CLTC
Academic Writing Guide

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Compiled by the CLTC Faculty

Replaces the CLTC Format Guide

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INTRODUCTION

Academic writing has its own unique audience, purposes, and requirements. The purpose of an academic paper is to increase knowledge and understanding in one or more fields of study. Thus, the primary audience of an academic paper is the community of scholars in the relevant subject area. The academic papers that you write at CLTC may not be easily understood outside the academic context. However, once you have done the scholarship represented by your academic papers, you can pass on your learning to your congregations and future students in a form that will be helpful to them.

Most of the written assignments you receive at CLTC will be academic in nature. For this reason, the faculty at CLTC have chosen to follow a widely accepted set of guidelines produced by the American Psychological Association. This *APA Style* is used internationally across many disciplines. The style described is intentionally plain, because the focus is on the content. This academic style also has plenty of white space for editing and for writing suggestions and comments.

The most current edition of the *Publication Manual of the American Psychological Association* (2010) is available in the reference section of the library. For additional useful information on writing theology papers, please consult

- Smith, K. G. (2016). *Writing and research: A guide for theological students*. Carlisle, UK: Langham.
- Vyhmeister, N. J. (2008). *Your guide to writing quality research papers for students of religion and theology*. Grand Rapids, Michigan: Zondervan.

Multiple copies of these two books are available for borrowing in the library.

The faculty have produced this guide to help you adapt APA Style to the CLTC context. The guide itself follows its own guidelines, as much as possible, to help you understand what's expected. Follow this guide for all academic papers assigned to you at CLTC, unless your lecturer gives you different instructions for a specific assignment.

CHAPTER 1: RESEARCH

This chapter is important because it establishes how you can have integrity as a scholar. In most assignments you will use ideas from other sources. Researching the work that others have already done will help you to find creative solutions to problems by making connections more broadly, and it will also help you to examine your arguments from a variety of perspectives.

Ideas from Other Sources

Give Credit

When you use another person's ideas, make sure that you give that person credit for the idea. Failure to do so in academic, and in many other types of writing, is considered to be a very serious ethical failure. The term used for this is *plagiarism*. It is an integrity issue on two counts. First, failure to give due credit to the sources of ideas is considered to be a type of theft. In this case, other professionals will accuse you of *stealing* the person's ideas. Second, using other people's written content without giving credit leads to the temptation to use someone else's work as a lazy substitute or a last-minute fix, instead of doing your own work. This practice compromises your own learning and the integrity of your diploma or degree.

What you want to do, instead of stealing, is simply to *borrow* the other person's ideas by giving them proper credit for the contribution they have made to your paper. The section "Steps to Crediting Sources" will help you with the practical aspects of giving credit in academic papers.

Your Own Previous Writing

Strange though it may seem, you are also expected to cite yourself if you use ideas that you have already introduced in another submitted or published paper. For direct quotations, cite yourself in the same way as you do for other authors. However, when you are simply expressing ideas that are similar to ideas presented in previous papers, just make a general statement to that effect and provide the citation and reference details as for other authors.

Common Knowledge

The only exception to the requirement of giving credit is when the ideas are considered to be common knowledge. For example, the fact that PNG is north of Australia and near the equator, is a well-known fact. Even though this fact was discovered by someone

at some point in history, it has now become so widely known that it is considered common knowledge. You can freely share this fact without crediting the early explorers who discovered it, or a reference work where you might have read about it.

Steps to Crediting Sources

For referencing the Bible, please see the next section, "Bible References". For all other sources, including study notes in various editions of the Bible, follow the steps outlined in this section.

These steps will help you to make sure that you have all the details you need to give proper credit, and they will help you to format these details in your papers according to APA Style. First, during your research, you will collect all the required details, which are described in Step 1. Then you will use good methods of integrating the borrowed ideas into your writing, which are described in Step 2. Then you will be ready to master the two main components of crediting sources in APA Style – *citations* and the *reference list* – which are described in Step 3 and Step 4 respectively.

If you are planning to or are already studying at the degree level, you may want to consider one of the many software tools available that automate some aspects of building citations and reference lists.

Step 1: Take Good Notes during Your Research

When you are taking notes from a source, start by writing down the reference information that you will need later to give credit and make it possible for your readers to find the source themselves. The short time you take to do this at the start will save you more time later when you are writing and formatting your paper. Not all types of reference information apply to every source. There are many variations! So simply record as much of the following information as is available for each of the works you consult:

1. Author(s): surname and initial(s) of people, including any suffix (e.g. Jn./Jr. and Sen./Sr.); otherwise, full name of institutions.
2. Year, month, and date that the work was published, produced, or presented.
3. Book title, edition, and translator; article title, and periodical name and volume number; or chapter or section title, and book title.
4. Publisher's city and name. For USA cities, include the state; for others, include the country.
5. URL (internet address). From an internet browser, cut and paste it into a document to avoid errors.

6. DOI (Digital Object Identifier) number. Usually on the front page of articles near the copyright information. Begins with 10, followed by a string of numbers and symbols. Because URLs sometimes change, DOIs provide a safer way of locating articles.

For each section of your notes, also write down the number(s) of the page(s) that those notes refer to.

In your notes, also carefully distinguish between (1) your paraphrasing and summarizing, and (2) direct quotations.

Step 2: Use the Right Method to Express the Borrowed Ideas

Use one of two strategies to express ideas from another source:

- Summarising – without direct quotation.
- With direct quotation.

In both cases, you will credit the source in the text following the citation guidelines which will be described later in Step 3. But first a few more instructions about these two strategies.

Without Direct Quotation

In this strategy, you absorb the author's ideas and then you re-express them in your own words. Use this strategy as much as possible. Too many direct quotations decrease a paper's readability, because the flow of writing is broken up by a lot of punctuation and by the changes in writing style from one author to the next. Summarising also helps you to understand what you have read and to discuss the ideas more intelligently.

Read the whole section of the book first. Then put it aside while you summarise the ideas that you are interested in. To avoid the danger of plagiarism, do not summarise sentence by sentence. Make sure that not only the words, but also the structure of your sentences and paragraphs, are not too similar to the source that you are summarising. See the following short example, which includes a citation that conforms to the guidelines described in Step 3:

> Batley concurs that glory is best defined as the summation of God's attributes (2009, p. 15).

With Direct Quotation

In this strategy, you choose a particular word, turn of phrase, sentence, or short passage that you really prefer to include exactly as the author wrote it. There are two main reasons to quote exactly. First, you may find that the author's way of expressing is very

effective for conveying an idea that you want to get across in your paper. Second, you may want to make a claim about the author's ideas, and so you want to make sure that you represent the author accurately.

Individual words and very short phrases used in an original way by an author, as well as longer excerpts, are considered direct quotations. Distinguish a source's words from your own words by enclosing the source's words in double quotation marks. Make sure you reproduce exactly what you are quoting without changing any words. If you are concerned that the quotation contains something that looks like a mistake, then you can add the Latin word for 'thus' in square brackets after the questionable item: *[sic]*. This will reassure your readers that you have copied the original text exactly. However, use this device humbly and not to embarrass someone.

When necessary to fit a quotation into your sentence, change the case of the initial letter of the quoted text. To eliminate irrelevant content, use an ellipsis (…) to mark the place of what you have left out. However, do not use an ellipsis at the beginning or end of a quotation. If, for example, you are talking about the Resurrection and you have already mentioned that there was a stone in front of the tomb, you could quote an author as follows:

Original:	"The stone in front of the tomb was rolled away after Christ was raised."
With ellipsis:	"The stone … was rolled away after Christ was raised."

If you omit one or more sentences from a longer passage, use a full stop to end the previous sentence and then mark the omitted text with an ellipsis. End the previous sentence anywhere that is convenient, as long as it still fits the passage grammatically. For example, depending on your focus, you might quote an author as follows:

Original:	"Christ was not afraid to die because it was part of His Father's plan. Christ knew that His Father had ordained it in eternity past. Yet, He still prayed that the cup might pass from Him."
With ellipsis:	"Christ was not afraid to die…. Yet, He still prayed that the cup might pass from Him."

Step 3: Complete your Citations

In the body of your paper, wherever you paraphrase or quote another source, you will *cite* your source by giving the details required to point to the corresponding entry in your

reference list. These details always include the author and date, and for direct quotations they also include the page number(s). In the sentence introducing the source, you may choose to mention the author. The following examples show this citation method with and without direct quotation:

> Warren states, "God smiles when we praise and thank him continually" (2002, p. 73).
> Warren (2002) identifies worship of God as a key purpose of human beings.

Other verbs to use in this type of sentence include: *states*, *affirms*, *agrees*, *argues*, *believes*, *declares*, *describes*, *proposes*, etc. You may also choose to mention the title; if you do so, use title case (capitalise all words except minor grammatical words). Italicise the title of a book, and enclose the title of an article, chapter or section in quotation marks.

If you do not mention the author in the sentence introducing the source, put the full citation in round brackets:

> Worship of God is a key purpose of human beings (Warren, 2002).
> "God smiles when we praise and thank him continually" (Warren, 2002, p. 73).

If, over the course of your paper, you cite more than one work by different authors with the same surname, distinguish them by adding the initial(s) of the author's given name(s).   If you cite more than one publication by the same author in the same year, distinguish them with lowercase letters (a, b, etc.) at the end of the year, with no intervening space.

The follow sections provide examples that show how to cite with the author and date in round brackets, for other types of sources.

Two Authors

> (McDowell & Stewart, 1980)

Three Authors

> First time: (Carson, Moo & Morris, 1992)
> Subsequently: (Carson et al., 1992)

Institutional Authors, with Well-Known Acronym

> First time: (Christian Leaders' Training College, 2017)

> Subsequently: (CLTC, 2017)

No Author Given

> (Lutheran Book of Prayer, 1941)
>
> (The NIV Study Bible, 1995)
>
> (Webster's Student Dictionary, 2003)

Reprinted Edition

> (David, 1968/1990)

Article in a Dictionary or Encyclopedia, No Author Given

> ("Divine Warrior", 1998)

Personal Communication

Conducting interviews is often an important part of drawing on primary sources, especially for the BTh Research Project and the MTh Thesis. You may also want to cite an email or another informal conversation with a primary source or an expert in the subject you are researching. In a sentence introducing the communication, mention the name of the person and some identification that suggests their relevance to the discussion. Then, either in the sentence or in round brackets, indicate the mode of communication – email, letter, interview, or personal conversation – and the date it occurred.

> Joseph Jones, Baptist pastor in Mt Hagen, stated …. (interview, 10 July 2008).

> David Thiele, lecturer at Pacific Adventist University, commented that … (email, 22 November 2016).

> Kuo Sevenifa, IT manager at CLTC, said … (personal conversation, 11 January 2017).

Do not include any personal communication in the reference list (see next step), because they do not come from a source that the reader can obtain.

Step 4: Build a Complete Reference List

The final step in properly crediting sources of borrowed ideas is to compile your reference list. Go through your paper and note every source that you have cited. Retrieve the reference information from the notes that you took during your research. Use this information to construct a reference for each source, and list these references alphabetically by author surname at the end of your paper. Insert a page break above the reference list, so that it starts on a new page.

Unlike a bibliography, a reference list contains only those works that you have cited in your paper. Each reference follows a pattern set by APA Style guidelines. The items are given in the order listed above in Step 1, so you will now reap the benefits of those good notes you took during your research! Follow the formatting details shown in the examples below of the basic types of sources. Notice that the main elements of the reference end in a full stop, followed by one space only.

Learn the reference styles for the main categories of print sources first. Then use these same styles for electronic sources – with the addition of a final element that should enable the reader to find that source through the same electronic medium that you used to find it. However, getting the basic reference information right first makes it possible for the reader to seek the same source through alternate media as well.

For a more a more extensive range of examples see Appendix 1. For even more unusual sources, consult the APA Style manual available in the library reference section or ask your lecturer for advice.

Books

In the example below, notice that the title is italic and written in *sentence case* (first word and proper nouns only are capitalised). Notice also that the publisher's city and name are separated by a colon and a space.

> McDowell, J., & Stewart, D. (1980). *Answers to tough questions skeptics ask about the Christian faith.* San Bernardino, California: Here's Life.

Journal Articles

In the example below, notice that the article title is not italic but is written in sentence case, and the journal title is italic but is written in title case. Notice also that the volume number (but not issue number) is italic, and that page numbers are provided.

> Daimoi, J. (2001). Understanding Melanesians. *Melanesian Journal of Theology,*
> *17*(2), 6-22.

Electronic sources

For electronic sources, construct the reference with the same basic information as for print media and then append a description of your electronic access as detailed below. Also, if page numbers are not used in the electronic version, you may omit them.

Accessed from the Internet. For sources accessed from the internet, it is important to distinguish between two types:

1. Sources that are basically like print sources except that they are distributed online.
2. Sources that are unique to the web environment.

In the example of the first type below, notice that the beginning of the reference is the same as a print article.

> Hanson, D. (2007). "Wealth" in Proverbs: Five principles for Melanesian believers.
> *Melanesian Journal of Theology, 23*(1), 81-88. Retrieved from
> http://www.biblicalstudies.org.uk/pdf/23-1_81.pdf

The second type includes blogs, webpages, and images. For each of these sources, find as much of the basic reference information as you can and construct a reference that matches as much as possible the basic format for similar sources. For blogs entries and webpages, treat the blog entry or webpage like an article, and their website like a journal. For images, remember that the results of a search engine, such as provided by Google, are not the source. You must click further to get to the actual source.

For both types, finish the reference by adding <Retrieved from> and the web address (URL). In the example above, notice that there is no full stop after the URL. Use copy-and-paste to insert the URL into your paper. Do not attempt to type or write it by hand, as the likelihood of making an unusable link would be too high.[1] Also, do not allow Word to convert the URL into a link.

Accessed through a library installed on a computer. These libraries vary widely, but work out where your library stores the basic reference information and use that to construct

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[1] It is also not necessary to give the date of access unless it is a site that is updated regularly and is likely to have changed since you accessed the source.

as normal a reference as possible. Then add the title of the library, e.g. <Bible Explorer>, and its version number (if available) in square brackets followed by a full stop.

Bible References

Unlike for other sources, when you reference Scripture, you will not have a citation that points to your reference list. Instead, you will have a citation in your text that references the passage directly.

Without Direct Quotation

When describing a larger passage, write out the name of the book you are referencing. See the following examples:

> The book of Isaiah describes God's sovereignty.
>
> Isaiah chapter six presents the prophet's call.

When describing specific verses, use the appropriate book abbreviation shown in Appendix 2: Abbreviations for Bible References and give the chapter and verse, separated by a colon. You can give the reference in a sentence:

> God is compared to the nations in Isa 40:15.
>
> According to Eph 2:8, we are saved by faith.

Or, you can give the reference at the end of the sentence in round brackets:

> Peter is in fact boldly taking the Old Testament name for Yahweh and applying it to Jesus, just as he did in his sermon on the day of Pentecost (Acts 2:21).

If the same book is repeated, use semicolons to separate chapters, and commas to separate verses in the same chapter:

> Grace and peace were Paul's constant prayer for his Christian friends (Rom. 1:5, 7; 1 Cor. 1:3-4; 2 Cor. 1:2).

Direct Quotations

As with any other source, enclose direct quotations in double quotation marks. Give the reference to the specific verses(s) as indicated in the previous section. Choose the best version of the Bible for your purpose, and use it as consistently as possible throughout your

paper. The first time you quote Scripture in your paper, use a footnote to inform the reader which version you will normally use. See the following example (including the footnote!):

> We cannot use the excuse that it is impossible for us to resist being angry, because "God is faithful. He will not allow the temptation to be more than you can stand" (1 Cor 10:13).[2]

Then, if you have a good reason to quote from other version(s) later in in the same paper, give the approved abbreviation of the version as in the following example:

> We cannot use the excuse that it is impossible for us to resist being angry, because "God is faithful, who will not allow you to be tempted beyond what you are able" (1 Cor 10:13, NASB).

For copyrighted versions, you can usually find the approved abbreviation on the copyright page at the front of the Bible. For versions in the common domain, use the common abbreviation for that version (e.g., KJV) or simply write out the name of the version.

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[2] Unless otherwise noted, all quotations from the Bible are from the NLT.

CHAPTER 2: ORGANISATION

Length Requirements

The lecturer will normally specify the expected length, either in terms of the number of words or the number of pages. If your assignment is given in terms of the number of words, you are allowed up to 10% more or up to 10% less of the number specified. For example, if your paper should be about 1,000 words, then anywhere between 1,100 words and 900 words is acceptable. The assigned number of words does not include the table of contents, footnotes, reference list, or appendices. It does include the in-text citations, quotations, and words contained in tables and figures.

If your assignment is given in terms of the number of pages, you should provide work with 250-300 words on each page. For example, if the lecturer informs you that your assignment should be three pages long, it should contain 750-900 words.

Front Matter

For minor written assignments, simply provide the following information at the top of the first page:

- Teacher's name.
- Course name.
- Your title for the work, or the name of the assignment.
- Your name.

For essays and major papers, provide a *title page* with the following information:

- Title of the paper, with font set to bold.
- Your name, also with font set to bold.
- Assignment number.
- Course title.
- Your diploma or degree programme.
- Name of your institution (Christian Leaders' Training College).
- Date.
- Name of teacher.

See Appendix 3 for an example of a title page. For major papers, a *table of contents* is recommended.

A thesis will have a number of preliminary pages. These are numbered separately from the main text of the thesis. The preliminary pages are to be numbered with lower case

Roman numbers (i, ii, iii, iv, v, vi, vii) in the bottom centre of the page. The following preliminary pages are possible and should be provided in the following order:

1. Title page
2. Acknowledgements
3. Abstract (200-300 words)
4. Table of contents
5. List of tables and figures
6. List of abbreviations
7. Glossary

Headings

Use headings to show the logical structure of your ideas. Make your headings concise, and make sure they outline your key points. Do not have a section called *Introduction*. It is assumed that the start of a section will be the introduction.

Five heading levels are available, but only some theses will require all five levels. For a thesis, start with Heading 1. For a major paper, start with Heading 2. For essays, start with Heading 3. Then work down through the list as far as you need to for the length and complexity of your paper. Set the paragraph settings for all headings to *Keep with next* to prevent a heading getting stranded at the bottom of a page. Table 1 shows the formatting specific to each level.

Table 1. Heading Levels

Heading	Font and Paragraph Formatting, and Punctuation
1	**BOLD, 14 PT, CAPITALS OR SMALL CAPS, CENTRED, TITLE CASE, PAGE BREAK BEFORE HEADING**
2	**Bold, 14 pt, Centred, Title Case, 12-Point Space Before Heading**
3	**Bold, Left Alignment, No Indentation, Title Case**
4	**Bold, Indented, Title Case**
5	*Italic, sentence case, indented, full stop. Paragraph continues on the same line.*

CHAPTER 3: ADDITIONAL GUIDELINES

Submission Options

Most CLTC students are expected to use a computer with Microsoft Word to produce their assigned essays and research reports. Normally, you will then submit a copy of your Word file through CLTC's online learning platform using the *Moodle* software. Your lecturer will inform you if they prefer or permit you to submit a PDF file, or even a paper copy. If paper, print it single sided. They may also prefer or permit you to submit an electronic copy via email or USB flashdrive.

In the first term of the Advanced Diploma program, students normally submit handwritten papers and they may adapt these guidelines accordingly.

Formatting Styles

Layout

Set the *margins* to 2.5 cm (1 inch) all the way around the page. Set *page size* to A4. Often the default page size in Microsoft Word has been set to Letter, so make sure your document is set to A4.

Page Header

Insert a header, set to *Different First Page*, and set *Header from Top* to 1.25 cm. On the left, in all caps, put your surname, a colon, and a short version of the title of the paper. On the right, insert a page number field. Do not use the abbreviation *p.* before the page number, or add any other punctuation or symbol.

For example if, your name would be Andrew Bako, and your full title would be "Survey Chart of the Book of Galatians," you could make the header as follows:

BAKO: SURVEY CHART OF GALATIANS	2

Font Settings

Choose the *Cambria* or *Times New Roman* font and set the *size* to 12. Use the same font throughout the paper. For text that you put inside of figures, you may use the *Arial* or *Calibri* fonts.

Paragraphs

Normal

Choose 1.5 lines for *line spacing*. (If writing by hand, use every second line.)

Set *paragraph alignment* to left. Set *first-line indentation* to 1.25 cm (0.5 inches). If a paragraph is interrupted, for example by a block quotation, in the continuation part do not use first-line indentation.

Block Quotations

Use the block format for any quotation that is 40 words or more. Indent the entire block by 1.25 cm. If the block includes the beginning of a paragraph, indent the first line of that paragraph by a further 1.25 cm. Set *line spacing* to single:

> In the mid-1990s a number of Quick Money Schemes (QMS) sprang up primarily in Papua New Guinea and Solomon Islands with a large following in other Melanesian island nations. These QMS alleged that they were Christian organisations and so had the strong backing of certain denominations and their leaders. After siphoning people's money they vanished – together with the 'investment'; a large proportion of which belonged to ordinary believers and Christian denominations. (Haon, 2008, pp. 20-21)

Lists

For bulleted and numbered lists set *left indentation* to 1.25 cm. Use a bulleted list if you are not distinguishing among the items in terms of importance, priority, or chronology. The normal bullet symbol is a small circle, but you may also use squares and other symbols. See the example list below.

- The Bible is the Word of God.
- The Bible contains 66 books.
- The Bible is written in Hebrew, Greek, and Aramaic.

Otherwise, if there is a logical order to your list, use a numbered list. See the example list below:

1. Look for traffic to the right.
2. Look for traffic to the left.
3. Look for traffic to the right again.
4. If clear, walk briskly across the road.

References

In your reference list, set the paragraph indentation to *Hanging* only, and for 1.25 cm.

Abbreviations

Use abbreviations sparingly, for two purposes. First, if you are referring repeated to the same organisation or technical term, you may use an abbreviation to make your writing more efficient. Second, if an abbreviation is more widely known and understood than the name it refers to, you may use the abbreviation. In both cases, at your first mention of the organisation or technical term, write out the full name or term and follow it by the abbreviation in round brackets. Subsequently you may use the abbreviation only. Be kind to

your readers: don't force them to memorise too many abbreviations to be able to follow your narrative or argument.

> For many years, the Evangelical Church of Papua New Guinea (ECPNG) was served by a large missionary force, which then shrank to a very small number during the 1990s. Twenty years after this decade of sudden transition, the denomination is still struggling to adjust to this loss. However, ECPNG leaders at all levels appreciate the need to chart a new course forward, and they have taken a number of positive steps to do so.

Depending on the number of abbreviations needed and the length of the paper, you may also consider including a list of all abbreviations used in the paper (see Chapter 2, Front Matter).

Tables and Figures

Use tables when you want to present information that lends itself well to a matrix display. Often tables display numerical information (percentages, frequencies, amounts, etc.), but they can also be used to display text alone.

Figures are drawings, paintings, photographs, charts, graphs, and maps. Use them to highlight, illustrate or expand on certain information.

Formatting Tables and Figures

Give every table and figure a caption that includes a number and a title. See Table 2 as an example of how to format a table and its caption.

Table 2. Gender of CLTC Students by Programme

	Diploma	Degree
Male	80%	90%
Female	20%	10%

See Figure 1 as an example of how to insert a figure and format its caption.

Figure 1. Hierarchy of issues at stake in the Gospel

The Glory of God

The Exaltation of Christ

The Salvation of Man
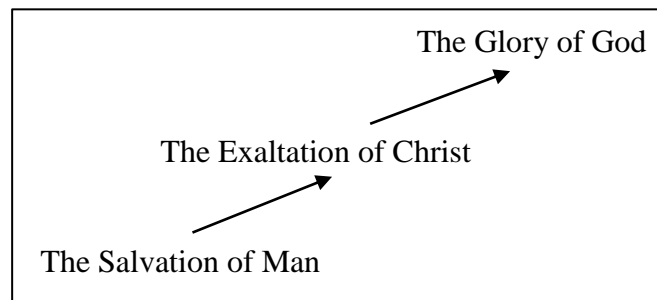
Referring to a Table or a Figure

When referring to a table or a figure in the text of your paper, you may include it in the running text or use round brackets. See the following examples:

- As Table 2 shows, the majority of diploma and degree students at CLTC are male.

- The majority of diploma and degree students at CLTC are male (see Table 2).

- When placed in order of significance, the hierarchy of issues at stake in the Gospel appears as in Figure 1.

- The Glory of God is of premier importance in the hierarchy of the Gospel (see Figure 1).

The order in which the tables and figures are mentioned in the text determines the numbering, and tables are numbered independently of figures. Ideally, each table or figure should come as close as possible after the first reference to it. Where you have extra material, such as maps or charts that do not belong to the main part of your paper, it may be appropriate to put this information in an appendix. Just remember that appendices are not included in your word count.

Footnotes

Use footnotes sparingly to to amplify information or to define technical words. Keep them short and deal with only one idea. Do not use footnotes to give extra information that is not relevant or necessary to the purpose of your paper. Most of the time, providing information in the text is the better approach. (In APA Style, you may use content footnotes only. Do not use footnotes for citations and references – see Chapter 1.)

Use the Microsoft Word footnote function to automatically insert and format all footnotes.

Writing Styles

As a supplement to normal English writing, this section provides some guidelines for academic writing in the CLTC context.

Grammar

Contractions

Do not use contractions, such as *wanna*, *don't*, and *can't*, unless you are quoting.

Pronouns

When you use pronouns (*it*, *he*, *she*, *they*, etc.) make sure that it is clear who you are referring to. For example, in the sentence, *The woman was carrying an umbrella down the street that had holes in it*, it is not clear whether "it" refers to the umbrella or to the street. It is better to write, "The woman was carrying an umbrella full of holes down the street."

Plural Nouns

Most commonly you will form the plural of a noun by adding *s*: for example, *dogs*. However, if the noun already ends with an *s*, or with an *x*, *z*, *ch* or *sh*, then you will add *es* to form the plural: for example, *dishes* or *foxes*.

Possessives

Possession means that something belongs to someone. In most cases you only have to add an apostrophe and an "s" to the noun to show possession. For example, "Paul's cloak" refers to the cloak that belongs to Paul. However, where the noun ends with an "s", you only have to add the apostrophe. So we should write "Jesus' disciples" or "Moses' rod." Sometimes the noun might already be plural. Again, when this applies you only have to add the apostrophe. For example, if you want to refer to the writings of the apostles, you would write, "The apostles' writings." Additional examples of possessives are:

- Peter's   (belonging to Peter)
- Jesus'   (belonging to Jesus)
- CLTC's   (belonging to CLTC)
- Prophets' (belonging to the prophets)

Spelling

Use Commonwealth (not American) spelling conventions. If you use a spell checker, set it for Australian English.

Numbers Used in a Sentence

Spell out all cardinal numbers up to ten. Use numerals for the following:

- Cardinal numbers 11 and higher.
- Numbers preceding a unit of measurement: for example, *10.5 cm*.
- Numbers that are part of statistical or mathematical functions: for example, *multiplied by 5*

- Numbers that represent times, dates, ages, scores, sums of money, and points on a scale: for example, *2-year-olds* and *scored 4 on a 7-point scale*.
- Numbers that show a place in a numbered series: for example, *Grade 8*, and *Row 3 in Table 7*.

As shown in the last example, capitalise nouns followed by numerals or letters. When you use number words to list a logical progression of ideas, follow this format: *First*, *Second*, *Third*.

Capitalisation

In popular and older scholarly style, pronouns referring to God, including the individual members of the Trinity, are often capitalised to show respect. However, in recent theological scholarship, this practice has been dropped.

Punctuation

Full Stop

Use a full stop at the end of a declarative sentence. The full stop is normally placed before a quotation mark and footnote number. It is also placed after any reference details: for example, "I can do all this through him who gives me strength" (Eph. 4:13).

Full stops are also used in abbreviations in the following ways:

- Initials of names (J. R. Smith).

- Latin abbreviations (cf., i.e., vs.).

- Reference abbreviations (2nd ed., p. 6, Vol. 1).

Do not use full stops with

- Capital letter abbreviations and acronyms (CLTC, APA, IQ, NY).

- Measurement abbreviations (cm, kg, min, ml).

Quotation Marks

Use double quotation marks to enclose any words you are using from a source. Use single quotation marks where some of the words you are quoting are already in double quotation marks. For example:

Vyhmeister (2014) says: "The prejudices (meaning here 'pre-judged results') taken into a research project set the tone and often determine the answer to a question" (p. 3).

Question marks and exclamation marks should be placed outside quotation marks unless the question or exclamation is part of the quotation. For example: Did Jesus say, "Whoever would lose his life for my sake will find it"? Here the question asked is not part of the quotation, so the question mark is placed outside.

Double quotation marks are also used for the following reasons:

- To highlight the title of an article, chapter, periodical that where it is mentioned in the text. But do not put in quotation marks in the reference list.
- To indicate that a word or phrase is ironic or slang.

Italic Font

Change the font to *italic* for the following:

- Transliterated words, including from Greek and Hebrew:

> *Ish* is the Hebrew word for 'man'.

- Non-English words, including from Tok Pisin and *tokples*.
- Introduce a new, technical, or key term or label (only the first time it is used).
- A word or phrase cited as a linguistic example.
- A word that could be misread.
- Letters used as statistical symbols.

Avoid using italics solely for emphasis.

Word Spacing

Use two spaces between sentences. Use one space between each word and after a comma, colon or semi-colon. Also use one space in numbered Bible book names between the number and the name: for example, 1 John. Finally, use one space after the initials of a person's given name(s); for example, B. B. Warfield. Do not use a space after full stops in abbreviations: for example, a.m. or Ph.D.

CHAPTER 4: MARKING CRITERIA

The section describes CLTC's standard marking criteria for essays. Your lecturers will use these criteria to mark your essays, unless they advise you otherwise. A standard Essay Marking Sheet is attached to the back of this guide. The BTh Research Project and the MTh Thesis have separate marking processes.

Reading and Research

You must show good understanding of what other scholars have said about the subject. For most essays around ten quality sources are needed (not including dictionaries and Bibles). These may include books, journal articles and interviews. Try to find sources that present a range of viewpoints, including ones that you do not agree with. Look for relevant sources that are credible, and watch for bias in the authors.

Understanding and Use of Ideas from Reading

Use significant and relevant ideas from your reading in the essay. Spend time trying to understand the ideas you read. If you do not understand something you read – even after consulting someone working in that subject – then do not use it in your essay. Don't just quote a few sentences from your surces, but discuss their viewpoint and its strengths and weaknesses.

Treatment of Main Issues

Your essay must address the main issues of the topic. Begin by understanding the essay topic very carefully. Ask for help if you are not sure. Do sufficient research so that you know what the main issues are and then focus on those main issues in your paper. Focus on putting ideas in your essay that develop the main arguments. It is easy to fill up an essay with words and ideas that are not important.

Development and Organisation of Topic

The paper should show clear and logical thinking. It should start with an introduction that establishes the scope and purpose of the essay. The body of your essay should progress logically, emphasizing points that develop your main arguments. Use headings to help the reader follow the flow of thought in you essay. The essay should have a conclusion that draws together all the issues and states clearly your position. Finish with a conclusion, not just a summary.

Evidence of Original Thinking

Do not just report on what you have read. Comment on and evaluate the ideas you have read. Do you agree or disagree with them? Why? Consider the application of ideas to

your context. Be specific and practical with your suggestions. What new ideas do you have to add to the discussion of the topic you have chosen.

English: Style and Readability

Your writing should be easy to read and easy to understand. Try to avoid spelling, punctuation and grammar mistakes. Take full advantage of computer word processing software, as it will check your spelling and grammar. Make sure that you use complete sentences, and that there is subject-verb agreement within each sentence. It is often a good idea to read your work out loud to see if it flows smoothly from paragraph to paragraph and within paragraphs. If you are not confident with your English expression, ask somebody who is and follow through on their suggestions. Use short sentences and short words in preference to complicated words and sentences.

Rules Concerning Format

Title page, headings, paragraphs, font, footnotes, citations and reference list, margins, and general presentation of the paper must be in accordance with this document. Word limit must fit the requirements of the assignment.

APPENDIX 1: LIST OF EXAMPLES FOR A REFERENCE LIST

Book

One, two, and three authors

Carson, D. A., Moo, D. J., & Morris, L. (1992). *An introduction to the New Testament.* Grand Rapids, Michigan: Zondervan.

McDowell, J., & Stewart, D. (1980). *Answers to tough questions skeptics ask about the Christian faith.* San Bernardino, California: Here's Life.

Stott, J. (1994). *Romans*. Downers Grove, Illinois: InterVarsity.

Author is also publisher

Christian Leaders' Training College. (2017). *Prospectus.* Banz, Papua New Guinea: Author.

No author given

Lutheran Book of Prayer. (1941). St. Louis, Missouri: Concordia.

The NIV Study Bible. (1995). Grand Rapids, Michigan: Zondervan.[3]

Webster's Student Dictionary (3rd ed.). (2003). New York, New York: Hungry Minds.

Part of a book

Chapter or section of an book, editor provided.

Sanon, A. (2002). Jesus, master of initiation. In R. Schrieter (Ed.), *Faces of Jesus in Africa* (pp. 85-102). Maryknoll, New York: Orbis Books.

As quoted in another work.

Sorenson, G. (1935). *Biblical preaching.* Downers Grove, Illinois. (Quoted in *Preaching through the centuries*, p. 269, by J. McGill, 2001, Cambridge, Massachusetts: Harvard University Press)

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[3] Citations of the Bible itself point directly to a version of the Bible, so they do not need an entry in the reference list. This example is a reference for a citation of the study notes in this Bible.

Multi-volume series

Whole volume in an unnumbered series, editor's name given.

> Morris, L. (1992). *The New International Commentary on the New Testament: The*
> *Gospel according to John.* (F. F. Bruce, Series Ed.). Grand Rapids, Michigan:
> Eerdmans.

Whole volume in an unnumbered series, no editor's name given.

> Lenski, R. C. H. (1998). *Commentary on the New Testament: The Interpretation of St.*
> *Luke's Gospel.* Grand Rapids, Michigan: Hendrickson.

Whole volume in a numbered series, editor's name given.

> Bruce, F. F. (1999). *Tyndale New Testament Commentaries: Vol. 6. The Letter of Paul*
> *to the Romans* (L. Morris, Series Ed.)*.* Grand Rapids, Michigan: Eerdmans.

Entry in a volume in a numbered series, editor's name given.

> Grogan, G. W. (1986). Isaiah. In F. E. Gaebelein (Ed.), *The expositor's Bible*
> *commentary* (Vol. 6, pp. 3-356). Grand Rapids, Michigan: Zondervan.

Later edition

Translated.

> Gomez, J. (1963). *Christianity in South America* (J. Smith, Trans.). Grand Rapids:
> Eerdmans.

Reprinted

> David, M. (1990). *Toward honesty in public relations.* New York: B. Y. Jove.
> (Reprinted from 1968).

Revised

> Bruce, F. F. (1988). *The new international commentary on the New Testament: The*
> *Book of Acts* (Rev. ed.). Grand Rapids, Michigan: Eerdmans.

Oshima, A., & Anne H. (2006). *Writing academic English* (4th ed.). New York, New York: Pearson Longman.

Journal Article

Daimoi, J. (2001). Understanding Melanesians. *Melanesian Journal of Theology, 17*(2), 6-22.

MacDonald, M. (1984). Melanesian communities: Past and present. *Point 5*, 213-230.

Newspaper Article

Kube, T. (2004, October 3). Sorcery accusations. *The National*, p. A4.

Article in a Dictionary or Encyclopaedia

Author given

Libolt, C. G. (1979). Canaan. In G. W. Bromiley (Ed.), *The international standard Bible encyclopedia* (p. 590). Grand Rapids, Michigan: Eerdmans.

Packer, J. I. (1984). Faith. In W. Elwell (Ed.), *Evangelical dictionary of theology* (pp. 399-402). Grand Rapids, Michigan: Baker.

Schreiner, T. R. (2000). Election. In T. D. Alexander & B. S. Rosner (Eds.), *New dictionary of biblical theology* (pp. 450-454). Downers Grove, Illinois: InterVarsity.

No author given

Divine Warrior. (1998). In L. Ryken, J. C. Wilhoit, & T. Longman III (Eds.), *Dictionary of biblical imagery* (pp. 210-213). Downers Grove, Illinois: InterVarsity.

Unpublished Course Notes

Batley, G. (2009). *The Holy Spirit*. Course Notes, Christian Leaders' Training College,
Papua New Guinea.

Theses and Dissertations

Hanson, D. (2012). *Contextual Christology for Papua New Guineans*. D.Miss.
dissertation, Western Seminary.

Electronic Media

Accessed through an Internet Browser

Online journal article

Hanson, D. (2007). "Wealth" in Proverbs: Five principles for Melanesian believers.
Melanesian Journal of Theology, 23(1), 81-88. Retrieved from
http://www.biblicalstudies.org.uk/pdf/23-1_81.pdf

Online newspaper article

Rai, F. (2020, January 22). Islanders Back MP to Take Back Land. *Papua New Guinea
Post-Courier.* Retrieved from https://postcourier.com.pg/islanders-back-mp-to-
take-back-land/

Blog entry

Hill, G. J., and Barker, J. (2020, January 1). 20 Australian and New Zealander female
theologians you should get to know in 2020. *The Global Church Project.*
Retrieved from https://theglobalchurchproject.com/20-in-2020/

Webpage

Spectrum. (2016). California Awaits "The Big One". *Linguapress France.* Retrieved
from https://linguapress.com/advanced/california-earthquakes.htm

Image

Lednichenko, O. (n.d.). Which English? *Games with Words.* Retrieved from

http://archive.gameswithwords.org/images/6417933061_6da21df13c_b.jpg

Accessed through an e-reader service

Bevans, S. B. (2002). *Faith and Culture Series: Models of Contextual Theology* (R. J.

Schreiter, series ed.) Maryknoll, New York: Orbis Books. [Kindle].

Accessed through an optical disc (DVD or CD)

Heiser, M. (2001). Deuteronomy 32:8 and the Sons of God. *Bibliotheca Sacra 158*,

52-74. The Theological Journal Library [CD].

APPENDIX 2: ABBREVIATIONS FOR BIBLE REFERENCES

Gen	1 Chron	Lam	Hag	Gal	1 Pet
Exod	2 Chron	Ezek	Zech	Eph	2 Pet
Lev	Ezra	Dan	Mal	Phil	1 John
Num	Neh	Hosea		Col	2 John
Deut	Esther	Joel	Matt	1 Thess	3 John
Josh	Job	Amos	Mark	2 Thess	Jude
Judg	Ps (plural Pss)	Obad	Luke	1 Tim	Rev
Ruth	Prov	Jon	John	2 Tim	
1 Sam	Eccl	Mic	Acts	Titus	
2 Sam	Song	Nah	Rom	Philem	
1 Kings	Isa	Hab	1 Cor	Heb	
2 Kings	Jer	Zeph	2 Cor	James	

APPENDIX 3: EXAMPLE OF A TITLE PAGE

(The border is not needed)

Survey Chart of the Book of Galatians

Andrew Bako

Assignment 1

B904-30 Message and Missions in Galatians

Master of Theology

Christian Leaders' Training College

March 2016

Teacher: Dr John Hitchen

APPENDIX 4: EXAMPLE MARKING SHEET

Name: _____   Marker: _____

Topic: _____

1. Research and reading (10%)

You must show good understanding of what other scholars have said about the subject. For most essays around ten quality sources are needed (not including dictionaries and Bibles). These may include books, journal articles and interviews. Try to find sources that present different viewpoints not ones that are all saying the same thing.

Extensive	Wide	Adequate	Sketchy	Poor	None
10	8	6	4	2	0

Marker comments:

2. Understanding and use of ideas from reading (15%)

Use significant and relevant ideas from your reading in your essay. Spend time trying to understand the ideas you read. If you do not understand something you read, then do not use it in your essay. Don't just quote a few sentences from your sources, but discuss their viewpoint and its strengths and weaknesses.

Perceptive	Discerning	Adequate	Weak	Poor	None
15	12	9	6	3	0

Marker comments:

3. Treatment of main issues (20%)

Your essay must address the main issues of the topic. Begin by understanding the essay topic and instructions very carefully. Ask for help if you are not sure. Do sufficient research so that you know what the main issues are and then focus on those main issues in your essay. Include ideas in your essay that contribute to your arguments. It is easy to fill up an essay with words and ideas that are not important.

Thorough	Essentials	Adequate	Omissions	Barely	Off track
20	16	12	8	4	0

Marker comments:

4. Development and organisation of topic (15%)

The essay should show clear and logical thinking. It should start with an introduction to establish the scope and purpose of the essay. The body of your essay should progress logically, emphasizing points that develop your main arguments. Use headings to help the reader follow the flow of thought in your essay. The essay should have a conclusion that draws together all the issues and states clearly your position. Finish with a conclusion not just a summary.

Convincing	Clear	Adequate	Partly clear	Lacks logic	Jumbled
15	12	9	6	3	0

Marker comments:

5. Evidence of original thinking (15%)

Do not just report on what you have read. Comment on and evaluate the ideas you have read. Do you agree or disagree with them? Why? Consider the application of ideas to your context. Be specific and practical with your suggestions.

Extensive	Good	Adequate	Some	Little	None
15	12	9	6	3	0

Marker comments:

6. English: style and readability (15%)

Your writing should be easy to read and easy to understand. Try to avoid spelling, punctuation and grammar mistakes. Take full advantage of computer word processing software, as it will check your spelling and grammar. Make sure you use complete sentences and there is subject-verb agreement within the sentence. Use short sentences and short words in preference to complicated words and sentences.

Very clear	Good	Adequate	Uneven	Poor	Unreadable
15	16	12	8	4	0

Marker comments:

7. Rules concerning format (10%)

Title page, headings, paragraphs, font, referencing, margins and general presentation of the paper must be in accordance with the CLTC Academic Writing Guide.

All rules are met	Most rules are met	Some rules are met	Few rules are met
10	7	4	0

Marker comments:

Percentage Mark (Total of above)		Grade:	

Additional comments:

Signed by marker: _____   Date: _____