



# **Turabian** **Referencing** **and Style Guide** **2024**

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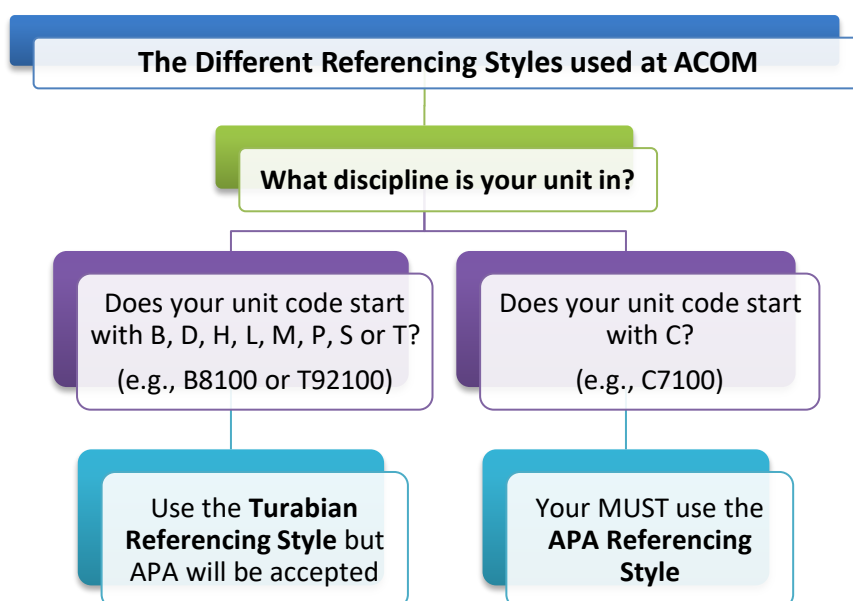
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## Why are their two Referencing Guides at ACOM?

There are numerous referencing systems available to people who work and study in academic fields and the choice of system is usually determined by the discipline (e.g., science, humanities etc.). As ACOM teaches units across multiple disciplines, there are two referencing styles that are used across our suite of units.

1. The first is **Turabian** and it is used in the majority of our disciplines.<sup>1</sup> Students studying any unit in the Bible (B), Theology (T), Pastoral Theology (P), History (H), Missiology (M), Spirituality (S), Languages (A), or Theological Education (D) disciplines should use this system.
2. The second is **APA** and is used specifically in the Counselling (C) discipline.<sup>2</sup> Any students studying a Counselling unit must use this system.



### In Summary

- Both Turabian and APA are accepted Referencing Styles at ACOM.
- Any counselling unit (code starting with C) MUST use APA Style.
- Any other unit can use either Turabian or APA.
- You must follow the appropriate Reference Guide exactly.
- You must only use one referencing system in an assessment.
- You cannot combine referencing systems in anyway.

The following pages outline the **Turabian** Referencing System.

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<sup>1</sup> Turabian is sometimes referred to as Chicago. Chicago is the professional version of this system that is used by publishers, whereas Turabian is the 'student version' used in higher education.

<sup>2</sup> APA stands for American Psychological Association.

## Introduction to the Turabian Referencing System

The preferred method of referencing at ACOM for the majority of disciplines we offer is Turabian. Also known as *notes-bibliography* or *notes* style, this is a Chicago System.<sup>3</sup> This style presents citation information in footnotes through the body of the work with a bibliography at the end.

Based on the work of Kate Turabian, this system has become the “gold standard” for referencing in the theology and biblical studies fields and we encourage all our students to become familiar with it and adopt it as their standard referencing system.

While this, or any referencing system, can be daunting to a new student, it is important to embrace the discipline of using it. ***This fact sheet is a summary of the key aspects of this system and will be a constant tool for you to use as you write.***

For those students who are undertaking higher levels of research, we recommend you purchase the complete guide as a valuable source of assistance not only in referencing but writing as well.

Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers Ninth Edition* (Chicago: University of Chicago Press, 2018).

## How to Reference the Work of Others and not Plagiarise when using Turabian

As a student you will be reading the work of many others and compiling those ideas, in conjunction with your own, into essays and other forms of written assessments. As you do that you need to make very clear what are your ideas and what are the ideas and words of others. To do this you need to reference (or cite) all work that is not your own. If you fail to do this, then you are guilty of plagiarism – even if you did not mean to do it.

- We do it on purpose when we intentionally use the work of another person and pretend it is ours.
- We do it 'accidentally' when we fail to reference or cite the work of others correctly or at all.

Plagiarism is very serious and will result in a fail grade. Repeated plagiarism can result in academic suspension. Refer to section 9.7.3 of the *Student Handbook* for more information.

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<sup>3</sup> These other names for this style might be useful when using citation assist aspects of online libraries. If the Turabian style is not listed you can choose note-bibliography or Chicago to get an approximate citation that you can then edit according to the ACOM Turabian Referencing Guide.

## What are some examples of plagiarism?

- You quote, paraphrase, or summarise a source but **fail to cite it**.
- You use ideas or methods from a source but **fail to cite it**.
- You use the exact words of a source and you do cite it, you **fail to put those words in quotation marks or in a block quotation**.
- You paraphrase a source and cite it, but paraphrase too closely.<sup>4</sup>

## How do you avoid Plagiarism?

There are simple study skills that you can develop to help you avoid accidental plagiarism.

1. Have a good system for notetaking:
  - Be clear and consistent as you make notes.
  - Always note down whose work you are summarising.
  - Have different ways of identifying if you are writing a summary or paraphrase of their words OR their actual words.
  - Note where in the work this is from (title, page number etc.)
2. When you write your work be clear about which words / ideas / opinions are yours and which are someone else's by either:
  - using **block quotes**

### The Search for Meaning

The search for meaning can be seen throughout all three Biblical Wisdom Literature books. Proverbs in particular shows us the way in which the Sages<sup>29</sup> created a wealth of Wisdom (oral and written) in order to assist everyday people to find meaning in the world around them. Murphy describes it this way when he says:

The Israelite sages were particularly conscious of the confusing signals that reality sends out: What is the meaning of silence [from God]?...How is poverty to be viewed?...And so the sage attempted to analyze the meanings of the various facets of life in telling ways.<sup>30</sup>

We see this search for meaning continue in different ways in the books of Job and Ecclesiastes where Job and Qoheleth<sup>31</sup> respectively wrestle with the meaning behind their

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<sup>29</sup> Sages were men of profound Wisdom of the time that were responsible for the dissemination and teaching of Wisdom. The role of the Sage will be defined in greater detail in the section titled "Jesus as Teacher / Sage".

<sup>30</sup> Roland, E. Murphy "Biblical Wisdom and Christian Ministry." *Duke Divinity School Review* 42:3 (1977): 176

<sup>31</sup> Qoheleth is the Hebrew word for "teacher" and is the name given to the author of Ecclesiastes in Ecc 1:1.

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<sup>4</sup> Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (United Kingdom: University of Chicago Press, 2018) 81.



- using quotation marks

Within Wisdom Literature there are further sub-categories one of which one is referred to as Biblical Wisdom. While Biblical Wisdom is a smaller sub-category of the larger area of Wisdom Literature, its influence is extensive which is evidenced by the fact that modern scholars “use biblical Wisdom as the standard to assess [other Wisdom] texts”.<sup>10</sup>

Biblical Wisdom can be divided into the writings of the Hebrew Bible and the Apocryphal or Deuterocanonical Books. The Hebrew Bible contains three books that are designated as

<sup>7</sup> Crenshaw, *Old Testament Wisdom*, 4.

<sup>8</sup> Crenshaw, *Old Testament Wisdom*, 6-7.

<sup>9</sup> Examples of this are found in texts where Sumerian ruler Shuruppak counsels his son Ziusudra (Crenshaw, *Old Testament Wisdom*, 6) and where Egyptian Pharaoh Hardjedef (2450-2300BC) counsels his son Anubis (Ansberry, *Be Wise, My Son, and Make My Heart Glad*, 14).

<sup>10</sup> Crenshaw, *Old Testament Wisdom*, 6.

- by putting the thoughts of others into your own words but citing the original owner of those thoughts.

The specific books that are classified as Wisdom Literature in the Apocryphal or Deuterocanonical category are often debated. For the purpose of this essay this author has accepted the books as categorized by Murphy. He defines the Deuterocanonical books of Wisdom Literature as being Ecclesiasticus (or Sirach) and the Wisdom of Solomon.<sup>13</sup> This author has deliberately chosen not to include the Wisdom Literature found in these writings during this investigation in order to narrow the focus to Biblical Literature and its influence on the teachings of Jesus.<sup>14</sup>

<sup>11</sup> Katherine J. Dell, "Wisdom Literature Makes a Comeback." *Bible Review* 13:4 (1997): 28.

<sup>12</sup> Daniel J. Ebert, *Wisdom Christology: How Jesus Becomes God's Wisdom for Us*. (Phillipsburg: P & R Publishing Co., 2011), 8.

<sup>13</sup> Ronald E. Murphy, *The Tree of Life: An Exploration of Biblical Wisdom Literature*. (3rd Edition. Chicago, Illinois: William B. Eerdmans Publishing Company, 2002), 1.

<sup>14</sup> The narrowing of the focus of this essay to only explore Biblical Wisdom Literature is due in part to the narrow scope of this but also because of the previously stated intersection between the area of academic study and pastoral ministry. It is rare for there to be any reference to Deuterocanonical or Apocryphal writings in pastoral ministry.

3. Check your work BEFORE you submit your assessment by:
  - Reading over your work fully – one last time.
  - Submitting your work to *Turnitin* 1-2 days early to receive an Originality Score. This will highlight any potential plagiarism and give you time to address it and resubmit before your due date.
4. Have the relevant ACOM Referencing Guide handy as you write your assessment.
  - Spend time getting familiar with it – this is a good investment of your time.
  - Print off the Quick Referencing Guide on the last page.

# How to use Footnotes and Bibliography in Turabian

## Footnotes

A footnote is a superscript number like this<sup>1</sup> that is used to notify the reader there is more information in the footnotes. There will then be a corresponding number below the body of the text on the page a footnote has been used, which will tell your reader where your information came from (i.e., the source you have cited).<sup>5</sup> A footnote should come after any punctuation.

The purpose of a footnote is to allow the reader of your work (in your case, the marker) to go to the source you are using and look at the exact page you are using in your research. For this reason, you need precise and detailed information including the author, the title, a page number and other associated information.

A footnote (citation) can be inserted automatically in the majority of software programs (e.g., Microsoft Word) students use to write assignments. For directions on how to use this on your software use the Help function in your software or search YouTube for a tutorial.

The following is a summary of the way you are to cite your sources in the footnotes for the following instances:

- The first time a source is cited.
- When you cite the same source immediately after the previous use.
- You cite a source you have previously used.

If you are using footnotes for additional commentary, please make this no more than 15% of the total word count.

### **The first time a source is cited.**

This full version of the footnote is used the first time the source is cited and requires:

Author's First name and Surname, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, date of Publication), page referred to.

For example:

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

Note that the Title of Book and Subtitle of Book are italicised. This differs when you refer to a chapter or part of a book, or a journal article. See examples below for differences in formatting.

### **You cite the same source immediately after the previous use**

If your next footnote cites the same source that you have just used, you do not need to repeat the bibliographic information as it is acceptable to use *ibid* which is from the Latin *ibidem*, meaning "in the same place". By using *ibid* and the page number, you are indicating that you are continuing to use the same source as previously mentioned. If the

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<sup>5</sup> To see a sample of this, see the *Sample Essay* in the *Study Skills* section of Moodle.



same page number of the same source is used, then the page number of the second reference may be omitted (example 3). **Please note *ibid* citation links to the citation that is immediately before it.**

2. *Ibid.*, 75.
3. *Ibid.*

### **You cite a source previously used (i.e., not immediately before it)**

If you cite a source that you have already used (but you have cited other sources since its previous use) then you can reference your source in the following **short title**. For example, if the full title of a book is *Words for a Dying World: Stories of Grief and Courage from the Global Church*, the **short title** would be *Words for a Dying World*. This is what you would use after the first citation of the full title.

Please note the difference between this and the use of *ibid*. The format used for this short title is:

Author's Surname, *Short Title*, page number.

For example:

4. Gladwell, *Tipping Point*, 71.

### **Citing multiple sources in a single sentence**

If a sentence contains material from more than one source, they should be noted at the point at which they are used or combined into a single footnote at the end of the sentence. (Do not use multiple footnotes at the end of a sentence like this.<sup>2,3</sup>)

For example:

The use of non-literal words can be seen in the use of hyperbole<sup>1</sup> and metaphor.<sup>2</sup>

G. B. Caird, *The Language and Imagery of the Bible* (London: Duckworth Publishing, 2002), 133.

1. George Lakoff and Mark Johnson, *Metaphors We Live By* (Chicago: University of Chicago Press, 2003), 126.

**OR**

The use of non-literal words can be seen in the use of hyperbole and metaphor.<sup>1</sup>

1. G. B. Caird, *The Language and Imagery of the Bible* (London: Duckworth Publishing, 2002), 133; George Lakoff and Mark Johnson, *Metaphors We Live By* (Chicago: University of Chicago Press, 2003), 126.

In this second case, the citations should be listed in order that they appear in your sentence, separated with a semicolon as shown.

## Bibliography

After citing a source in your essay, it is important that you include the source in your bibliography at the end of your work. Your bibliography should be the complete list of all source material you have used to write your essay. Your Bibliography should

- be on a new page at the end of your essay
- be listed alphabetically by surname
- have a hanging indent (the first line of each entry is flush left, and anything that runs over is indented).

If you are familiar with Microsoft Word, you can use its in-built Bibliography / Citation system or use programs such as Endnote, Zotero or Mendeley. There is a Fact Sheet on the Moodle Study Skills and Resources page, in the Study Skills section, which gives an overview of how to use the software. This is particularly useful when writing larger essays or research projects of 5000 words or more.

You are to cite sources in your bibliography slightly differently to the way you do in your footnotes. The general format is:

Author's Surname, Author's First name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication.

## Comparison between Footnote and Bibliography entries

**Look closely at the difference between the way this Bibliography entry is written**

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

**... to the way the footnote is written.**

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

**Note the small but significant difference between the two, particularly the way the Author and the Publisher/Year are referenced.**

## Examples of how to cite various Sources

The following examples illustrate citations in both their footnote versions (**numbered examples below**) and then bibliography version (**not numbered**). The examples are provided in the following order:

- Formatting the footnote the first time that particular resource is mentioned.
- Formatting the footnote in subsequent mentions of that same resource. i.e., you do not need to provide the full bibliographic details each time you mention the same resource. (If, however, you reference the same resource twice in a row, the second reference should use the word *Ibid* instead of the longer reference, as mentioned above).
- The way in which you format this same resource in your bibliography.

### Book

#### One author

(Footnote version)

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.
2. Gladwell, *Tipping Point*, 71.

(Bibliography version)

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

For the rest of this Fact Sheet, each example follows the example above: Footnote version (numbered: 1. for the first reference, 2. for subsequent references), and bibliography version (not numbered).

#### Two or three authors

1. Peter Morey and Amina Yaqin, *Framing Muslims: Stereotyping and Representation after 9/11* (Cambridge, MA: Harvard University Press, 2011), 52.
2. Morey and Yaqin, *Framing Muslims*, 60–61.

Morey, Peter, and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Cambridge, MA: Harvard University Press, 2011.

Note the order of First name and Surname differs between the first author listed and the rest.

#### Four or more authors

For four or more authors we list all of the authors in the bibliography; however, in the footnote, list only the first author, followed by “et al.” (“and others”):

1. Jay M. Bernstein et al., *Art and Aesthetics after Adorno* (Berkeley: University of California Press, 2010), 276.
2. Bernstein et al., *Art and Aesthetics*, 18.

Bernstein, Jay M., Claudia Brodsky, Anthony J. Cascardi, Thierry de Duve, Aleš Erjavec, Robert Kaufman, and Fred Rush. *Art and Aesthetics after Adorno*. Berkeley: University of California Press, 2010.

Note the order of First name and Surname differs between the first author listed and the rest.

### **Editor (ed.) or translator (trans.) instead of author**

1. William C. Placher, ed., *Essentials of Christian Theology* (Louisville, Kentucky: Westminster John Knox Press, 2003), 91–92.
2. Placher, *Essentials*, 24.

Placher, William C. ed. *Essentials of Christian Theology*. Louisville, Kentucky: Westminster John Knox Press, 2003.

Note: If more than one editor, then “ed.” becomes “eds.”. If translator instead of editor then “ed.” becomes “trans.”.

### **Editor or translator in addition to author**

1. Jane Austen, *Persuasion: An Annotated Edition*, ed. Robert Morrison (Cambridge, MA: Belknap Press of Harvard University Press, 2011), 311–12.
2. Austen, *Persuasion*, 315.

Austen, Jane. *Persuasion: An Annotated Edition*. Edited by Robert Morrison. Cambridge, MA: Belknap Press of Harvard University Press, 2011.

Note: If translator instead of editor then “ed.” becomes “trans.” and “Edited by” becomes “Translated by”. Multiple editors in notes format should be noted as “ed.”, rather than “eds.”, since in this context “eds.” means “edited by” rather than “editor”.

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

1. Ángeles Ramírez, “Muslim Women in the Spanish Press: The Persistence of Subaltern Images,” in *Muslim Women in War and Crisis: Representation and Reality*, ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.
2. Ramírez, “Muslim Women,” 239–40.

Ramírez, Ángeles. “Muslim Women in the Spanish Press: The Persistence of Subaltern Images.” In *Muslim Women in War and Crisis: Representation and Reality*, edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.

### **Single Volume of a Multivolume Work**

Some sources are part of a multi-volume set. Each volume can have a different title, or they can simply be titled by their Volume No. e.g., Volume 2.

#### **Volume with its own title**

1. Hamid Naficy, *A Social History of Iranian Cinema*, vol. 4, *The Globalizing Era: 1984–2010* (Durham, NC: Duke University Press, 2012), 44.

Naficy, Hamid. *A Social History of Iranian Cinema*. Vol. 4, *The Globalizing Era: 1984–2010*. Durham, NC: Duke University Press, 2012.

### **Volume without its own title**

For this example, the citation is for Volume 4 of *The Lisle Letters*. Note the volume number before the page number in the footnote and after the title in the Bibliography.

2. Muriel St. Clare Byrne, ed., *The Lisle Letters* (Chicago: University of Chicago Press, 1981), 4:243.

Byrne, Muriel St. Clare, ed. *The Lisle Letters*. Vol. 4. Chicago: University of Chicago Press, 1981.

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

1. William Cronon, foreword to *The Republic of Nature*, by Mark Fiege (Seattle: University of Washington Press, 2012), ix.
2. Cronon, foreword, x–xi.

Cronon, William. Foreword to *The Republic of Nature*, by Mark Fiege, ix–xii. Seattle: University of Washington Press, 2012.

### **Second (or subsequent) Edition**

Abbreviate wording like “Second Edition, Revised and Enlarged” as 2<sup>nd</sup> ed.; Abbreviate “Revised Edition” as rev. ed.

1. Alister E. McGrath, *Christian Theology: An Introduction*, 6<sup>th</sup> ed. (West Sussex: John Wiley and Sons, 2017), 109.
2. McGrath, *Christian Theology*, 34.

Alister E. McGrath, *Christian Theology: An Introduction*. 6<sup>th</sup> ed. West Sussex: John Wiley and Sons, 2017.

### **Book published electronically**

Note: Due to the nature of the ever-changing world of online media, if you find that your source does not fit into one of these criteria then cite the source the best that you can. The aim is to provide your reader/marker with enough information to be able to locate the source on their own.

If a book is available in more than one format, cite the version you consulted. For books consulted online, include an access date and a URL. If you consulted the book in a commercial database, you may give the name of the database instead of a URL. For books read in e-book format where no page number is provided, include the format type (e.g. Kindle) in place of the page number. In addition, if no fixed page numbers are available, you can include a section title or a chapter or other number.

### **Perlego Online Library**

At present there are no page numbers on any books in the Perlego Database. Most Perlego books will have a location on the bottom left corner of the screen when you scroll to the end of a section. This is the best identifying element that is available. If there is no location, indicate this in footnote by stating “no location or pg. number given”.

The URL to your book can be found on the left side of the book's page. There is a "quote" icon that allows you cite the book. The available citations do not include the ACOM Referencing Style, so cut and paste one of the examples and edit it to comply with this Referencing Guide.

The following is a guide to how you can write your footnotes and bibliography entries.

1. Steve Moyise, *Introduction to Biblical Studies*. 3rd ed (London: Bloomsbury Publishing, 2013), 26 of 187, Perlego.
2. Moyise, *Introduction to Biblical Studies*, 26 of 187

Moyise, S. *Introduction to Biblical Studies*. 3rd ed. London: Bloomsbury Publishing, 2013. Perlego, <https://www.perlego.com/book/499892/introduction-to-biblical-studies-pdf> (accessed 15th Oct 2020).

### Examples of Other Electronic Books

Examples of electronic publications and the various formats already mentioned in this Fact Sheet.

1. Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (New York: Vintage, 2010), 183–84, Kindle.
2. Wilkerson, *Warmth of Other Suns*, 401.

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage, 2010. Kindle.

1. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, accessed October 15, 2011, <http://press-pubs.uchicago.edu/founders/>.
2. Kurland and Lerner, *Founders' Constitution*.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed October 15, 2011. <http://press-pubs.uchicago.edu/founders/>.

1. Joseph P. Quinlan, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It* (New York: McGraw-Hill, 2010), 211. ATLA Religion Database with ATLASerials, EBSCOhost (accessed March 2, 2017).
2. Quinlan, *Last Economic Superpower*, 88.

Quinlan, Joseph P. *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It*. New York: McGraw-Hill, 2010. ATLA Religion Database with ATLASerials, EBSCOhost (accessed March 2, 2017).



## Journal article

In a footnote, list the specific page numbers consulted, if any. In the Bibliography, list the page range for the whole article.

The basic format for a journal article is as follows:

1. Author's First name and Surname, "Title of Article: Subtitle of Article," *Title of Journal* Volume Number, Issue Number (Date of Publication): Pages consulted.

Author's Surname, First name. "Title of Article: Subtitle of Article." *Title of Journal* Volume Number. Issue Number (Date of Publication): Page range of whole article.

See examples of various formats below. For a journal with multiple authors, follow the author pattern under Book: Two or More Authors or Book: Four or More Authors.

### **Article in a print journal**

1. Alexandra Bogren, "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 156.
2. Bogren, "Gender and Alcohol," 157.

Bogren, Alexandra. "Gender and Alcohol: The Swedish Press Debate." *Journal of Gender Studies* 20, no. 2 (June 2011): 155–69.

### **Article in an online journal**

For a journal article consulted online, include an access date and a URL.

1. Andre van Oudtshoorn, "Love Child: The use of 2 Corinthians 13 beyond its original context and intent," *Crucible* (Online) 7, no. 2 (November, 2016): 7 (accessed March 2, 2017).
2. Oudtshoorn, "Love Child", 7.

Oudtshoorn, Andre van. "Love Child: The use of 2 Corinthians 13 beyond its original context and intent," *Crucible* (Online) 7, no. 2 (November 2016): 1-

13. [www.crucibleonline.net](http://www.crucibleonline.net) (accessed March 2, 2017).

When using the ACOM online library to access journals, unless the journal listed is an online journal, reference the article or book as if you have the physical version. You do not need to mention the date accessed or URL used.

Other electronic databases (for example, Academic OneFile; ProQuest) can be cited as follows:

1. Anastacia Kurylo, "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum," *China Media Research* 8, no. 4 (October 2012): 16, accessed March 9, 2013, Academic OneFile.
2. Kurylo, "Linsanity," 18–19.

Kurylo, Anastacia. "Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum." *China Media Research* 8, no. 4 (October 2012): 15–28. Accessed March 9, 2013. Academic OneFile.

## Website

A citation of website can be difficult and does not always adhere to the usual rules. It is also not enough to simply list the URL as these can change or break. Your reader needs to know as much information about where your information came from and therefore the following rules are to be followed to the best of your ability. If any of the following information is not available, it can be left out of the citation.

Full Footnote: Full Author, "Page title", Site Title / Owner, URL, Access date.

Short Footnote: Author Surname, "Page title".

Bibliography: Author. "Page title", Accessed date, URL

As there are many variations of website types, use the following examples to determine the best way to cite the website you are using.

### **Example with a named author**

1. Carmen Joy Imes, "Melchizedek", Bible Odyssey, <https://www.bibleodyssey.org/articles/melchizedek/>, accessed January 3, 2024.
2. Imes, "Melchizedek".

Imes, Carmen Joy. "Melchizedek", Bible Odyssey, accessed January 3, 2024, <https://www.bibleodyssey.org/articles/melchizedek/>

### **Example without a named author**

1. "I'm New: Making Your Visit Easier", Engage Community Church, <https://engagecommunitychurch.com.au/im-new/>, accessed January 3, 2024,
2. Engage Community Church, "I'm New: Making Your Visit Easier".

Engage Community Church. "I'm New: Making Your Visit Easier" Engage Community Church, accessed January 3, 2024, <https://engagecommunitychurch.com.au/im-new/>

## Artificial Intelligence (AI) Tools

Appropriate use of AI tools is allowed in assessments in accordance with the *ACOM Student Handbook* and the *Student Guide to the Appropriate Use of AI*. Students should read these thoroughly before using an AI tool.

Use of AI generated content must be both declared on the Assessment Cover Sheet and be referenced correctly within your assessment using the following guidelines.

- Every time you use any content derived from an AI tool it must be credited, as you would any content from another source. This includes direct quotes and paraphrasing generated responses. Not doing this is considered plagiarism.
- Every instance of AI use must include the full prompt / question and the generated text in full as an Appendix to your work.
- Every time you use AI tools to edit, translate or perform any other function used in your assessment, this should be credited in a footnote.
- **You do not need to add AI to your Bibliography.**

- Any AI generated content should not be assumed to be true and it is the student's responsibility to evaluate all generated content.

### **Referencing Details required for AI generated content**

The following are the equivalent details required in any referencing of AI generated content:

Author	This is the name of the company that made the AI software (e.g., ChatGPT).
Title	This the prompt / question that you typed in to generate the response.
Date	This is the date that the AI text was generated.
Publisher	This is the name of the company that made the AI software (e.g., OpenAI)
URL	At a minimum you should give the URL of the AI tool that you are using. If your tool provides a unique URL for the conversation this should also be used.

### **Citing your AI generated text as a result of prompt / question**

The citation of your AI generated content depends on whether you have included the prompt or question asked of the tool in the body of your assessment.

If you have included the prompt / question e.g.,

When prompted with the question “what is the best definition of atonement in one sentence?” ChatGPT responded “Atonement is the reconciliation or reparations of wrongdoing, typically through repentance, forgiveness, or making amends”.<sup>1</sup>

Your footnote would therefore contain

Text generated by Author, Date, Publisher, URL

1. Text generated by ChatGPT, Jan 30, 2024, OpenAI, <https://chat.openai.com/share/2141e80b-4460-4a67-8609-f48860582050>. See Appendix 1.

If you have NOT included the prompt / question in the body of your assessment the footnote would say:

Author, response to Title, Date, Publisher, URL

1. ChatGPT, response to “What is the best definition of atonement in one sentence?”, Jan 30, 2024, OpenAI, <https://chat.openai.com/share/2141e80b-4460-4a67-8609-f48860582050>. See Appendix 1.

## **Citing your AI generated text as a result of editing or other functional assistance**

The citation of your work that has been edited, translated or effected by some other function process; it is to be declared with a footnote outlining what action was performed. Examples of the type of declaration are as follows:

Text that has been edited

1. Text edited for style and content by ChatGPT, Jan 30, 2024, OpenAI, <https://chat.openai.com>

Text that has been translated

1. Text translated from Italian to English by Google Translate, Jan 30, 2024, OpenAI, <https://translate.google.com/>

## **The AI Appendix**

If you have referenced AI in the text of your assessment, you must also provide the full details of the prompt/question and the generated results in an appendix to your assignment. The appendix does not count towards the word limit of the assessment. Each citation must be included in a new appendix.

Example:

### **Appendix 1**

Prompt/Question: What are some examples of contextualization issues surrounding a biblical passage?

Answer (OpenAI, 2024):

Certainly, contextualization issues in biblical interpretation can be diverse. Here are some specific examples:

Cultural Context:

The cultural practices of ancient societies can be vastly different from modern cultures. For instance, understanding the significance of specific rituals, customs, or social structures mentioned in the Bible may require historical and anthropological insights.

Historical Context:

Historical events, political situations, and social dynamics at the time of writing can impact the interpretation of passages. Without knowledge of the historical background, certain references or allusions may be misunderstood. For example, understanding the context of Roman rule during the time of Jesus provides additional layers to passages about taxation or interactions with authorities.

Language and Translation:

The Bible has been translated into numerous languages, and translation choices can influence interpretation. Certain words or phrases may not have exact equivalents in different languages, leading to potential nuances being lost or altered. Additionally, changes in language over time can affect the understanding of archaic terms.

Literary Genre:

Different literary genres are present in the Bible, including poetry, prophecy, historical narrative, and apocalyptic literature. Failing to recognize the genre of a particular passage can lead to misinterpretation. For example, interpreting a poetic metaphor as a literal statement can distort the intended meaning.

#### Theological Frameworks:

Different theological perspectives and denominational traditions can influence how individuals interpret certain passages. For example, interpretations of eschatological passages (related to end times) may vary among different Christian denominations.

#### Geographical Context:

The geography of the biblical world can impact the interpretation of passages. Knowledge of the locations mentioned in the Bible, such as understanding the terrain or climate, can provide insights into the context of certain events or teachings.

#### Intertextuality:

Many biblical authors refer to or quote other parts of the Bible. Understanding these intertextual connections is crucial for accurate interpretation. Ignoring these references may lead to a limited understanding of the intended meaning.

#### Social and Economic Context:

The socioeconomic conditions of the time can influence the interpretation of passages related to wealth, poverty, and social justice. Without considering the economic context, the meaning of certain teachings may be misconstrued.

#### Audience Relevance:

Identifying the original audience and their concerns is essential. Some passages may have had specific relevance to the original recipients, and understanding their context is crucial for accurate interpretation.

#### Scientific and Cultural Assumptions:

The Bible contains descriptions of natural phenomena and cosmology that may differ from contemporary scientific understanding. Recognizing the cultural and scientific assumptions of the biblical authors is important to avoid imposing modern perspectives on ancient texts.

When addressing contextualization issues, scholars and interpreters often use tools such as historical-critical analysis, linguistic studies, and cultural studies to gain a more accurate understanding of the biblical passages in their original context.

## Podcast, YouTube or Other Online Videos

While podcasts, YouTube and other online videos of sermons or teaching are not considered scholarly works, there are some assessments where they are appropriate sources.

Due to the varied nature of this type of source, use the following examples as a guide to write your citation.

Speaker, Year, Title, Publisher of Content, Date, description, time stamp and relevant, section URL link

1. Tom Wright & James Dunn, "The New Perspective on Paul" at 3:50 – 4:10.

Wright, Tom & James Dunn, 2009. "The New Perspective on Paul". *Timeline Theological Videos*, Sept 24. Video of Interview.

[https://www.youtube.com/watch?v=cqZYbcvANhM&list=PLlvWvwvc0s987CKTuVGfH\\_v3aT1cDd1OC&index=1&t=2s](https://www.youtube.com/watch?v=cqZYbcvANhM&list=PLlvWvwvc0s987CKTuVGfH_v3aT1cDd1OC&index=1&t=2s)

1. Mike Cosper, "The Aftermath", *The Rise and Fall of Mars Hill* at 17:30-19:45.

Cosper, Mike. 2021. "The Aftermath", *The Rise and Fall of Mars Hill*. Produced by Mike Cosper, Christianity Today, Dec 2021. Podcast.

<https://open.spotify.com/episode/0uExbQCZ1e0cB9g7uwTybS?si=GoDEmx21T6uTi6i0INisMA>

## Interview or Personal Correspondence

### Interviews – with interviewee who can be named

Interviews that you carry out for the purposes of an assessment should be cited in a footnote ONLY and do not need to appear in your Bibliography. When citing an interview include the name of the person being interviewed and the interviewer (if this is you then you are referred to as 'the author'); the place and date of the interview; the location of any transcript or recording (i.e., library archives). Please note that if any of these elements are not known or not applicable, they can be left out.

4. Jane Smith, interview by author, Sydney, August 17, 2020.

### Interviews – with interviewee who cannot be named

Where the name of the person being interviewed must remain anonymous, the way you refer to them can be governed by the context.

1. Interview with Senior Pastor, Melbourne, September 28, 2021.

You should include a note in your introduction or the first footnote that states that "All interviews were confidential; the names of interviewees are withheld in agreement with all parties".

### Written Communication in letter, email, text message or social media forms

Any informal written communication should be cited in a footnote ONLY and does not need to appear in your Bibliography. Every citation will be different, but the key elements are name of person, mode of communication and the date.

2. Email conversation between Jack Sparrow and the author, April 1, 2019.

## Images, Illustrations and Artworks

Any photograph, drawing or artwork that is included in your work should be cited with as much of the following information as is relevant and available.

Author	The name of the artist, photographer etc.
Title	The title of the work



Date	The date of creation of the work
Institution	Name of institution that houses the work, or published the work
Medium	The medium of the work (e.g., photograph)
Date	An access date and URL if work is online.
URL	URL if work is online

The template to follow for a footnote citation is

Author, *Title*, Date, Institution, Medium, Date, URL

Examples of various citations are given here for you to follow. You will see that not all citations contain all information.

1. Georgia O'Keeffe, *The Cliff Chimneys*, 1938, Milwaukee Art Museum.
2. Michelangelo, *David*, 1501-4, Galleria dell'Accademia, Florence.
3. Ansel Adams, *North Dome, Basket Dome, Mount Hoffman, Yosemite*, ca. 1935, Smithsonian American Art Museum, Washington, DC.
4. Erich Buchholz, *Untitled*, 1920, gouache on paper, Museum of Modern Art, New York, accessed December 4, 2011, [https://www.moma.org/collection/works/38187?artist\\_id=844&page=1&sov\\_referrer=artist](https://www.moma.org/collection/works/38187?artist_id=844&page=1&sov_referrer=artist)
5. Anonymous, *Drawing of Family*, 2023, Sunshine Therapy Centre, crayon on paper, photographed on 14 August 2023.

Citation should be made in a footnote only and is not required to be listed in the Bibliography.

Any image, illustration or artwork is considered a Figure and should be numbered and titled according to the instructions in the *Figures and Tables* section below.

## ACOM Specific Referencing

### **Introductory Sessions on Moodle**

1. ACOM, "Session #: Title of Session [if available]," *Title of Unit*, (Sydney: Australian College of Ministries, date [year you are completing the unit]), retrieved via online learning access, date taken from online learning site, page/[where page not available] "Title of section on Moodle", paragraph number.

ACOM. "Session #: Title of Session [if available]." *Title of Unit*. Sydney: Australian College of Ministries. date [year you are completing the unit]. Retrieved via online learning access, date taken from online learning site, page/[where page not available] "Title of section on Moodle", paragraph number.

## **Introductory Videos in Moodle**

1. ACOM, "Session #: Title of Session [if available]," *Title of Unit*, (Sydney: Australian College of Ministries, date [year you are completing the unit]), retrieved via online learning access, date taken from online learning site, "Title of Video", Timestamp.

ACOM. "Session #: Title of Session [if available]." *Title of Unit*. Sydney: Australian College of Ministries. date [year you are completing the unit]. Retrieved via online learning access, date taken from online learning site, "Title of Video", Timestamp.

## **Sources Provided on Moodle**

In this situation, reference the source as if you have the original version. You do not need to mention Moodle. The referencing information should be provided in your session on Moodle if not found in the source itself.

## **ACOM Facilitation quote or discussion**

Facilitator, Unit Facilitation Name, Date, City, State:

Edwina Blair, Old Testament Introduction, 13<sup>th</sup> July 2020, Sydney, NSW.

## **Magazine article**

1. Jill Lepore, "Dickens in Eden," *New Yorker*, August 29, 2011, 52.
2. Lepore, "Dickens in Eden," 54–55.

Lepore, Jill. "Dickens in Eden." *New Yorker*, August 29, 2011.

## **Newspaper article**

A citation to newspaper content can often be limited to a mention in the text or with additional information in parentheses ("As Elisabeth Bumiller and Thom Shanker noted in a *New York Times* article (Pentagon Lifts Ban on Women in Combat, January 23, 2013), . . ."). Omit page numbers as a newspaper may have several editions in which items appear on different pages. The following examples show the footnote versions of the citations.

1. Elisabeth Bumiller and Thom Shanker, "Pentagon Lifts Ban on Women in Combat," *New York Times*, January 23, 2013, accessed January 24, 2013, <http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html>.
2. Bumiller and Shanker, "Pentagon Lifts Ban."

Bumiller, Elisabeth, and Thom Shanker. "Pentagon Lifts Ban on Women in Combat." *New York Times*, January 23, 2013. Accessed January 24, 2013.

<http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html>.

## Book Review

1. Joel Moky, review of *Natural Experiments of History*, ed. Jared Diamond and James A. Robinson, *American Historical Review* (Online) 116, no. 3 (June 2011): 754, accessed December 9, 2011.
2. Moky, review of *Natural Experiments of History*, 752.

Moky, Joel. Review of *Natural Experiments of History*, edited by Jared Diamond and James A. Robinson. *American Historical Review* 116, no. 3 (June 2011): 752–55. ATLA Religion Database with ATLASerials, EBSCOhost (accessed December 9, 2011).

## Thesis or Dissertation

1. Dana S. Levin, “Let’s Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools” (PhD diss., University of Michigan, 2010), 101–2.
2. Levin, “Let’s Talk about Sex,” 98.

Levin, Dana S. “Let’s Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools.” PhD diss., University of Michigan, 2010.

## Paper Presented at a Meeting or Conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).
2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

## Citing one Author when Quoted by Another

From time to time you may find an author quoting another person’s work in their text and you decide to quote that work in your own essay as well. In such a case, it is best to obtain the primary source and quote directly from it. If the primary source is unavailable, you can quote the primary source and note that it was found in a secondary reference. For example:

1. John Smith, “The Day the Sun Shined” *Priscilla Papers* 12.4 (2009): 23 as referenced in Bob Jones, *Poems on the Sun* (Grand Rapids: Eerdmans, 2009), 48.

## Figures & Tables

### **Figures**

Any type of image that is not a table is referred to as a figure. When copying a figure directly into your work, you must reference the original source. The figure number will be its number in your work, not the work it originally came from. Figures are presented as follows:

#### **Figure Number**

*Title*

[FIGURE]

*Note.* Text of note which should be used to explain information that is not easily identifiable from the figure and its title alone.

*For example:*

#### **Figure 1**

*ACOM Logo*



*Note.* This is the logo of the Australian College of Ministries. From Australian College of Ministries. (2022). <https://acom.edu.au/>

## **Tables**

The formatting for tables is the same as for figures, but with Table number substituted for Figure number.

### **Table Number**

*Title*

[TABLE]

*Note.* Text of note which should be used to explain information that is not easily identifiable from the table and its title alone.

*For example:*

### **Table 1**

*Sydney Temperatures for the Past Week*

	<b>Temperature</b>	<b>Humidity</b>	<b>Pressure</b>
<b>High</b>	32 °C	100%	1018 mbar
<b>Low</b>	17 °C	15%	991 mbar
<b>Average</b>	24 °C	69%	1009 mbar

*Note:* This data was reported on the 26 Jan at 10:00am AEST.

## How to cite the Bible

When you refer to whole chapters/whole books of the Bible or Apocrypha in the text of your paper, spell out the names of the books; do not italicise or underline them.

*Example:* 2 Samuel 12 records the prophet Nathan's confrontation of King David.

*Example:* The identity of the author of the book of Hebrews is not certain.

### Do I need to put the Bible in my Bibliography?

No, you do not need to include the Bible in your bibliography.

**When you are citing a particular passage of Scripture**, include the abbreviated name of the book, the chapter number, and the verse number—never a page number. Chapter and verse are separated by a colon.

*Example:* 1 Cor. 13:4, 15:12-19

*Example:* Gn 1:1-2, 2:1-3; Jn 1:1-14

If you abbreviate books of the Bible, please ensure that you are consistent in those abbreviations.

**Include the name of the version you are citing.** You may either spell out the name of the version, at least in the first reference, or you may use abbreviations without preceding or internal punctuation. After the first citation you need to indicate the version only if you quote from another version.

Example footnote:

1. Ps. 139:13-16 (NAB) [First use]
2. Eph 6:10-17 [Subsequent use where the version has not changed]

The abbreviation for some common standard Bible Versions is as follows.

New International Version	NIV
Today's New International Version	TNIV
New American Standard Bible	NASB
Revised Standard Version	RSV
English Standard Version	ESV
New English Translation	NET
Amplified Bible	AMP
King James Version	KJV



New King James Version	NKJV
Message	MSG
New Living Translation	NLT
Good News Bible	GNB

## Using Footnotes to clarify and expand on content

Footnotes can be used for more than citing references. Footnotes can be used to clarify and expand on aspects of the content of your work. Each option is outlined below with a sample paragraph and corresponding use of a footnote.

### **Clarification:**

It is important to ensure that any terms or concepts we used in our writing are explained. In conversation we often make assumptions that people know exactly what we mean but in academic writing it is important to be clear what our definitions or assumptions are and what we have based them on. An example of the text of an essay and the accompanying clarifying footnote could be:

For such an influential entity, in the 21<sup>st</sup> century Western Protestant Church<sup>1</sup> at least, Wisdom has been all but ignored and those who do have some level of awareness of it as a genre do not necessarily comprehend the full scope of what Wisdom Literature is.

<sup>1</sup>The term '21<sup>st</sup> Western Protestant Church' is an all-encompassing term that this author uses to describe the wider church in nations such as Australia, the United States of America and the United Kingdom based on a combination of written and spoken evidence from a broad cross-section of churches this author has been exposed to over the past decade in pastoral ministry.

### **Expanding content**

It is important to communicate that you have a complete understanding of your area of study and the issues that surround your topic. In addition, it is advantageous to ensure your assessor is aware of the breadth of your reading and understanding on the topic.

Footnotes can be helpful to expand on an issue or an idea to show that you have read widely and have a full comprehension without exceeding your word count unnecessarily. An example of the text of an essay and the accompanying expanding footnote could be:

Irrespective of the relationship between Jesus and Wisdom, there is undoubtedly a pervasive influence of Wisdom Literature on Jesus the man and his ministry. This would have included the Biblical Wisdom Literature as defined by the scope of this essay as well as other Wisdom influences found in the Hebrew Bible and the Deuterocanonical Books.<sup>1</sup>

<sup>1</sup> The Deuterocanonical Books that would have been well known during the life of Jesus would have included the accepted books of Ecclesiasticus (or Sirach) and the Wisdom of Solomon as well as the Wisdom of Jesus Ben Sira. These books have been shown to influence Jesus' teaching greatly. One example of such influence is found in the famous "Come to me all who are weary and burdened, and I will give you rest" passage of Matthew 11:28-30 which is clearly influenced by Sirach 24:19 and 51:23-27 as stated in Hagner (1993), 323

## Quick Referencing Guide

This 1 page summary of the Reference Fact Sheet is designed for you to print and use as a Quick Reference Guide for the most common forms of referencing. For more details please refer back to entire Guide. The table below shows the Full Version (Footnote 1st use), Short Version (subsequent uses) and Bibliography Version of each reference.

Footnote Full Version (1 <sup>st</sup> use)	Footnote Short Version (subsequent use)	Bibliography Version
<b>Article from a Journal</b>		
Alexandra Bogren, "Gender and Alcohol: The Swedish Press Debate," <i>Journal of Gender Studies</i> 20, no. 2 (June 2011): 156.	Bogren, "Gender and Alcohol," 157.	Bogren, Alexandra. "Gender and Alcohol: The Swedish Press Debate." <i>Journal of Gender Studies</i> 20, no. 2 (June 2011): 155–69.
<b>Single Author (Book)</b>		
Malcolm Gladwell, <i>The Tipping Point: How Little Things Can Make a Big Difference</i> (Boston: Little, Brown, 2000), 64–65.	Gladwell, <i>Tipping Point</i> , 71.	Gladwell, Malcolm. <i>The Tipping Point: How Little Things Can Make a Big Difference</i> . Boston: Little, Brown, 2000.
<b>Two or three Authors (Book)</b>		
Peter Morey and Amina Yaqin, <i>Framing Muslims: Stereotyping and Representation after 9/11</i> (Cambridge, MA: Harvard University Press, 2011), 52.	Morey and Yaqin, <i>Framing Muslims</i> , 60–61.	Morey, Peter, and Amina Yaqin. <i>Framing Muslims: Stereotyping and Representation after 9/11</i> . Cambridge, MA: Harvard University Press, 2011.
<b>Second (or subsequent) Edition (Book)</b>		
Alister E. McGrath, <i>Christian Theology: An Introduction</i> , 6 <sup>th</sup> ed. (West Sussex: John Wiley and Sons, 2017), 109.	McGrath, <i>Christian Theology</i> , 34.	McGrath, Alister E. <i>Christian Theology: An Introduction</i> . 6 <sup>th</sup> ed. West Sussex: John Wiley and Sons, 2017.
<b>Chapter or other part of a book (Author as well as editor)</b>		
Ángeles Ramírez, "Muslim Women in the Spanish Press: The Persistence of Subaltern Images," in <i>Muslim Women in War and Crisis: Representation and Reality</i> , ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.	Ramírez, "Muslim Women," 239–40.	Ramírez, Ángeles. "Muslim Women in the Spanish Press: The Persistence of Subaltern Images." In <i>Muslim Women in War and Crisis: Representation and Reality</i> , edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.
<b>Book Published Electronically</b>		
Isabel Wilkerson, <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> (New York: Vintage, 2010), 183–84, Kindle	Wilkerson, <i>Warmth of Other Suns</i> , 401.	Wilkerson, Isabel. <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> . New York: Vintage, 2010. Kindle.

## Style Guide for Assessments of any type

Unless otherwise stipulated, all assessments should follow these guidelines.

General Text	Paragraphs must be <b>1.5 or double-spaced</b> and written in Times New Roman <b>12-point font</b> .
Footnote Text	Footnotes should be inserted using the Word footnote, must be <b>single spaced</b> , written in Times New Roman <b>10-point font</b> .
Margins	Assignments must have at least a 2.5cm margin on all sides
Bibliography / Reference Lists	<p>The Bibliography (Turabian) or Reference List (APA) should be placed at the end of your assessment and start on a new page. It should be:</p> <ul style="list-style-type: none"> <li>• 1.5 or double spaced</li> <li>• Be listed alphabetically by surname</li> <li>• Have a hanging indent (the first line of each entry is flush left, and anything that runs into the second line and beyond is indented).</li> <li>• There is to be NO use of numbering or bullet points.</li> </ul>
Appendices	Any appendices should be placed after the Bibliography or Reference list. Each Appendix should start on a new page and should be numbered Appendix 1, Appendix 2 etc.
Tables and Figures	<p>Any table or figure (diagram, photo, map etc.) used in your assessment can be placed throughout your assessment but must be referred to in the body of your work.</p> <ul style="list-style-type: none"> <li>• Each table should be numbered sequentially (e.g. Table 1) and a heading should be added <b>above</b> the table, in <b>bold Times New Roman 12-point font</b>.</li> <li>• Each figure should be numbered sequentially (e.g. Figure 1) and a heading should be added <b>above</b> the figure, in <b>bold Times New Roman 12-point font</b>.</li> </ul>
Headings	<p>Headings can be used where appropriate in your assessment. They should be consistent throughout your work. Heading levels should be formatted as follows:</p> <p><i>Primary heading:</i> Centered, bold, capitalised headline style and long titles used. For example:</p> <p style="text-align: center;"><b>The Authorship of the Gospel of John</b></p> <p><i>First-level subheadings:</i> Left justified, bold, capitalised headline style. For example:</p> <p><b>The Traditional Views of Authorship</b></p> <p><i>Second-level subheadings:</i> Left justified, bold, italics, capitalised headline style. For example:</p> <p><b><i>Patristic Views</i></b></p> <p><i>Third-level subheadings:</i> Left justified, no bold, underlined, capitalised headline style. For example:</p> <p><u><b>Patristic Views of the 2<sup>nd</sup> Century</b></u></p>
Quotations	For formatting in-text and block quotations, please refer to the relevant Referencing Guide (Turabian or APA).

## Writing Guide for Assessments of any type

The following is a guide to the minimum standards expected of ALL Higher Education written work submitted to ACOM for assessment. Students should be aware that assignments that do not meet these requirements will fail.

In order to gain a PASS grade or above, written assignments submitted to ACOM for assessment must AT LEAST:

### **Include the ACOM Cover Page**

All assessments are to include a cover page. The template for the cover page can be downloaded by the student from Moodle and inserted at the front of their assessment. All declarations must be completed prior to submission. If an assessment type does not require a Cover Page that will be indicated in the assessment information in the Unit Introductory Booklet.

### **Assessment Length**

The length of an assessment must be within 10% of the word limit for that assessment. Please note that footnotes and bibliographies are not included in word counts. Assessments that are submitted with 60% or less of the required word count should be considered 'incomplete' and normally failed.

### **Use of Footnotes to elaborate**

Students are also encouraged to use their footnotes to elaborate on content in their essays but this should not exceed approximately 10-15% of the allowed word count. i.e. footnotes are not a place for doubling the size of the essay. The allowable figures for footnote elaborations are approximate. You are free to use your judgement as to whether they seem appropriate given the assessment context. See the relevant sections in either the Turabian and APA Referencing Guides.

### **Be presented as a formal and complete assessment**

Rough notes, draft copies and unfinished work will not be accepted.

### **Be written in formal English**

Essays must use grammatically and syntactically correct sentences, and all conventions of the English language (e.g., correct spelling, correct and consistent use of capitals, full stops, commas, inverted commas, question marks, quotation marks, etc.) must be followed consistently. Isolated errors will not usually result in failure. Consistent errors may result in failure.

### **Be free from slang, colloquialisms and conversational language**

Isolated examples of slang, colloquialisms or conversational language will not usually result in failure. Consistent use of slang and colloquialisms may result in failure.

A very short list of some slang words (and some suggested formal alternatives in brackets) includes:

- “Cool” (“popular”), “crappy” (“poor quality”), “I reckon” (“It is my opinion that...”), “hang around” (“wait”), “boss” (“employer”), etc.
- “Well, the best way to....”

- Using "well" to begin a sentence is colloquial (and redundant). Simply start the sentence with "The...". Instead of using "best" use, for example, "most appropriate", or "most widely accepted".
- "The methodology used to reach this conclusion is really bad."
  - Neither "really" nor "bad" are properly defined. Instead of "really bad" use, for example, "highly inappropriate", or "obviously unjustified".
- "You will agree that..."
  - Never address the reader directly in an essay, and never speculate about the reader's beliefs or opinion(s). Instead say, for example, "There is strong evidence that..." or "This conclusion seems inevitable".

### **Use gender inclusive language**

Students are required to use gender inclusive language in all academic papers and verbal presentations. This is recognised practice across tertiary education. It also reflects the inclusive nature of the gospel (Galatians 3:28) and is good practice and preparation for ministry and worship leading.

### **Address the question or topic**

Assessments not addressing the questions/topic WILL be failed regardless of the overall quality of the essay. This is because the assessment question has been written to ensure the student demonstrates competence in the learning outcomes of the unit. By not answering the question, the student has not demonstrated such competence, even if what was submitted was well written.

### **Be characterised by tertiary level thought and/or depth of analysis**

Assessments should evidence a level of clarity, logic, and persuasiveness consistent with tertiary studies. Assessments that could have been written by a reasonably intelligent and reasonably well-informed high school student have not reached the minimum criterion for this standard.

### **Support key statements with evidence**

'Evidence' includes citations of written academic work (e.g., books, journals, reputable and verifiable internet resources) and direct evidence gathered by students (e.g., through an interview or survey), but does not include anecdotal evidence or 'motherhood' statements such as "everybody knows that..."

### **Interact with a range of sources**

Rather than imposing a one-size-fits-all number of required resources, students are expected to simply use whatever resources are appropriate for that assessment. It is not sufficient simply to quote/reference authors. Students are expected to critique the arguments of various authors, and to assess whether the contributions of other authors are valuable, insightful, applicable, etc. A balanced essay will include views/sources with which the student disagrees.



## **Be free from plagiarism**

Examples of plagiarism will result in automatic failure. Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word-for-word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas (see both the Plagiarism, and Academic Misconduct Section below).

## **Use the appropriate referencing system correctly and consistently.**

Students must use either the Turabian or APA Referencing system outlined in the *Referencing Guide* on Moodle.

## **Write in the correct 'person' (e.g. third person or first-person)**

Academic essays should generally be written in the third-person. This means that you will not write statements such as "I think...." or "I believe". For example:

- Instead of saying: *"I believe that climate change is a critical issue"*, you could write *"The evidence supports the notion that climate change is a critical issue."*
- Instead of saying: *"In my opinion, the government should invest more in education"*, you could write *"A strong case can be made for increased government investment in education."*
- Instead of saying: *"I feel that the economic policies are ineffective"*, you could write *"Prominent economists argue that the current economic policies lack efficacy."*

When your assessment type differs from a formal essay (such as a personal reflection, a report etc.) then the use of the first-person may be justified. This can be confirmed by your marker but if in doubt, the third-person should always be used

## **Appropriate use of headings and lists**

The use of headings is permissible in both formal essays and other assessments types where appropriate. Students should follow the Style Guide for formatting of headings. On assessments that are longer than 5,000 words, headings should be listed in a Table of Contents on the first page of their assessment.

The use of lists (bulleted or numbered) should be avoided in formal essays but can be used where appropriate in other assessment types.

## **Address the question or topic in the manner specified**

Where the assessment question/topic clearly specifies a particular manner of addressing the topic, assessments not addressing the topic in that manner may be failed even if the overall question/topic is addressed in other ways.

## How to Format an Appendix

- Appendices should be positioned at the end of the paper, after the Bibliography.
- Each appendix should begin on a separate page.
- Each appendix should have a label AND a title e.g.,

### **Appendix: Chiastic Structure of Psalm 23**

- If a paper has one appendix, label it as Appendix.
- The appendix title should describe the contents of the appendix.
- If a paper has more than one appendix (or appendices), label them in order using the letters of the alphabet: Appendix A, Appendix B, Appendix C, etc.
- Each new appendix should be on a new page.
- Refer to the appendix using its label at least once within the paper.
- Format the contents of the appendices as per Turabian formatting guidelines.