagiarism

The essay should be written in your own words (except when using direct quotations). You must not use someone else's ideas as though they were your own. All uses of another author's words or ideas must be acknowledged, even when you are paraphrasing, summarising or only alluding to them. Not to acknowledge them is PLAGIARISM, often deemed the most serious sin a writer can commit, and it will be severely penalised. Failure to acknowledge your sources of ideas, quotes or illustrations, etc., is likely to lead to a suspicion of plagiarism.

What is plagiarism? Plagiarism is taking and using another person’s thoughts, ideas, arguments, writings or creations, and passing them off as your own. In the case of copyright material (e.g. web content) plagiarism is illegal. Plagiarism is theft of another person’s intellectual property and in the academic environment it is taken very seriously. All assignments and essays are checked for plagiarism and it can lead to you being failed from your course. It is very easy to avoid being suspected of plagiarism: simply cite and reference correctly!

8.6.1 How Can You Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you:

- Use another person’s idea, opinion, or theory
- Use any facts, statistics, graphs, drawings (in fact any pieces of information) that are not common knowledge
- Use quotations of another person’s actual spoken or written words
- Paraphrase another person’s spoken or written words.

8.6.2 Strategies for Avoiding Plagiarism

- Put in quotations everything that comes directly from the text, especially when taking notes.
- Paraphrase, but be sure you are not just rearranging or replacing a few words.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Always acknowledge facts, diagrams and original thought.

8.6.3 Penalties for Plagiarism

ACT penalties for plagiarism are as follows (https://www.actheology.edu.au/documents):

- **First offence:**
  Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

- **Second offence:**
  Fail unit, with no remedial opportunity

- **Third or major offence:**
  Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

8.6.4 Examples of Plagiarism

Note the following statement found in:


Luke emphasises that salvation has become present in Christ with a frequent use of the adverbs ‘now’ and ‘today’. He uses ‘now’ 14 times (Matthew 4 times, Mark 3 times) and ‘today’ 11 times (Matthew 8 times, Mark once). In Jesus the time of salvation has come.

Note the following examples of plagiarism:

Example 1:

The eschatological view of Luke is different from Paul. Luke emphasises that salvation has become present in Christ. He uses ‘now’ 14 times and ‘today’ 11 times. Luke is reacting to the delay of the return of Christ.

(The student quotes from Morris but fails to acknowledge the source.)

Example 2:

The eschatological view of Luke is different from Paul. Luke emphasises that salvation has become present in Christ. He uses ‘now’ 14 times and ‘today’ 11 times. In Jesus the time of salvation has come. Luke is reacting to the delay of the return of Christ.

(Although the student referred to the source of information in a footnote, there is no indication that the statement is a direct quote.)

Example 3:

According to Morris, salvation has become present in Christ. Luke uses ‘now’ 14 times (Matthew 4 times, Mark 3 times) and ‘today’ 11 times (Matthew 8 times, Mark once). In Jesus the time of salvation has come.

(Although the student referred to Morris and the source, the student did not employ quotation marks to indicate that the statement is from Morris.)

Notes these examples of correct use of the source:

Example 1:

The eschatological view of Luke is different from Paul. Luke proclaims that salvation has become a reality in the life of the believer. For example, Luke often uses the adverbs ‘now’ and ‘today’ to emphasise that salvation has become present in the ministry of Jesus. Luke is reacting to the delay of the return of Christ.

(Although the student referred to the source of information in a footnote, the student did not employ quotation marks to indicate that the statement is from Morris.)

Example 2:

The eschatological view of Luke is different from Paul. According to Morris, “Luke emphasises that salvation has become present in Christ with a frequent use of the adverbs ‘now’ and ‘today’. He uses ‘now’ 14 times (Matthew 4 times, Mark 3 times) and ‘today’ 11 times (Matthew 8 times, Mark once). In Jesus the time of salvation has come.” Luke is reacting to the delay of the return of Christ.

(The student is not quoting directly from Morris. The student paraphrases using his/her own words and acknowledges the source of information.)

8.7 Footnotes

Acknowledgment or references may be made as footnotes (at the bottom of each page). Footnotes should be used to document direct quotations, to indicate the source of any ideas or factual material you use, and to add brief material not appropriate for inclusion in the main text. It is not necessary to continually acknowledge a source that you are using frequently and extensively; acknowledge it once and include in the note or the text of your essay a comment that to the effect that you are summarising this source or that you are heavily dependent on it for information. This applies particularly to basic information from a text or reference book or where you are summarising and perhaps evaluating a particular work.
A footnote should be introduced by a numeral above the line, usually placed at the end of a sentence. For example: Bruce argues that the household codes do not give detailed instructions for the modern workplace.¹

**Note that the footnote number goes after the full stop.** Number your references consecutively throughout the essay (your word processor should do this automatically). **Footnotes are to be set out in 10-point font and single-spaced.**

### 8.7.1 Quotations

When quoting directly, the author's words, spelling, capitalisation and punctuation should be quoted exactly. If you wish to draw attention to an apparent error in the quotation, place the Latin word *sic* after it in square brackets: *[sic]*. Square brackets should also be used for any brief clarifying comment you wish to insert into a quotation. **Do not use italics for quotations.**

Shorter quotes, if no more than three lines, or about thirty to forty words, should be enclosed in quotation marks and incorporated into the paragraph. For example, "But we ought not omit his descent into hell, a matter of no small moment in bringing about redemption."²

**Longer quotations should be indented 1.0cm at both left and right margins and typed single-spaced without quotation marks.** Leave one line above and below the quotation.

For example:

> Judaism, while admitting the existence of sin, its abhorrence by God, and the necessity for atonement, has not developed a system of salvation teaching as found in Christianity. Atonement is accomplished by sacrifices, penitence, good deeds and a little of God's grace.³

### 8.7.2 Format for Footnotes

**First reference to a book:**

- Author(s), either personal or corporate (e.g. an institution as an author), as printed on the title page (comma)
- Title of publication, including subtitle, *in italics* (open parentheses)
- City/town of publication (colon)
- Name of publisher (comma)
- Year of publication or edition (close parentheses, comma)
- Page number or numbers (full stop)

Except for university presses, the name of the publisher should be abbreviated to leave out “Press”, “Publishing Company”, etc. For example, Inter-Varsity Press becomes Inter-Varsity; William B. Eerdmans Publishing Company becomes Eerdmans; Baker Book House becomes Baker.

**If the book is an item in a series, an edition other than the first edition or a multi-volume, then the following applies:**

- Author(s), either personal or corporate (e.g. an institution as an author), as printed on the title page (comma)
- Title of publication, including subtitle, *in italics* (comma)
- Title of series, if any (comma)
- Number in the series, if applicable (full stop)
- Edition, if other than the first edition (comma)
- Editor, compiler, translator, if applicable (open parentheses)
- City/town of publication (colon)
- Name of publisher (comma)
- Year of publication or edition (close parentheses, comma)
- Volume number, if a multi volume or part of a multi volume work (colon)
- Page number or numbers (full stop).

**Examples:**

¹ F. F. Bruce, *Commentary on the Epistles to Ephesians and Colossians* (Grand Rapids: Eerdmans, 1957), 171.

OR (including the name of the series to which the book belongs, the New International Commentary on the New Testament, which is abbreviated after the name of the book):


**Where there are two authors:**


**Where there are three authors:**

Where there are more than three authors:


Where there is no author or editor:

6 Jewish Evangelism (Grand Rapids: Evangelism Department Board of Home Missions, n.d.), 95.

When publication details are incomplete write n.p. if no place of publication is given, n.p. if no publisher is listed, or n.d. if no date is given.

When using a quote from a secondary source (when you do not have access to the primary source):


First reference to an article in an encyclopaedia or dictionary or edited collection:

Examples:


If the author of the article is not given, and the article is a significant one, then do as follows:


If, however, the article is small and the author is not given, omit the article title:

11 The International Standard Bible Encyclopaedia, rev. ed., ed. G. W. Bromiley (Grand Rapids: Eerdmans, 1986), 3:687. (This footnote applies to the article on “Pate”, in the third volume of the encyclopaedia.)

First reference to an article in a journal or periodical:

- Author(s) (comma)
- Title of the article within quotation marks (comma)
- Name of the periodical, in italics (space)
- Volume number (space)
- Date in parentheses (colon)
- Page number(s) (full stop).

Example:


References to sources from the Internet including the World Wide Web, news groups or e-mail and on-line versions of texts:

Students may find the Internet a useful source of information, particularly in units such as ethics, world religions or missions. However, students should not be over-reliant on the Internet and no more than 10-20% of sources in any one essay should be drawn from the Internet, unless otherwise approved by the lecturer. As the Internet changes from day to day and information that may have been there yesterday may no longer be there tomorrow, it is mandatory that the student make a hard copy of any information that is used in essays or assignments. This hard copy should be kept until the essay is marked and returned by the lecturer.

Reference from a World Wide Web page:

- Author(s) (comma) (Note: The person maintaining the site is not always the author of the material. In such cases this person should be considered the editor)
- Title of the document within quotation marks (full stop)
- Type of media (full stop)
- <URL> or Uniform Resource Locator (open parentheses) (Note: The URL usually begins with a code for the type of access involved, i.e. http:// or :ftp:, or "gopher://:" etc)
- Date of document, date accessed (close parentheses, full stop) (Note: If the document date is provided, it will usually be the date the document was last edited. If no date is provided, the usual author date rules apply, i.e., n.d., c.1994 or ?1994.)

Examples:


Reference to information taken from an ebook like a kindle.

- Author(s) (comma)
- Subject or title
- Type of ereader (Kindle, iBooks, or Nook)
- Date
- Place of retrieval (Amazon.com or Koorong.com).

Example:


Reference to information taken from news groups or e-mail:

- Author(s) (comma)
- Subject and/or article name within quotation marks (full stop)
- Type of media (full stop)
- Posting to <Newsgroup address> (full stop)
- From <author's e-mail address> (open parentheses)
- Date and year of posting (close parentheses, full stop)

Example:

16 Ellis, A. "Internet Referencing". Newsgroup. Posting to <Calsig-1@scu.edu.au>. From <aellis@scu.edu.au> (21 Dec, 1994).

Reference from an on-line version of a text:

- Author(s) (comma)
- Title of book, *in italics* (open parentheses)
- Place of publication (colon)
- Publisher (comma)
- Date of publication (close parentheses, full stop)
- Accessed from <URL address> (comma)
- Date accessed (full stop)

Example:


Reference CD-ROM articles from an encyclopedia or dictionary in a similar way to hardcopy articles:

Example:


For other CD-ROM sources follow this example:


References to unpublished letters, interviews, minutes, lectures etc., should be set out with full details in an order corresponding to that given above.

Examples:

20 Mayor Jim Soorley of Brisbane, "Pollution in Brisbane's Creeks and Waterways", interview by author (Brisbane, 28 September, 1993).


Succeeding references:

- Author surname (comma)
- Shortened title that clearly identifies the work (comma) (This is necessary only if you reference two or more works by the author in your paper.)
- Page number or numbers (full stop)

Where different sources follow each other, a shortened form – an author reference – is given, with pagination as required. Where you refer to more than one work by the same author, a shortened title, sufficient for identification, is added.

Examples:
22 Bruce, Ephesians, 61. (Assuming another work by Bruce.)

23 Calvin, 512. (Assuming this is the only work by Calvin referred to.)


8.8 Bibliography

All references used in the writing of the essay should be included in a bibliography – and NO other references. This would consist predominantly of works referred to in footnotes but may also include a small number of other significant works also consulted and used but not actually referred to in the documentation of the essay. For example, a dictionary or encyclopaedia may have been consulted early in the research process to serve as a starting point. Subsequent books and articles accessed may contain a more detailed and comprehensive treatment of the subject. These later works would be referenced in footnotes but the more general work consulted earlier may appear only in the Bibliography. However, too great a discrepancy between references in notes and sources listed in the Bibliography is not acceptable (for example, nine works in the notes but twenty or thirty in the Bibliography!) Where there is a significant difference, you should subdivide your bibliography into “Literature Cited” and “Literature Consulted but Not Cited”.

The bibliography should be set out as for the first reference to books or articles, except for the following differences:

- The author's initials or given names should be placed after the surname so that the entry can be filed in alphabetical order.
- The names of all the authors should be given even where there are more than three authors.
- Periods (i.e. full stops) follow the author's name, editorial details, the title of the work, etc.
- The publishing details are not placed in parentheses.
- Page numbers are generally omitted. However, with journal articles or essays within a book, the range of page numbers of the article or essay should be included.
- The bibliographical list should be arranged alphabetically by author or editor on a separate page at the end of your work:
- Lines other than the first should be indented.
- Further works by the same author are listed in date order. You may use a line (of some six to eight spaces and ending in a stop) to replace subsequent occurrences of the author's name.
- If an essay that is part of an edited collection has been used, it is sufficient to list only the name of the editor and the title of the collection.
- In the case of a quotation from a secondary source, include only the source actually consulted.
- It may be appropriate to divide the bibliography into sections such as “Primary Sources” and “Secondary Sources”.

Sample bibliography drawn from the footnotes used in this guide:

8.8.1 Sample Bibliography


Ellis, A. "Internet Referencing". Newsgroup. Posting to <Calsig-1@scu.edu.au>. From <aellis@scu.edu.au>, 21 Dec, 1994.


Students may also use the Author-date system as outlined in the ACT manuals. However, students should note that this notation method does not obviate the need for footnotes in an academic paper.

## 8.9 Further Guidance

Further guidance may be obtained through other works in the Reference section of the library. Students are encouraged to consult:

- *Style Manual for Authors, Editors and Printers*, 2003, 6th edition with corrections

Further guidance on study and exam techniques can be acquired from works such as:

- *How to Study Better and Pass Exams Confidently* by O’Meare, Shirley and Walsh (371.3 OME c1–10)
- *Adult Study Tactics and Study Tactics* by Dianne Percy (371.302812 PER)
- *Essay Tactics* by John Elms (808.042 ELM)
- *A Practical Guide for Writers* by Diana Hacker and Betty Renshaw (808 HAC), which is a more general work on writing
- *Effective Presentation Skills* by Steve Mandel (808.5 MAN), which gives pointers on class presentations and seminars.

## 8.10 Directive Words

"When I use a word," Humpty Dumpty said, in a rather scornful tone, "it means just what I choose it to mean – neither more or less" (Lewis Carroll). But then, Humpty Dumpty did not have to do essays or exams!

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Show the essence or nature of something, by breaking it down into its component parts and examining each part in detail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Show the relevance of the topic for today, usually with an emphasis on the practical.</td>
</tr>
<tr>
<td>Argue</td>
<td>Present the case for and/or against a particular proposition or theory.</td>
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<tr>
<td>Comment</td>
<td>Give information about, explain, expand.</td>
</tr>
<tr>
<td>Compare</td>
<td>Look for similarities and differences between propositions, ideas, events or other phenomena.</td>
</tr>
<tr>
<td>Criticise</td>
<td>Give your judgment about the merit or otherwise of theories or opinions or about the truth of facts, and back your judgment with a discussion of the evidence.</td>
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<tr>
<td>Define</td>
<td>Set down the precise meaning of a word or phrase. Show that the distinctions implied in the definition are necessary.</td>
</tr>
<tr>
<td>Delineate</td>
<td>Trace the outline of an event, process or theory.</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a detailed or graphic account, including special characteristics and features.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Investigate or examine by argument, sift the considerations for and against, debate the merits of a topic.</td>
</tr>
<tr>
<td>Enumerate</td>
<td>List or specify and then describe.</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Evaluate</td>
<td>Make an appraisal of the worth of something, in the light of its apparent truth or usefulness; include your personal opinion.</td>
</tr>
<tr>
<td>Examine</td>
<td>Present in depth and investigate the implications.</td>
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<tr>
<td>Explain</td>
<td>Make plain or clear, interpret and account for detail.</td>
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<tr>
<td>Illustrate</td>
<td>Explain and make clear by the use of concrete examples or by the use of a figure or diagram.</td>
</tr>
<tr>
<td>Interpret</td>
<td>Bring out the meaning of a process, theory or event, making it clear and explicit; usually also give your own judgment.</td>
</tr>
<tr>
<td>Justify</td>
<td>Show adequate grounds for decisions or conclusions.</td>
</tr>
<tr>
<td>Outline</td>
<td>Give the main features or general principles of a subject, omitting minor details and emphasising structure and relationship.</td>
</tr>
<tr>
<td>Prove</td>
<td>Demonstrate truth or falsity by presenting evidence.</td>
</tr>
<tr>
<td>Relate</td>
<td>Narrate events OR show how things are connected to each other and to what extent they are alike or affect each other.</td>
</tr>
<tr>
<td>Review</td>
<td>Make a survey of a topic, examining events, circumstances and/or facts critically.</td>
</tr>
<tr>
<td>State</td>
<td>Specify fully and clearly.</td>
</tr>
<tr>
<td>Summarise</td>
<td>Give a concise account of the chief points or substance of a matter, omitting details and examples.</td>
</tr>
<tr>
<td>Survey</td>
<td>Take a general or comprehensive view of the topic, usually examining the different options, with the aim of indicating how these fit into the total or overall situation.</td>
</tr>
<tr>
<td>Trace</td>
<td>Identify and describe the development or history of a topic from some point or origin.</td>
</tr>
</tbody>
</table>