

GUIDELINES FOR THE PREPARATION OF ASSESSMENT TASKS

Please make sure you follow these guidelines whenever you write an essay or an assignment.

The guidelines are intended both to explain the Theological College's expectations and also to help students achieve a high standard of writing. However, not all conceivable difficulties can be covered in these guidelines. Students who feel — or are told — that they have problems in writing assignments are encouraged to seek advice from a member of Faculty or the Registrar.

The purpose of essays and other assignments

The main purpose of essays and other assignments is to develop your knowledge in theological studies by writing on a specialised topic in some detail. They also provide practice in various techniques which you will need in your ministry after the College:

- a. research — the collection of data;
- b. critical study and interpretation of the data; and
- c. effective presentation of your ideas in written and oral form.

Relation to lectures

Lectures give an introduction to various aspects of theological studies and to methods of study. They are not intended to give you all the information needed to do an essay or assignment.

Your assessment tasks may make use of relevant material presented in class, where appropriate, but should also show independent research and critical thought.

ESSAY WRITING

Doing research and working out your ideas

Careful research and reading is essential for assessment tasks. Consult the bibliographies provided for each course unit, and ask your Lecturer for further advice if you are not sure what to read. The Librarian can also help if you have difficulties finding books and articles.

Different writers will often give you quite different opinions or interpretations. Compare their views, note differences carefully, and see which you find most convincing and why. When evaluating a book, article or study, take into account such factors as its date, the identity and reputation of the writer, and their purpose. In this way you will develop your ability to think critically which is an important aim of tertiary study.

Do not assume that there is just one "right" answer to an essay question. Your Lecturers are not looking for opinions which are carbon copies of their own. They are concerned with the quality of your research, thought and exposition.

Above all, do not patch together an essay from pages copied out from books — or your Lecturer's handouts! **This is plagiarism and it is a serious offence. The essay must be the product of your personal study, expressed in your own words.** Quotations can of course be used to reinforce or illustrate a point, and they can help greatly to make an essay convincing and interesting. However, an essay which consists of little more than quotations strung together is not a good essay. Use quotations sparingly and strategically. Otherwise, report what an author has to say entirely in your own words. Quotations must always be properly marked and referenced, as explained below.

Outline and rough draft

It is essential to carry out these preliminary stages before writing out your essay.

The **outline** might contain about one line of notes for each paragraph of the essay. It should enable you to ensure that you have included all the main points in a logical order. When you have written your **rough draft**, read it carefully to make sure that the structure of each paragraph is lucid, and the expression is clear and correct. Look out for errors of grammar, spelling or punctuation. Finally, make sure that you have got the paragraphs in the best sequence.

Beginning and ending

At school many people are taught to begin essays with an introductory paragraph, explaining the topic and the aims of the essay, and to end with a conclusion, in which main points may be summarised. This is basically good advice, especially for longer essays. However, some students follow the rule too rigorously, and devote too much space to the introduction and conclusion.

Paragraphs

Any piece of connected writing should be organised, divided into paragraphs, in such a way that its logical structure becomes clear to the reader. In order to do this, you will have to take care over the preliminary outline of your essay, as explained above. Sometimes students submit essays consisting of a string of very short paragraphs, often consisting of a single sentence. Inevitably such essays lose marks; they read like a list of ideas rather than structured logical thought.

There is no set length for a paragraph; it depends on what you want to say. Very short ones are unhelpful, for the reason mentioned above. But very long ones (a page or more) can be tiring and confusing. A good average to aim at is perhaps about one quarter to a third of a handwritten page (or 80-100 words).

Paragraphs can be structured in various ways. One simple method is to begin with a “theme” sentence, expressing the main point you want to make in the paragraph. In subsequent sentences you will develop the theme by adding details, explanations, or examples. If you are telling a story (narration), you may divide it into distinct episodes, each taking up a separate paragraph. In descriptive writing each paragraph may present a different aspect or part of the subject. Whatever the genre, you will probably want to vary the structure of your paragraphs, to add interest to your writing.

The final version

Please make every effort to adhere to the following guidelines when submitting your assessment tasks:

Cover Sheet

- A College Cover Sheet should be attached to the front of an assessment task. The Cover Sheet is available on the Moodle home page at sagotc.moodle.com.au. Paper copies of the Cover Sheet are available from the Library.

Font

- Times New Roman, font size 12, is preferred.

Line Spacing

- Double line spacing is preferred for the body of the text and for footnotes. Single line spacing is preferred for indented quotations.

Page Margins

- Normal page margins for an A4 size page are preferred: 2.54cm margins on all sides.

Word Count

- As a general rule, students should remain close to the prescribed word limit (namely within the range of +/- 10%) which includes footnotes but not bibliography. Assessment tasks that fall outside of this general range may incur a deduction of marks.

Page Numbering

- Pages should be numbered consecutively throughout your work.

Spelling

- Spelling should be checked with the aid of a computer spell-check or a reputable dictionary. However, remember that computer spell-checks will not pick up all errors; for example, if you have written *practice* when you should have written *practise*, or *effect* when it should have been *affect*. Please proof-read your work carefully, and make sure **all** errors (not just spelling mistakes) are corrected. If your work has been typed by someone else, **you** are responsible for the version in which it is submitted to the College.

Quotations

- Shorter quotations can be worked into your text. Where this is done, **you MUST enclose the quoted material, however brief, within quotation marks. To fail to do so is to be guilty of the crime of plagiarism.** With longer quotations (say, more than about three lines) the following procedure should be followed:
 - a. Drop two lines.
 - b. Insert the quotation, indenting it three or four spaces from the left-hand margin and using single spacing. If you follow this procedure, do **not** enclose the passage within quotation marks and do **not** type the quotation in *italics*. If the author has used italics anywhere in the passage then, of course, you should do so too. If you wish to highlight part of the quotation which is in plain text you may do so using italics. In this event, however, you must indicate what you have done. This you can achieve either by

- inserting, **in square brackets**, after the words you have changed to italics, [*my emphasis*], or add to the reference in the footnote, *Emphasis added*.
- c. Put the footnote number in superscript **after the punctuation mark(s) at the end** of the quotation.
 - d. Drop two lines and continue with your text. Note that a new paragraph is **not** always required after an indented single-spaced quoted passage. Examine each such case, and treat it on its merits. (That is, decide whether a new paragraph is or is not required.)
- Quotations **must** be given in exactly the form they are found in the original (with the exception of added emphasis - see above), including spelling mistakes and other errors. However, such mistakes can be noted by inserting [sic] after the error (but don't be over fussy, it is usually best to let the quotation alone except in the case of spelling mistakes and typographical errors). It is, nevertheless, permitted to edit quotations. If you need to insert a word or words of your own into a quotation (for example, to explain a reference in the passage which would otherwise be unclear) you can do so by placing your added words in **square brackets**, []. If you wish to change a letter from lower to upper case (i.e., capitals), you can also place square brackets around the changed letter. If you wish to leave out part of a quotation (a subordinate clause, for instance) you can indicate that words have been omitted by using three and only three (never more and never less!) dots with a single space either side, For example, the following sentence could be edited in several ways.

Original sentence (note that it is indented):

In writing your essay, it is desirable always to bear in mind that markers ask themselves certain questions in trying to arrive at a proper assessment of your work.

Edited versions:

In writing your essay [or other assignment], it is desirable always to bear in mind that markers ask themselves certain questions

... [I]t is desirable always to bear in mind that markers ask themselves certain questions in trying to arrive at a proper assessment of your work.

Omitted text *within* a citation should be indicated by an ellipsis consisting of closed square brackets within three dots, e.g. [...]

In editing a quotation, it is, of course, most important that you do not alter the sense of the original and that the passage as edited is grammatically correct.

Remember that maps, tables or other kinds of illustration may help to put across information and ideas more effectively.

ENGLISH WRITING PROTOCOLS

Inclusive language

Students should be respectful in their written expression, and use inclusive language where appropriate, e.g. it is acceptable to use the third person plural, *they*, or the possessive, *their*, instead of *he/she* or *his/her*.

The apostrophe:

- a) In nouns: Possessive (genitive) forms in -s take an apostrophe before the 's in the singular and after it in the plural. E.g. *One student's marks* but *all the students' marks*. Nouns whose other plural form does not end in -s take the apostrophe in the possessive form **before** the -s: e.g. *men's* (from *men*), *women's* (from *women*).

- b) In pronouns: possessive forms do not take an apostrophe: *his, its*.
- c) Elsewhere, the apostrophe is used to indicate that one or more letters have been omitted in a colloquial form. Hence *it's = it is, I'll = I will*. However, in formal writing (e.g. in most tertiary level assignments) it is generally considered better to use the full forms, *it is, I will* etc.

Do not confuse *it's* (= *it is*) with *its* (= *of it*).

One word or two?

A lot should always be written as two words.

Written grammar

We write (and say) **would have** (e.g. *I would have gone, if I could*), not *would of*. The two words *would have* form together one of the compound tenses of the English verb; cf. *I have gone, I would go, I would have gone*. The error is due to the "slurred" pronunciation common in rapid speech.

Punctuation

Except for the semicolon, all punctuation marks are to appear within inverted commas where a citation has been employed.

The comma:

A common error in both English and Greek is to put a comma between the subject of a clause and the verb, as in *John was writing letters when Peter, opened the door and came in*. This is incorrect and can be confusing.

One correct use of commas is to mark off an explanatory phrase from the rest of the sentence, as in *Maria, a third-year student, enrolled in Modern Greek for the first time in 1996*. The explanatory phrase (*a third-year student*) is put between two commas, which thus function rather like brackets. It is an error to omit one of the commas. This rule overrides the previous one; we have to put a comma after *student*, even though the next word is the main verb.

Inverted commas (quotation marks):

People often use these in an incorrect and confusing way. They are mainly used:

- a. to indicate direct speech: "*Come here!*" *she said*.
- b. to indicate titles of literary works etc. In our recommended format, inverted commas are used with individual poems in a collection, articles in a journal or volume of essays, chapters in a book, etc. E.g. St Francis of Assisi's poem 'The Canticle of Creatures.'
- c. in phrases like *the word "tree."* (Italics can also be used for this purpose, as in this paragraph.)
- d. to imply that a term is not correct or a name is not genuine — it may be a pseudonym or alias.

Do not use inverted commas with proper names in other circumstances. If you write, for example, *The author of this book was "Fr Georges Florovsky,"* you are actually implying that this was not his real name. This could lead to embarrassing misunderstandings.

It is also important to note that much has been written on the use of **single** or **double** quotation marks. The following method is suggested:

Double marks for a quotation:

“Time heals all wounds.”

Single marks for a quotation within a quotation:

“He described the parliament’s decision as ‘too little, too late.’”

If you are quoting someone else’s quotation, your reference should begin with *Quoted in ...* and should indicate **your** source. Preferably, however, go to the original sources. **Do not simply use other people's references and pretend that you have looked up the original sources.**

Vocabulary

Some common errors:

Simplistic is often used wrongly where *simple* would be correct. *Simplistic* means “naive, excessively simple.”

Disinterested means “unbiased, not influenced by selfish considerations.” Its use as the opposite of interested is incorrect. The word for that is *uninterested*.

Hellenistic refers to a specific period of Greek history between about 330 and 100 B.C. *Hellenic* is a general term, more or less synonymous with *Greek*.

Byzantium is an alternative name for the city of Constantinople (Istanbul), and also for the Eastern Roman Empire as a whole. The corresponding adjective is *Byzantine*. Hence we can talk about the *city of Byzantium*, or the *civilisation of Byzantium*, or *Byzantine civilisation*. The inhabitants of Byzantium are the *Byzantines*.

A *novel* is by definition a book-length work of fiction. The word should not be used for a non-fiction work.

Abbreviations

One needs to be both careful and sparing in the use of abbreviations in essays. Except in the case of common standard abbreviations, it is often best not to abbreviate. Remember that while a particular abbreviation might be very familiar to *you* it may not be known to the reader.

A full stop is used to indicate that letters have been omitted. With many standard abbreviations it is important to put in the full stop. For example:

i.e. *not* ie e.g. *not* eg

However, there are many exceptions where today full stops are not commonly used; for example, OT, NT and such editions of the Bible as AV, NKJV or RSV. Also, it is conventional today not to use a full stop where the last letter of an abbreviation is also the last letter of the word abbreviated. So:

St *but* S.

Mr, Mrs, Ms

Dr *but* Prof.

Fr and Frs *but* Rev.

USING GREEK IN AN ENGLISH CONTEXT

Given the nature of studies at the College, you will often come across the problem of how to reference material written in Ancient and New Testament Greek. Ordinarily, Greek – whether a block of material is quoted or just a word or phrase – **should not be transliterated, but given in the proper characters.**

For many Greek names there is a conventional, historically established English version. These have to be learned or looked up. Whenever you use a Greek geographical name, or a name derived from Greek history or ancient Greek or Byzantine culture, you should always check to see if it has an established English equivalent, unless you are sure you know what is correct. The *Oxford Greek-English Learner's Dictionary*, by D.N. Stavropoulos, includes a good number of these names with their conventional English forms.

For geographical names, accepted forms include: *Athens, Corinth, Patras, Sparta* (rather than *Sparti*), *Euboia* (though *Evvia* is often found), *Olympus, Rhodes, Peloponnese, Attica* (more usual than *Attiki*), *Epirus* (rather than *Ipiros*), *Thessaly, Macedonia, Thrace, Nicosia, Famagusta, Limassol*. With the last three names, forms derived from Modern Greek (*Lefkosia, Ammochostos, Lemesos*) seem hardly to be used at all in English; with the others, the transliterated versions (*Korinthos, Sparti, Peloponnisos* etc.) are occasionally found, but are far less familiar than the conventional forms. *Thessaloniki* is often called *Salonica* in older books, though this seems less common now.

Ancient Greek writers and historical figures are known in English by Latin forms of their names, or by English forms based on the Latin: *Homer, Hesiod, Sappho, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Socrates, Pericles, Plato, Aristotle* and so on. The same occurs with Greek Patristic writers: *Gregory, Basil, Origen, Athanasius, John Chrysostom, Maximus, Cyril*.

Mythological names are known through their Latin form, or by transcriptions which represent the Ancient Greek spelling rather than the modern pronunciation: e.g. *Zeus, Hera, Athena, Poseidon, Hercules* (though the form *Heracles* is also used), *Ares, Hades, Apollo*. Versions based on the Modern Greek forms of these names may not be understood; for example, non-Greek speaking readers may not recognise *Dias* and *Ira* as the divinities they know as *Zeus* and *Hera*.

In journalism, literary translation and various other kinds of writing, it is not uncommon to transliterate foreign words into the English alphabet. In some assignments you may be specifically required to do this. E.g. φρόνημα = *phronema*.

These are all spelling conventions which could change over time. Nevertheless, inconsistencies or random departures from convention can cause great confusion.

In the case where you are working with Hebrew, Aramaic, or Coptic material it is recommended that you follow the systems prescribed in the *Journal of Biblical Literature* and available online at http://www.sbl-site.org/assets/pdfs/JBL_Instructions.pdf.

REFERENCING (Footnotes & Bibliography)

Proper referencing is an essential part of scholarly work. It allows readers to see the sources of your information, to check them if they wish, to evaluate the quality of your research, and to use your sources for further research.

Whenever you cite the exact words of an author, you must indicate this by quotation marks (inverted commas) or by indenting the passage. In addition you must give a reference. You should also give a reference when quoting the views of another writer, even when you do not use their exact words. If you fail to do this, you will be guilty of plagiarism — passing off someone else’s words as your own — and you could be given a mark of zero and, in more serious cases, disciplinary action will be taken.

A long research essay should always include a bibliography (usually given at the end), as well as footnotes and/or short references in the text wherever necessary. These aspects of referencing are dealt with in more detail below. For shorter assessment pieces it may be more convenient simply to give full references in footnotes.

Referencing should be consistent throughout, employing footnotes following the examples given below. References in footnotes should give just enough information for a reader to identify the work you are referring to with its aid. Always include the page number(s) of any particular section of the work to which you are referring. Full details should be given the first time a work is mentioned in a footnote. The format can be basically the same as for bibliographical entries, with a few slight differences.

Your bibliography should list all the works you have actually used. For each work, this should include all the information necessary for a reader to identify the work and to find it in a library or obtain it in some other way. Never artificially inflate a bibliography!

The main thing is that the information given should be **complete**, and the format **logical** and **consistent** (to avoid confusion).

Page numbers

Elide all page numbers in the following way: 113-14, 238-39, 300-301, 705-8, 1006-9.

For numbers between 1 and 99, use all the digits (e.g., 2-16, 80-87, etc.)

For 100 or multiples of 100, use all the digits (e.g., 100-105, 1200-1290, etc.)

For 101-109, 201-209, etc., use the changed part only (e.g., 102-8, 205-8, etc.)

For 110-199, 210-299, etc., use two or more digits as needed (e.g., 323-29, 365-496, etc.)

Page numbering in book reviews to be included in the body of the review within brackets, e.g. (24), (26-31).

The Referencing and Bibliography should be formatted according to *The Chicago Manual of Style/Turabian Citation Style*. This can be accessed at

<http://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html> .

A brief guide from this website is also presented below:

Footnotes and Bibliography: Sample Citations

The following examples illustrate the footnotes and bibliography style. Sample footnotes show full citations followed by shortened forms that would be used after the first citation. Sample bibliography entries follow the footnotes.

Book

Footnotes

1. Philip Kariatlis, *Church as Communion* (Adelaide and Sydney: ATF Press and St Andrew's Orthodox Press, 2011), 22.
2. Hilarion Alfeyev, *Christ the Conqueror of Hell: The Descent into Hades from an Orthodox Perspective* (Crestwood, NY: St Vladimir's Seminary Press, 2009), 76-77.

Shortened footnotes

3. Kariatlis, *Church as Communion*, 29.
4. Alfeyev, *Christ the Conqueror of Hell*, 79.

Bibliography entries (in alphabetical order)

Alfeyev, Hilarion. *Christ the Conqueror of Hell: The Descent into Hades from an Orthodox Perspective*. Crestwood, NY: St Vladimir's Seminary Press, 2009.

Kariatlis, Philip. *Church as Communion*. Adelaide and Sydney: ATF Press and St Andrew's Orthodox Press, 2011.

Book (volume)

Footnotes

1. John Behr, *The Formation of Christian Theology*, vol. 1: *The Way to Nicaea* (Crestwood, NY: St Vladimir's Seminary Press, 2001-2004), 101-110.

Shortened footnotes

2. Kariatlis, *Church as Communion*, 29.
3. Behr, *The Way to Nicaea*, 112.

Bibliography entry

Behr, John. *The Formation of Christian Theology*, vol. 1: *The Way to Nicaea*. Crestwood, NY: St Vladimir's Seminary Press, 2001-2004.

Chapter or other part of an edited book

In a footnote, cite specific pages. In the bibliography, include the page range for the chapter or part.

Footnote

1. Paul M. Blowers, "Doctrine of Creation," in *The Oxford Handbook of Early Christian Studies*, ed. Susan Ashbrook Harvey and David G. Hunter (Oxford: Oxford University Press, 2008), 907.

Shortened footnote

2. Yannaras, *On the Absence and Unknowability of God*, 34.
3. Blowers, "Doctrine of Creation," 907.

Bibliography entry

Blowers, Paul M. "Doctrine of Creation." In *The Oxford Handbook of Early Christian Studies*, edited by Susan Ashbrook Harvey and David G. Hunter, 906-31. Oxford: Oxford University Press, 2008.

To cite an edited book as a whole, list the editor(s) first.

Footnote

1. Eugen J. Pentiuc, John Fotopoulos and Bruce N. Beck, eds., *Studies in Orthodox Hermeneutics: A Festschrift in Honor of Theodore G. Stylianopoulos* (Brookline, Mass.: Holy Cross Orthodox Press, 2016), xxvii-xxxii.

Shortened footnote

2. Pentiuc, Fotopoulos and Beck, *Orthodox Hermeneutics*, xxviii.

Bibliography entry

Pentiuc, Eugen J., John Fotopoulos and Bruce N. Beck, eds. *Studies in Orthodox Hermeneutics: A Festschrift in Honor of Theodore G. Stylianopoulos*. Brookline, Mass.: Holy Cross Orthodox Press, 2016.

Translated Book

Footnote

1. Christos Yannaras, *On the Absence and Unknowability of God: Heidegger and the Areopagite*, trans. Haralambos Ventis (London: T&T Clark, 2007), 13.

Shortened footnote

2. Behr, *The Way to Nicaea* 112.
3. Yannaras, *On the Absence and Unknowability of God*, 34.

Bibliography entry

Yannaras, Christos. *On the Absence and Unknowability of God: Heidegger and the Areopagite*. Translated by Haralambos Ventis. London: T&T Clark, 2007.

Book (corporate author or no author given)

Footnote

1. *Temple Beth Israel: Sixty Years of Progressive Judaism, 1930-1990* (St Kilda, VIC: 1990), 53.
2. Greek Orthodox Archdiocese of Australia, *Book of Prayers: A Selection for Orthodox Christians* (Sydney, 1993), 23.

Shortened footnote

3. *Temple Beth Israel*, 65.
4. *Book of Prayers*, 24.

Bibliography entry

Greek Orthodox Archdiocese of Australia. *Book of Prayers: A Selection for Orthodox Christians*. Sydney, 1993.

Temple Beth Israel: Sixty Years of Progressive Judaism, 1930-1990. St Kilda, VIC: 1990.

Book (foreign language with translation supplied)

Footnote

1. Martin Buber, *Das Problem des Menschen* (The Problem of Man) (Heidelberg: Lambert Scheider Verlag, 1948), 35.

Shortened footnote

2. Kariatlis, *Church as Communion*, 29.
3. Buber, *Das Problem*, 41.

Bibliography entry

Buber, Martin. *Das Problem des Menschen* (The Problem of Man). Heidelberg: Lambert Scheider Verlag, 1948.

E-book

For books consulted online, include a URL or the name of the database. For other types of e-books, name the format. If no fixed page numbers are available, cite a section title or a chapter or other number in the footnotes or, if possible, track down a version with fixed page numbers.

Footnotes

1. Fyodor Dostoevsky, *Crime and Punishment*, trans. Constance Garnett, ed. William Allan Neilson (New York: P. F. Collier & Son, 1917), 444, <https://archive.org/details/crimepunishment00dostuoft>.
2. Eric Schlosser, *Fast Food Nation: The Dark Side of the American Meal* (Boston: Houghton Mifflin, 2001), 88, ProQuest Ebrary.
3. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), chap. 3, Kindle.

Shortened footnotes

4. Dostoevsky, *Crime and Punishment*, 504–5.
5. Schlosser, *Fast Food Nation*, 100.
6. Austen, *Pride and Prejudice*, chap. 14.

Bibliography entries (in alphabetical order)

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle.

Dostoevsky, Fyodor. *Crime and Punishment*. Translated by Constance Garnett, edited by William Allan Neilson. New York: P. F. Collier & Son, 1917. <https://archive.org/details/crimepunishment00dostuoft>.

Schlosser, Eric. *Fast Food Nation: The Dark Side of the American Meal*. Boston: Houghton Mifflin, 2001. ProQuest Ebrary.

Thesis or dissertation

Footnote

1. Fr Silouan Fotineas, “The Letters of Bishop Basil of Caesarea: Instruments of Communion” (PhD diss., Australian Catholic University, 2016), 51.

Shortened footnote

2. Kariatlis, *Church as Communion*, 29.
3. Fotineas, “Letters of Bishop Basil,” 88-93.

Bibliography entry

Fotineas, Fr Silouan. “The Letters of Bishop Basil of Caesarea: Instruments of Communion.” PhD diss., Australian Catholic University, 2016.

Journal article

In a footnote, cite specific page numbers. In the bibliography, include the page range for the whole article.

Footnotes

1. David Bradshaw, "The Philosophical Theology of St Cyril's *Against Julian*," *Phronema* 29, no. 2 (2014): 25.

Shortened footnotes

2. Kariatlis, *Church as Communion*, 29.
3. Bradshaw, "Philosophical Theology," 196.

Bibliography entry

Bradshaw, David. "The Philosophical Theology of St Cyril's *Against Julian*." *Phronema* 29, no. 2 (2014): 21-40.

Book review

Footnote

1. Guy Freeland, review of *The Anointing of the Sick*, by Paul Meyendorff, *Phronema* 24 (2009): 93.

Shortened note

2. Freeland, review of *Anointing*, 94.

Bibliography entry

Freeland, Guy, review of *The Anointing of the Sick*, by Paul Meyendorff, *Phronema* 24 (2009): 92-96.

Website content

Web pages and other website content can be cited as shown here. For a source that does not list a date of publication, posting, or revision, include an access date (as in the Columbia example).

URL's, however, are to be used only when necessary. If used, the full link is to be included in the footnote followed by the last date the URL was accessed in brackets, for example: (last accessed 21/03/2015).

Footnotes

1. "Privacy Policy," Privacy & Terms, Google, last modified April 17, 2017, <https://www.google.com/policies/privacy/>.
2. "History," Columbia University, accessed May 15, 2017, <http://www.columbia.edu/content/history.html>.

Shortened footnotes

3. Google, "Privacy Policy."
4. Columbia University, "History."

Bibliography entries (in alphabetical order)

Columbia University. "History." Accessed May 15, 2017. <http://www.columbia.edu/content/history.html> .

Google. "Privacy Policy." Privacy & Terms. Last modified April 17, 2017. <https://www.google.com/policies/privacy/>.

For guidelines about how to reference a variety of other kinds of sources, please consult the complete edition of *The Chicago Manual of Style/Turabian Citation Style*.

ORIGINAL TEXTS AND CRITICAL EDITIONS

Titles of original texts and critical editions should always be followed by the relevant book, chapter, section, and/or verse numbers. When the same text or edition is reused after another title, the name of the translator, or, in the case of a critical edition in the original language, the name of the editor, should be included in brackets along with the relevant page number.

1. St Maximus, *The Mystagogy* 1.187-98 in *Maximi Confessoris Mystagogia, una cum latina interpretatione Anastasii Bibliothecarii*, edita a Christian Boudignon, Corpvs Christianorvm Series Graeca 69 (Turnhout: Brepols Publishers, 2011), 13-14.
2. St Gregory Palamas, *Περὶ θείας καὶ θεοποιοῦ μεθέξεως* 19 in *Γρηγορίου τοῦ Παλαμᾶ ἅπαντα τὰ ἔργα*, vol. 3, ed. Panagiotes Chrestou, Ἑλληνες Πατέρες τῆς Ἐκκλησίας 61 (Θεσσαλονίκη: Πατερικαὶ Ἐκδόσεις Γρηγόριος Ὁ Παλαμᾶς, 1983), 212-60.
3. *The Mystagogy* 1.199-206 (Boudignon 14).

Alternately, abbreviations for well-known critical editions can be given, for example: CCSG for Corpvs Christianorvm Series Graeca, SC for Sources Chrétiennes; ANF for Ante-Nicene Fathers; NPNF for Nicene and Post-Nicene Fathers; PG for Patrologia Graeca, LCL for Loeb Classical Library, etc. These abbreviations should also appear in brackets next to the title accompanied by the relevant page numbers. For example:

1. *The Ecclesiastical History of Socrates Scholasticus* 6.6, in *Socrates, Sozomenus: Church Histories*, trans. A. C. Zenos, Nicene and Post-Nicene Fathers (Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1976), 142.
2. *The Mystagogy* 1.199-206 (Boudignon 14) / (CCSG 69, 14).
3. *The Ecclesiastical History of Socrates Scholasticus* 6.14 (NPNF 148-49).

For references to original texts or critical editions taken from an online database, such as the *Thesaurus Linguae Graecae*, the same logic should be followed. For example:

1. Sozomen, *Historia Ecclesiastica* 8.12.5 in *Sozomenus. Kirchengeschichte*, ed. Joseph Bidez and Günther Christian Hansen (Berlin: Akademie Verlag, 1960); (retrieved via TLG).
2. St Cyril of Alexandria, *Doctrinal Questions and Answers* 2 in *Select Letters*, ed. and trans. Lionel R. Wickham (Oxford: Clarendon Press, 1983), 190.
3. Sozomen, *Historia Ecclesiastica* 8.12.5.
4. St Cyril of Alexandria, *Doctrinal Questions and Answers* 2 (Wickham 190).

Ancient, patristic and medieval works (translations)

Footnote

1. St Basil the Great, *On the Holy Spirit* 27.66, trans. Stephen Hildebrand, Popular Patristics Series 42 (Crestwood, NY: St Vladimir's Seminary Press, 2011), 106.

Shortened note

2. Yannaras, *On the Absence and Unknowability of God*, 34.
3. St Basil, *On the Holy Spirit* 27.66 (Hildebrand 106).

Bibliography entry

St Basil the Great. *On the Holy Spirit* 27.66. Translated by Stephen Hildebrand. Popular Patristics Series 42. Crestwood, NY: St Vladimir's Seminary Press, 2011.

SCRIPTURAL REFERENCES

The Orthodox Church has never committed itself to a single text and list of Old Testament books. It has traditionally used the Greek Old Testament of the Septuagint (LXX). Suggested abbreviations:

Old Testament

Gn	Genesis	Pr	Proverbs
Ex	Exodus	Ecc	Ecclesiastes
Lv	Leviticus	SS	Song of Songs
Nm	Numbers	WSol	Wisdom of Solomon
Dt	Deuteronomy	WSir	Wisdom of Sirach
Jos	Joshua	Hos	Hosea
Jdg	Judges	Am	Amos
Ru	Ruth	Mic	Micah
1Kg	1 Kingdoms (1 Samuel)	Joel	Joel
2Kg	2 Kingdoms (2 Samuel)	Ob	Obadiah
3Kg	3 Kingdoms (1 Kings)	Jon	Jonah
4Kg	4 Kingdoms (2 Kings)	Nah	Nahum
1Ch	1 Chronicles (1 Paraleipomenon)	Hab	Habakkuk
2Ch	2 Chronicles (2 Paraleipomenon)	Zep	Zephaniah
1Ez	1 Ezra (2 Esdras)	Hag	Haggai
2Ez	2 Ezra (Ezra / 2 Esdras)	Zec	Zechariah
Neh	Nehemiah	Mal	Malachi
Tb	Tobit	Is	Isaiah
Jdt	Judith	Jer	Jeremiah
Est	Esther	Bar	Baruch
1Mc	1 Maccabees	Lam	Lamentations of Jeremiah
2Mc	2 Maccabees	EJer	Epistle of Jeremiah
3Mc	3 Maccabees	Ezk	Ezekiel
Ps	Psalms	Dan	Daniel
Job	Job		

When using an English translation of the Hebrew Old Testament (e.g. New Revised Standard Version or New King James Version) please use the abbreviations given within the edition you are using (normally found in the opening pages).

New Testament

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

Attention should be given to the way in which biblical references appear in the text and in footnotes. Please note the following points:

- titles of biblical books are **not italicised**
- abbreviations are **not punctuated**
- a **colon** separates chapter and verse, e.g. Ex 17:2
- a **semicolon** separates verses in different chapters, e.g. Am 5:18-20; 8:9-14
- **commas** separate a series of verses in the one chapter, e.g. John 1:6-8, 19-28
- an **en rule** separates verses in a passage, as above, e.g. 2 Co 5:1-10
- a **spaced en rule** separates
 - a. a series of verses which continue into the next chapter, e.g. Jam 4:1 – 5:6
 - b. a long section of a book, that is several chapters, e.g. Gn 1:1 – 11:9 (*rather than Gn 1:1-11:9*)
 - c. books comprising one passage, e.g. 1 Samuel 1 – 2 Kings 10
- chapters and verses are given in **Arabic numerals**

Do not use f. or ff., but include all verse numbers. Scripture references can usually be included in brackets within the text:

Naomi accepted her suffering and blessing as the will of God (Ruth 1:8-9, 13, 20-21; 2:20).

The names of whole books or whole chapters are spelled out:

Among the sources which contributed to the Deuteronomistic History was the prophetic record (1 Samuel 1 – 2 Kings 10).

When a passage is referred to within a discussion on a particular book, there is no need to repeat the name of the book:

The Book of Malachi closes the collection of prophetic books in the Hebrew Scriptures ... The name means ‘my messenger’ and is probably based on 3:1 (compare 2:7).

Some Translations

AV	Authorised Version	NJB	New Jerusalem Bible
JB	Jerusalem Bible	NKJV	New King James Version
KJV	King James Version	NRSV	New Revised Standard Version
NEB	New English Bible	REB	Revised English Bible
NIV	New International Version	RSV	Revised Standard Version
LXX	Septuagint	Vg	Vulgate

Usually the first biblical reference will indicate the version being cited. Any change in version should be referenced.

‘As he went ashore, he saw a great crowd; and he had compassion for them, because they were like sheep without a shepherd; and he began to teach them many things.’ (Mark 6:34 NRSV)

For the Septuagint version:

That God’s servant will ‘prosper’ implies an ‘understanding’ of the divine plan (Is 52:13 LXX).

Special care needs to be taken over the Psalms as the numbering in the Hebrew Masoretic Text (MT), and versions such as the Book of Common Prayer (BCP) which follow the Hebrew, differ from the numbering of the Septuagint (LXX) and Latin versions of the Psalms.

LXX	MT
1-8	1-8
9	9 & 10
10	11
etc, through to:	
113	114 & 115
114	116:1-9
115	116:10-19
116	117
etc, through to:	
146	147:1-11
147	147:12-20
148-150	148-150

There is also a psalm, which occurs only in the Septuagint, that is sometimes numbered Ps 151 and sometimes designated as being “outside the number” of the 150 psalms. Where it is necessary to give both numbers for a psalm reference, the following method is recommended. If the verse or verses are not quoted, it is suggested that you give the Septuagint psalm number followed by the Masoretic text psalm number and verse or verses in brackets: e.g. Ps 114 (116:4 MT).

TABLE OF GRADE DESCRIPTORS

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge

Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others
	(H)	(D)	(C)	(P)	(N)

Quasi-Grade Outcomes

For every unit in which they are enrolled, students will be awarded a grade or the Academic Board will record a quasi-grade (explained below).

Quasi-grade outcomes are as follows:

Extension (E)

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

Incomplete (I)

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

Unavailable result (U)

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal as described on the College's website.

Satisfactory Progress (SP)

This outcome will be recorded where a research unit (e.g. Research Essay, Research Project, Honours Thesis) continues into the following semester. This will automatically flag that a final result is not due until the end of the next semester.

These *Guidelines* were last revised on 23 July 2018.