



EASTERN
COLLEGE AUSTRALIA

STYLE GUIDE

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*For further assistance please see the Academic Writing Unit
(<https://lol.eastern.edu.au/course/view.php?id=1056>)*

Introduction

This guide sets-out the basic requirements to produce a quality assignment. It is to be used by both students and faculty of Eastern College Australia.

This document is a guide and therefore does not provide exhaustive assistance.

Students are to read it in conjunction with their Unit Guide, instructions from their lecturer and with reference to other supporting documents including, but not limited to, college policies and the *Publication Manual of the American Psychological Association* (7th edition) known also as “APA style”.

On Behalf of the College, we hope that this guide helps you in your studies and that you find God's blessing in your formation as a scholar.

Yours in Christ,

The Eastern faculty

Writing For Your Reader: Where to Begin?

If you cannot say what you mean, you can't mean what you say – unknown.

Writing in general, and authoring essays, is not as difficult as many people think. We hope that the material which follows supplements your own experience and what you will encounter within the Academic Writing Unit.

English Expression

Spoken English and written English are different. Written English may be described as formal English and relies on the logical packaging of words into sentences and sentences into paragraphs. Given that in written English there can be no clarification offered by the author the ideas put forward must be clear from the outset.

To help you express yourself clearly begin by crafting simple sentences. That a sentence is “a group of words expressing a complete thought” (Pence & Bergman, 1956, p. 18) means that you need to write with the intention of one thought per sentence. Efficiency of expression helps this. As such, consider keeping each sentence to less than 20 words. This will prevent your reader from becoming confused and frustrated.

In addition, when writing a sentence avoid the use of “I,” and especially “I believe....” Let the facts speak. In doing so you maintain both proper academic humility and remain evidential. Finally, in writing for your reader punctuation is important but often over-used. Therefore, restrict yourself to the odd comma when necessary or a colon with semi-colons to follow when listing items within a sentence.

Now consider the paragraph. It is “the smallest literary unit of discourse” (Pence & Bergman, 1956, p. 36). For readers paragraphs outline your argument in bite-size and logical chunks. Given this, their correct construction and ordering is vital. So when writing a paragraph keep in mind three rules: (1) unity of purpose; (2) the progression of ideas leading to coherence of thought; and (3) the provision of emphasis when importance is to be imparted. Paragraph construction is also helped by the ‘TEEL’ method. That is four sentences arranged in order of: (1) Topic; (2) Explanation; (3) Evidence; and (4) Linking to assist the reader’s train of thought as they continue.

So, taken together, clear expression is about sentences and paragraphs. But more than this it is about your audience. Write for your reader.

The Stages of Writing for Assessment

Step 1- Spend time in selecting your question: Many Unit Guides allow you to choose your essay question. Use this choice carefully and evaluate which question is best for you. The question you may know most about may not provide the best learning experience or even render the best mark.

Step 2 - Analyse the question: Answer the question set; not the question you had preferred to have been set. Be rigorous in sticking to the question.

To begin to answer the question first look at the CONTENT words within the question. These are the words that indicate what topic within the unit the question requires you to consider.

Then consider the question's PROCESS word(s). Take particular care in finding these for they indicate what you are to do with the CONTENT words.

Bloom's Taxonomy is all about PROCESS words. Lecturers commonly use it to design questions with the intention of evaluating a student's scholarly ability. Take, for example, the following PROCESS words from Bloom's Taxonomy:

- “Describe...” tests for the lowest scholarly ability. It is commonly used in first year assessments to check a student's knowledge.
- “Discuss...” comes next. Here you are asked to assemble knowledge in some way.
- “Illustrate...” or “Apply...” are mid-level scholarly attributes. They require you to take knowledge and use it. Second year students are often asked to do this.
- “Analyse...” or “Evaluate” are higher level scholarly attributes in which knowledge is weighed, compared, and contrasted. Third year and post-graduate students do this sort of work all the time.
- “Create...” is the highest scholarly attribute and it is all about mastery. It is what post-graduate research students do.

Step 3 - Research: Once you have clarified what the question is asking of you, begin your research.

First, write down any relevant thoughts that come to mind. Ask God to help you in your research. Perhaps even carry a pen and notebook with you or set-up a file on your laptop.

Second, begin to take notes from the resources you have already amassed (e.g., class notes, textbooks, reading lists).

Third, use other resources to develop your notes further. These resources may include those found at the college's Resource Centre, in public libraries (e.g., the State Library of Vic.), at university libraries, online or in talking with experts. Therefore, engage the academic literature; and do so critically, sceptically and questioning as you go. Primarily, you will use scholarly monographs (e.g., books by academics and edited volumes) and articles found within academic journals. As such, you will need to become familiar with the Resource Centre's online catalogue and databases.

You will read much more widely than the references you use in your assignment. This is normal. Moreover, the choices you make in deciding upon the references to include within your assignment will be evident to your assessor and a key way by which your scholarly ability will be judged. Put simply, can you identify the key references and authors aligned to your topic? Finally, make sure you set a date to complete your reading; it is easy to go on reading thus leaving too little time for writing. To help you in balancing your reading and writing time see Table 1 below.

Table 1

Minimum expected scholarly references for an assignment

<i>Type or size of assignment</i>	<i>Certificates and Diplomas</i>	<i>Undergraduate awards</i>	<i>Graduate awards</i>
Minor paper	3	5	6
Major paper	5	8	10

Even so, the minimum number of references given in Table 1 do not include the use of bibles or study bibles. Moreover, class notes should not, as a rule, be cited in assessments; nor are dictionaries and encyclopaedias typically acceptable.

Step 4 - Organise Your Material: Go through your notes and rearrange them, putting all information about the same topic together. Look for the links within and between the topics you have identified. The more links found the greater the likelihood of a good assessment outcome given that this demonstrates scholarly ability.

Now organise your material into three broad sections:

1. Introduction
2. The body of the assignment
3. Conclusion

In the Introduction, be sure to introduce your topic. Tell your reader what you are writing about. The best way to do this is to ease into your topic by raising questions, drawing on general human experience, or somehow illustrating the importance of the question about which you are writing. When you get to the end of your introduction, you need to clearly state your argument.

Not surprisingly, the body of your assignment will provide the arguments needed to answer the question. Order your facts to support each argument in turn. Often the facts found in your reading will also specify which arguments you will even use (i.e., groups of facts suggest an argument) and in what order.

When you first write an argument it will have contradictions and loose ends. Go back to the scholarly literature to fix these by finding more information. You may even need to find additional references.

Finally, the Conclusion to your assignment should not include new facts but simply bring together your arguments. There is much more information on how to do this well in the Academic Writing Unit (<https://lol.eastern.edu.au/course/view.php?id=1056>).

Step 5 - Write: A note on sub-headings before you begin... Most assignments are short (e.g., 2,000 words). For short assignments sub-headings may not be required; but are often recommended to help you organise your thoughts and to assist your assessor to understand the flow of your ideas. Your lecturer will inform you of what they want. Nevertheless, sub-headings are vital for lab reports and longer assignments (e.g., a thesis).

Step 6 - Critically review what you have written: Essays typically must be drafted and then re-drafted several times. At each pass-through you will be looking for different things. For example, after drafting your essay you will ask global questions

such as, “Does this make sense?” and “Do my ideas hang together?” Somewhere about the second or third draft you will be looking for holes in your arguments (e.g., boundaries not stated, loose ends, contradictions, and exceptions to the rule). By the fourth draft you will be free to concentrate on grammar, spelling, punctuation and – of course – clarity of expression.

When you have finished your final draft leave it for a day or two and then re-read it as if you were the marker. You will now see its flaws. Now compare it to the assessment criteria and consider:

- Have I taken account of the question’s process word and written at the correct scholarly level?
- Have I answered the question?
- Do my arguments flow and develop logically?
- Are my main points and conclusions supported by evidence?
- Have I acknowledged and addressed the implied issues raised by the question?
- Is my grammar, spelling and punctuation perfect? For an examiner sloppy expression can be a sign of sloppy thinking.
- Is my reference list of a good length, scholarly and formatted perfectly?
Again, for an assessor, sloppy formatting suggests a lack of care. This runs counter to good scholarship and may impact your grade.
- Have I kept within the word limit?
- What mark would I give my own work? In answering this question if the mark is lower than you would want then to go back and improve your work.

The Major Divisions of An Assignment

The Introduction.

The introduction to your essay, not surprisingly, introduces the question/topic to be discussed. Here you need to show the relevance of your topic. Start by asking a rhetorical question, illustrating a scenario, or simply explaining why the topic is important. Why should your reader pay attention?

The Introduction has three parts:

1. To highlight the importance of the topic to the reader thus motivating them to read on with enthusiasm. Remember that your assignment might be number 17 in their pile. They are tired, do not make them exhausted.
2. To provide a summary of the main arguments to be outlined in the body of the assignment and any restrictions you will impose given that topics are often broader than the word length would allow.
3. A statement outlining your contention which links to the body of the assignment. This should be a complete sentence.

A quality Introduction will lead your assessor into your topic and alert them to what arguments you will use. However, be careful to remain humble when asserting your position on a topic given that your assessor may hold a distinct perspective and they will have evidence to substantiate their point-of-view. Yet, “be not afraid.” It is normal for academics to disagree with each other, even strongly. Academia is a contested space, and you will have to get used to this. What ‘wins’ in academia is not seniority or force of personality but the quality of one’s ideas. In physics, for example, junior researchers have often won Nobel Prizes.

Given this the Introduction will also mechanically:

- Use the subheading “Introduction.”
- Provide the definition of terms if required by the marking criteria and with sensitivity to your reader’s education level.
- Explain/clarify what the question means.
- Have no, or few, quotations.
- Be no more than (usually) 10% of the word count of the paper. An Introduction may therefore be one or two paragraphs in length.

The Body.

The body of your work explores the arguments you are using to answer the question set. Order these arguments appropriately. To help, consider using sub-headings as these will assist you in writing and your assessor in reading.

In an undergraduate essay you may not be able to include more than about three arguments given that each argument will be composed of multiple paragraphs and word limits will be tight. This will teach you academic discipline seen as an economic writing style. This is an important part of your scholarly development.

When composing an argument make it sound. This is not just important to your development as a scholar but *critical*. By this it is meant that: (1) all foundational knowledge is referenced; (2) terms are defined clearly; (3) contradictions, loose-ends and exceptions to the rule are removed or stated; and (4) the flow of ideas is logical and measured. If you want to know what this looks like read C.S. Lewis' work including *Mere Christianity*.

In addition, your arguments need to come across with a tone of impartiality unless the question posed states otherwise. Therefore, write as if you were narrating a documentary.

Mechanically, the body:

- Uses facts as evidence, never opinions or beliefs.
- Correctly references scholarly material.
- Evaluates alternative theories and ideas based upon the question's process word(s).
- Uses sub-headings if/when appropriate; but never the sub-heading "Body."
- Is broken into paragraphs. *Every new concept requires a new paragraph.*

The Conclusion.

Avoid added information in the Conclusion. This is not its role. Instead, artfully carry the essay to its natural and unforced conclusion.

The Conclusion has three parts:

1. *Evaluation*: It is here that you succinctly answer the question. You may want to do so after a brief summary of your arguments.
2. *Limitations*: In answering the question note the inherent limitations. This may include: (1) scholarly 'black holes' indicating further research needs to be done; (2) the difficulties in working across disciplines in which different methods and standards of proof are applied and different vocabularies are present; and (3) it may even include difficulties you have had in wrestling with ideas given your experience of church life and/or professional practice.
3. *Implications*: It is here that you get to express yourself for a moment rather than letting the facts do all the talking. Given your arguments where do they lead? What truths do they hint at? What research question(s) come next? These and other points are all worthwhile as implications. It is also in stating *reasonable*, if not *measured*, implications that you whet your reader's appetite

and leave them in an excited mood. By-the-way, the next thing they will do is put a grade beside your work. Leaving your reader intrigued is key to getting a good grade.

The Conclusion should:

- Use the sub-heading "Conclusion" to demarcate the boundary between your last argument in the body of the work and the Conclusion itself.
- Not introduce any new arguments.
- Not include any quotations.
- Be about a paragraph or two in length.

Writing Tips

Here are some suggestions to help you on your way:

- Make sure that you have not plagiarised. All material (e.g., ideas, words, statistics, images, tables etc.) must be cited and referenced.
- Always be evidential. As such, general statements should be avoided as they are hard to evidence completely. Good scholarly writing takes many small steps. It is about saying “If X is true then...” and repeating the process many times. Read about Marie Curie’s discovery of radium to see this process in action.
- Wherever possible, use your own words to explain your arguments. This demonstrates understanding and thus scholarly ability.
- Use quotations sparingly. Nevertheless, effective and appropriate quotations are valuable.
- Anticipate objections from your reader and answer them in your assignment. Plato was a master of this when he quoted Socrates’ discussions with various people. Read, for example, his *Republic*. Therefore set the boundaries of an argument to prevent comments from your assessor like, “But you missed...”; tie-up loose ends to prevent your assessor thinking, “But what about...”; fix contradictions to prevent your assessor from becoming exasperated as expressed by, “But this does not make sense given...”; and deal with exceptions to the rule so as to stop your assessor commenting, “But have you thought about...”.

- You do not need to quote all scriptures in full. Normally, simply providing the scripture references is sufficient. Only quote in full when it is necessary.
- It is best to avoid personal pronouns in academic papers even although the 7th edition of APA style has relaxed this rule. Therefore, avoid saying "I will show you", rather say "This paper will demonstrate". Do not say "we will see", try "It will be shown". Let the facts do the work.
- Avoid saying, "I hope to show" or "I think". Be humble. Instead say, "This essay will show..." or "The evidence suggests...". The one exception would be in a professional practice unit when you may be asked to reflect on your life, beliefs, or experience. Then it is ok to say "I..."
- Use past tense. The facts of your essay have already been found.

Remember: There is no single correct answer to most scholarly questions.

A good assignment is therefore one that presents logical arguments driven by the facts. Sometimes you will not even like where the facts take you, but you are duty-bound to follow. Courage is the supreme virtue of a great scholar.

A Checklist Before You Submit Your Work

In all assignments, ask the following:

- Is the question answered?
- Are my ideas expressed clearly?
- Do my ideas flow and form arguments?
- Is my spelling, grammar and punctuation, correct?
- Is my layout clear?
- Are my citations and references both adequate and correctly formatted?
- Are all ideas from other people acknowledged?
- Have I kept a copy of my assignment just in case of an IT failure?

Pence, R. W., & Bergman, F. L. (1956). *Writing Craftsmanship*. W. W. Norton & Company Inc.

Assignment Presentation and Submission

Assignment Presentation

Eastern College Australia adheres to American Psychological Association (APA) style (7th edition) as detailed in their *Publication Manual*. Do read it. Please see the Style and Grammar Guidelines section at <https://apastyle.apa.org/>

General considerations.

When you are given a set number of words for your assignment you will be penalised if you write more than ten percent (10%) above or below the word limit (e.g., for a 1000-word assignment you must be between 900 and 1100 words). When you are given a range of words (e.g., 1000-1500) you are expected to stay within these limits. Quotations are included in the word count. The material within, or accompanying, figures and tables is not counted as part of the word limit. The title page, abstract and reference list are not counted as part of the word limit.

Your essay should be typed, have lines double-spaced and be presented on A4 paper with a 2.5cm margin on all sides. Although other fonts are acceptable to the APA use Times New Roman, 12 points. Paragraphs should be indented. Page numbers are to be used and inserted into the upper right corner of each page.

Although uncommon, if an assignment is to be submitted in printed form:

- Have it typed using the APA style.
- Print only on one side of the page.
- Be aware that assignments which are not easy to read may be returned for editing or reprinting. If so, your assignment may incur a penalty based upon the criteria written in your Unit Guide.

The Parts of an APA Styled Assignment

An APA styled assignment has four parts:

- (1) the title page;
- (2) the abstract;
- (3) the body of the work; and
- (4) the reference list.

Title page.

Title:

- Title should be 12 words or less and summarize paper's main question/ idea.
- No periods or abbreviations
- Do not italicize or underline.
- No quotation marks, all capital letters, or bold
- Centre horizontally in upper half of the page

After the title, include your name and student number, the College, the unit's code, name, and an abbreviation of the course you are studying. Then list your lecturer's name (and title if relevant) and the due date of the assessment, formatted as month, day, year. Eastern then adds a Generative Artificial Intelligence declaration to the standard APA7 title page, which must be completed.

Generative AI Declaration:

If you have used Generative AI in the production of this essay you must declare it on the title page and outline what features you have used. Please check the Eastern Academic Integrity Policy for rules around AI use.

☐ I declare that I have not used Generative AI in the writing of this assessment.

☐ I declare that I have used Generative AI in the following ways in this assessment:

- ☐ Grammar and spell check
- ☐ Looking up authors or attribution
- ☐ Preliminary research
- ☐ Other

You must include an Appendix outlining which AI you used and the prompts you gave it and include a citation for the AI tool in the Reference List.

Student Signature: _____
(Signature may be typed)

A title page template is found at the end of this document as Appendix 1.

Abstract.

Next comes the Abstract. An abstract, being a summary of your arguments, should appear on page 2. The word “Abstract” should appear at the top of the page, centred and bolded. Using left justified text write a summary of your arguments in less than 250 words. Your summary should note the question you are trying to answer, key arguments, conclusion(s) and implications of your work. This should all be composed as a single paragraph *without* an indentation commencing the first line.

If you were writing-up a piece of research (e.g., as a lab report or thesis) you would include the following in your abstract: (1) your research question/hypothesis; (2) participant demographics; (3) methods; (4) results; and (5) conclusions and implications.

The main body of your assignment.

Always provide the question, assuming that is not clear from your assignment’s title, at the start of your paper. This makes sure that both you and your marker (and perhaps a second marker) know exactly what question you are answering.

In the main body of your assignment be aware of:

Paragraphing: APA style uses indents at the start of paragraphs. Press the Tab key once to create a suitable indent.

Heading levels: By this we mean that the title of your assignment is level 1 and sub-headings are level 2. Sometimes a sub-subheading is needed which is level 3.

Level 1 – should be centred, bolded and use a capital letter for each new word.

Level 2 – should be flush left, bolded and use a capital letter for each new word.

Level 3 – should be flush left, bolded, italicised and use a capital letter for each new word.

Headers and footers: Eastern College Australia papers should not have headers or footers.

Footnotes: APA style does not generally use footnotes. Consult the *Publication Manual* if you have need of footnotes.

Abbreviations: Abbreviations are particularly good for helping readers maintain their flow of thought when long technical terms are to be used often (e.g., DNA stands for deoxyribose nucleic acid). To make an abbreviation worthwhile it must be used at least three times within an assignment.

Some abbreviations are so well known that they naturally stand for names and can be used (e.g., NASA), but this is rare. Typically, when wanting to use an abbreviation put the full name first and then, in brackets, its abbreviation. Now use the abbreviation consistently in place of the name to which it refers.

In addition, one does not typically use an abbreviation within a heading.

Three other considerations to be aware of when using abbreviations. First, in formal English we do not abbreviate abutting words such as “do not” to “don’t.” Just don’t! Second, work-out if you want “it’s” vs. “its” or “e.g.” vs. “i.e.”. Third, SMS text abbreviations will be ignored and may be detrimental to your grade.

Relevant biblical abbreviations are placed in Table 2 below:

Table 2

Relevant biblical abbreviations

<i>Abbreviation</i>	<i>Bible Version</i>
KJV	King James Version (also called The Authorised Version)
NKJV	New King James Version
NIV	New International Version
RSV	Revised Standard Version
NRSV	New Revised Standard Version
NEB	New English Bible
GNB	Good News Bible
NASB	New American Standard Bible
LB	Living Bible
TM	The Message

Capitalisation: When to capitalise can be confusing but as a guide capitalise all proper nouns. This includes "God", “*the* Scriptures” and “*the* Bible.” If, however, you write "as scripture says" then use lower case.

The King James Bible, and certain other translations, use capital letters or small capitals (LORD or LORD) at times where the divine name (Yahweh) is found in the Hebrew text. You should not copy that practice unless the distinction is necessary for your argument.

Please consult the 7th edition of the *APA Publication Manual* for more detail.

Numbers in the text: When referring to numbers in your assignment write the number as a word when it is nine or less. Use the numerical form when it is 10 or greater.

Spelling: APA style is American, so US spelling is preferred. However, it is a cultural convention in Australia to use either US or English spelling. Whatever spelling you choose to be consistent.

Bias-free language: APA style endorses person-centred language. This includes:

- The use of language that people use about themselves. Even within sub-cultures individuals may describe themselves very differently.
- “They” as a singular pronoun or to avoid unwarranted/incorrect assumptions about gender.
- Specificity of description rather than the use of assumed generalities. For example, “cis-gendered women” is more specific than simply referring to all “women” with the presumption of alignment of body and identity.
- Clinical descriptions. “An epileptic” should be referred to as a “person with epilepsy.”
- Demographic descriptions. Avoid “the poor” replacing it with “people living in poverty.”

Eastern College Australia also requires students to use gender inclusive language in their written assignments unless a literal translation of a text is being made (this should be acknowledged by the student). For example, “mankind” should be rendered “humankind.”

Foreign Words: When you use foreign words, you should italicise them.

Greek and Hebrew words may be cited in their proper characters. This is necessary in original language exegetical papers. In other cases, a transliteration in quotation marks may be used.

The Use of the Ellipsis: In the 7th edition of the APA style ellipses (i.e., three dots being ...) are not necessary at the beginning or end of a quotation but should be used when a text deletion is being suggested.

Spacing between sentences: Use only one space after a full-stop.

Quotation marks: Use for brief quotes (i.e., less than 40 words). Use also for emphasis/clarity. For example, true or false as the two responses to a question would be written as “true” or “false” not, as is sometimes written, *true* or *false*.

Quotes: Quotations of less than 40 words should be bounded by quotation marks and be part of a sentence. Quotations of >40 words should not be bounded by quotation marks but blocked with a 1.25cm indent on the left-hand side.

All quotes are to have a citation including the page number from which the quote was taken. Use “p.” to denote that a quote came from a single page and “pp.” when a quote occurred across pages. Use a space between the page abbreviation and the page number. When a quote comes from multiple pages separate the first and last page numbers by a longer, thinner, en dash.

Tips for using quotes well:

1. Use quotes sparingly. Normally, no more than 10% of the total word count of your assignment should be direct quotations. More than this and your assessor may question your intellectual input which may affect your mark. There are, however, obvious exceptions such as records of interviews and pastoral reports which, when quoted, go beyond 10%. This is ok.
2. Use direct quotes when:
 - It is necessary, or important, to use the exact words of an author so as not to misrepresent their ideas.
 - When it is necessary for a clear or convincing presentation of an idea.
 - When it is useful to psychologically impact the reader.
 - When an author says something in a memorable way.
3. Remember to interact with direct quotations. Do not leave them hanging without comment or qualification. If it is worth quoting, then the quotation is worth commenting on.

A few clues as to when to use indirect quotations:

1. When the information you are rewording is not commonly known.
2. When the material says something controversial or unusual.
3. When the information is supporting your argument.

Biblical References: The first-time scripture is directly quoted in a paper it is necessary to indicate the version being used (e.g., NIV). References to biblical texts in the body of an assignment should be made using the accepted abbreviation of the book, chapter, and verse. For example, Mt 17:22-23. Typically, no entry is required in the reference list for the Bible.

Italics: Italics are used for various purposes within APA style (e.g., foreign words). Table titles and all statistics (e.g., F , t , p) should be italicised and many other mathematical terms too (e.g., df and n).

Tables and figures: Choose to display your data using either a table or a figure based on need, efficiency, and clarity of presentation. Figures show a trend in data, but tables give precision of data. Which do you need? Never use both a table and a figure for the same data.

A table has a label and title. Both go on top of the table. All tables should be numbered as part of the label and referred to in the text prior (e.g., “see Table 1 below”). A table’s label is separated from the table’s title by a line. The table title should be italicised.

Tables should be clear in design, logically ordered and avoid unnecessary horizontal and vertical lines. Column headings and data within a column should be centre aligned.

A figure also has a label and a title. Their format is as with a table.

Finally, figures can be pictures or graphs. If you are using a graph, consider the type of graph, and axes scale, that will give greatest clarity to the trend that you are wanting to show your reader. Always label the parts of your figure for the benefit of your assessor.

In-text citations: These are a normal and important part of academic writing helping you and your assessor to track where specific facts came from. This becomes critical to your defence if cheating is suspected.

You may use citations within a sentence or at the end of a sentence but do follow the author-date method of citation. Check the 7th edition of the APA *Publication Manual* for your specific needs.

Nevertheless, some of the basics of citing are presented below and were taken from Purdue University's Online Writing Lab.

One or two authors: Name the author(s) in each citation. For two authors, use "and" between the authors' surnames within the text and use an ampersand (i.e., "&") when the citation is in parentheses. For example, "Research by Bonnie and Clyde (1934) into bank lending practices supported..." or "... (Bonnie & Clyde, 1934)."

Three or more authors: List the first author's name followed by "et al." in every citation, even the first citation, except if ambiguous to do so. For example, "... (Morrison et al., 2018)." or "Morrison et al. (2018) investigated the efficacy of leadership styles and found..."

When two or more citations by different authors occur within parentheses separate them with a semi-colon. When two or more works by the same author(s) occur in parentheses separate the years with commas.

When an author publishes two or more works in the same year differentiate them by using the letters "a," "b," "c" etc., as needed, immediately after the year of publication.

When citing information from an indigenous person who was not a research participant include their name, nation/group and locality adding "personal communication" and the date.

If you use a secondary source then cite the secondary, not primary, source. Use the words "as cited in..." before providing the author and date of the secondary source.

If the author is unknown, but not anonymous, use the first couple of words of the source's title in their place.

If a source's date is unknown use the abbreviation "n.d." in its place.

Reference list.

Finally, there is the reference list (*not Bibliography*). Commence this on a new page. Centre justify the word "References." This sub-title should also be bolded.

The reference list is provided alphabetically according to the first author's surname. If multiple works by the same author are used, then give them in date order with the earliest reference first. If multiple works by the same author from the same year are used then order them according to the citation designation "a", "b", "c" etc.

Use a hanging indent for the second and subsequent line of each reference. The indent should be 1.25cm.

When referencing, an author's surname comes before their initials. For a single author use "Ali, M.." For two authors use "Laurel, S., & Hardy, O.." For three to 20 authors "list by last names and initials; commas separate author names, while the last author's name is preceded again by ampersand." (Purdue University's Online Writing Lab).

When an author is unknown, but not anonymous, place the title of the work first.

When the date of publication is unknown use the abbreviation "n.d."

Use a longer, thinner, en dash to separate the first and last page number of a reference.

No reference is needed for scripture quoted in the body of an assignment. You do, however, need a reference if you use the study notes in a bible.

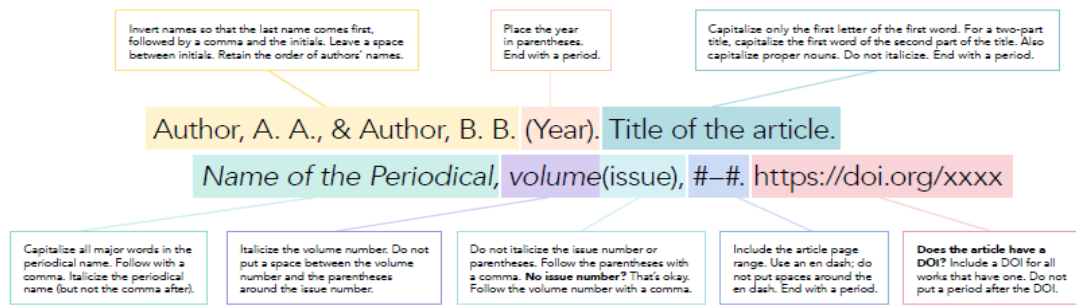
Basic Formatting Options.

By way of a general guide for the two basic APA formatting options please see the APA's quick reference guide given below (i.e., Figure 1).

Figure 1

APA quick reference guide

Journal Article



Book



Nevertheless, beyond these two broad formats options for many different possibilities exist. Some of the more common reference formats are given below.

A journal article: The basic form is: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. <https://doi.org/xx.xxx/yyyy>

This becomes (noting that in this instance there is no digital object identifier (doi) to report):

Long, J. (2018). Teaching a method for Indigenous theologising. *Australian Journal of Mission Studies*, 12(2), 5–7.

A book: The basic form is: Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher Name.

This becomes:

Cettolin, A. U. (2016). *Spirit freedom and power: Changes in Pentecostal spirituality*. Wipf and Stock.

Edwards, T. M., & Chiera, C. (2019). *The freedom of virtue: Navigating excellence in the art of living amongst a world of instant gratification*. Australian Academic Press.

Formatting Various Types of Texts Within A Reference List.

Formatting a translated book: The basic form is: Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (T. Translator, Trans.). Publisher. (Original work published YEAR)

This becomes:

Steinbeck, J. (2004). *The angry raisins*. (K. Mushin, Trans.). Nippon Press. (Original work published 1939)

When formatting a subsequent edition of a book: The basic form is: Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (# edition). Publisher.

This becomes:

Bond, J. (1993). *Birds of the West Indies* (5th edition). Houghton Mifflin Company.

Formatting a chapter in an edited book: Basic format: Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), *Title of work: Capital letter also for subtitle* (pp. pages of chapter). Publisher.

This becomes:

Bryce, R. (2018). Intentional spiritual growth in incarnational ministry. In S. Bradbury & L. Jackson (Eds.), *Where spirituality & justice meet: Spiritual formation & integral mission* (pp. 1–22). Graceworks and MST Press.

Formatting a multivolume work: Basic format: Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Vol. #). Publisher.

This becomes:

Barth, K. (2004). *Church dogmatics* (Vol. 12). T & T Clark.

Formatting when using a secondary source: Simply provide the secondary source using the appropriate format.

Formatting a published thesis: Basic format: Lastname, F. M. (Year). *Title of dissertation/thesis* (Publication No.) [Doctoral dissertation/Master's thesis, Name of Institution Awarding the Degree]. Database or Archive Name.

This becomes:

Cettolin, A. U. (2006). *Pentecostal Spirituality in Australia: A comparative study of the phenomenon of historic Pentecostal spirituality and its contemporary developments within the Assemblies of God in Australia* (12108) [Doctoral dissertation, Australian College of Theology].

Formatting a report by government or an NGO: Basic format: Organization Name. (Year). *Title of report*. URL.

This becomes:

Australian Institute of Health and Welfare. (2019). *General Record of Incidence of Mortality (GRIM) Data*. <https://www.aihw.gov.au/reports/life-expectancy-deaths/grim-books/contents/general-record-of-incidence-of-mortality-grim-data>.

Or if the author is known the basic format is: Lastname, A. A., & Lastname, B. B. (Year). *Title of report*. Organization Name. URL.

This becomes:

Bass, J. A. B. (1996). *Species action plan: Medicinal leech* *Hirudo medicinalis*. Institute of Freshwater Ecology.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&ved=2ahUKEwipxf_DgZzpAhVH2KQKHS6CCFwQFjALegQIBBAB&url=http%3A%2F%2Fnora.nerc.ac.uk%2Fid%2Feprint%2F1078%2F1%2FBassMedLeech.pdf&usg=AOvVaw3EHGCPypalf_TJg5KFPwwT.

Formatting conference proceedings: The 7th edition of the APA style manual does not provide guidance on citing conference proceedings. Therefore, please seek guidance from your lecturer.

Assignment Submission

General Considerations.

When submitting an assignment, you will be required to provide information so that your assessor can link you, your work and your grade. It is expected that you will provide all information requested.

Electronic submission should be undertaken in accordance with the Unit Guide and Moodle submission instructions. File names are to be formatted as:

1. Unit code and level
2. Assignment number and type
3. Surname

Thus, for the unit TH101-306, assignment # 1, being a minor essay completed by Soren Churchyard on Philippians, the file name would read: TH101-306 1 Minor Essay Churchyard.docx

By way of two technical points: (1) please do not use a full stop or decimal point in any of your file names; or (2) if your file size is exceptionally large consult your lecturer on Canvas's ability to accept it.

Submitting written or printed work.

Sometimes assignments will need to be hand-written, such as a journal, or be printed (e.g., a poster). Your lecturer is the person to discuss formatting with. However, as a general guide to written assignment your handwriting must be legible if your work is to be graded.

In addition:

- Attach a cover sheet to the front of your assignment, otherwise it will not be marked. Speak to your lecturer about where to access a cover sheet.
- Do not fold a printed assignment.
- Do not place your assignment in a plastic envelope or display folder.
- Submit your work as per the Unit Guide's instructions.

Expectations For Various Types of Assignments

What has been written above has been done so with the intention that you will, most often, submit essays. However, from time-to-time, you will be asked to complete other forms of assessment. Here is a brief list of various other forms of assessment. It is not exhaustive. It is also general in its descriptions. As always, consult your Unit Guide for the specific requirements of an assignment and speak to your lecturer as needed.

Annotated Bibliography and Reading Log

Annotated bibliography.

Purpose: Preparing an annotated bibliography can be an especially useful way to approach a new and complex topic. It can also be useful in helping you to shape your research in preparation for a larger assignment.

Structure: A list of relevant texts. For each text provide about five sentences noting the text's value for what you are studying and its key arguments. Additional information can be found at: <https://student.unsw.edu.au/annotated-bibliography>

Reading log.

Purpose: A reading log helps track your scholarly understanding of a discipline.

Structure: A list of relevant texts.

Book Review, Synopsis and Reading Summaries

Book Review.

Purpose: To provide your assessor with an understanding of: (1) the book's purpose and an indication of the quality of its main arguments; and (2) where it sits in relation to other scholarly works and the discipline more generally and therefore what it adds to our knowledge.

Structure: When asked to do a book review the following guidelines should be followed, unless your Unit Guide states otherwise.

Put the full bibliographic details at the top of the assignment (example given below). Approximately a third to one-half of the assigned length is to be allocated to a summary of the book's contents and thesis. The other half to two-thirds of the review is to be a *critical analysis* of the author's views.

For a sample book review see the *Journal Practical Theology*, 12(4), 459–461 with bibliographic information etc. given thus:

Psychology and spiritual formation in dialogue: Moral and spiritual change in Christian perspective

edited by Thomas Crisp, Steven Porter and Gregg Ten Elshof, Downers Grove, IL, InterVarsity Press, 2019, 275 pp., \$28, ISBN: 978-0-8308-2864-7

Synopsis and reading summaries.

Purpose: To summarise the contents of a book.

Structure: As you summarise the content and contention of the writer you can interact with their material and critically evaluate the book.

Journal Writing

Purpose: To develop your reflective and critical abilities.

Structure: For some units you are asked to keep a journal. This is a personal and reflective form of writing and does not fit the normal rigorous academic writing requirements.

Unless your Unit Guide requires you to type it you may prefer to hand write your journal.

When journaling you do not normally use references and bibliographies. You can use other sources which have impacted you. If so, give enough details for the reader to be able to find them. However, you do not have to use the full referencing system required in most other writing.

Finally, for some people journaling can be an intense, or even negative, experience. Please alert your lecturer to this if you think this may be a concern. If, during the journaling process, you become distressed stop. Inform your lecturer as soon as possible. You may even like to make an appointment with your GP or call Lifeline on 13 11 14 which is a 24-hour, seven day a week, counselling service.

Lab Report

Purpose: To demonstrate that you can collect, analyse, integrate, and understand the meaning of data.

Structure: Sometimes you will be asked to collect data and provide a lab report based upon your analysis of the data. A lab report uses clear expression, as with any other

assignment, but divides information according to pre-determined sub-headings. It also typically features tables or figures. The headings and sub-headings to use are:

- Title
- Abstract
- Introduction
- Materials and methods
- Results (or Findings for a qualitative study)
- Discussion
- References

PowerPoint Presentation

Purpose: To be able to summarise information and engage critically with it in real time.

Structure: Powerpoint presentations are a common style of student assessment. They combine written information on slides with an oral presentation of that information.

When composing your slides limit yourself to about three points per slide and speak to each. Guy Kawasaki's rule of thumb to keep all text to 30 point font or bigger can be useful.

Curiously, it is appropriate according to APA style to now use first-person pronouns. This is because a Powerpoint presentation is typically reporting on a study you have performed.

In addition, and when appropriate, divide your presentation according to the sub-headings that you would use in a lab report. You may even want: (1) an acknowledgements slide; and (2) an "Any questions?" slide at the end of your presentation.

Concentrate on making tables and figures within your presentation large and clear. Speak to their main points and therefore show your listeners their key features.

Presentations must also run to time. Please use your rehearsals accordingly.

Finally, presentations provide your classmates with the opportunity to ask you questions. Try to predict these in advance and so have your answers prepared. Sometimes, however, a question will be posed to which no straight forward response is possible. Better to say "I don't know" than make-up a silly reply. The first response will not cost you marks the second likely will.

Academic Integrity

Honesty is the hallmark of academic integrity and key to good scholarship. It is the expectation of Eastern College Australia that students abide by the principles of academic integrity. Breaches of academic integrity amount to cheating, broadly defined, and include plagiarism. Breaches of academic integrity will be dealt with seriously and may impact your progress through your course.

One issue which impacts academic integrity is the use of editorial assistance. An editor may assist with the mechanics of language only. By the act of submitting your work you are declaring that the assignment is your own and hence any editorial assistance was minor.

Given the seriousness of academic integrity we refer you to the Academic Integrity Policy. For further help please see the Academic Writing Unit.

Post-graduate Students: A Few Notes on Increased Scholarly Expectations

Graduate Diploma and Master students are studying at a level that demands greater scholarly ability. Such students will therefore be assessed more intensely given the expectation of a higher standard of scholarship. An essay that might have earned a student a Distinction at 3rd year Bachelor level will not achieve the same result at Master level. But, as always, your lecturer is here to help. Therefore, please note:

- You will be expected to show proficiency in a subject area. Therefore, if you do not have familiarity with undergraduate material, additional reading is expected.
- You will be expected to thoroughly read and reflect on a variety of publications including, but not limited to, the most important or well-known ones in your discipline area.
- Your reference list for all assignments will be richer and more extensive than you have been used to at undergraduate level. Your reference list must have a high concentration of specific and specialised material from various positions on the issue under consideration.
- You will be expected to be reading material from both books and journals. Journal articles are imperative for a strong essay. Usually, the most recent academic discussions on any topic are to be found in journal articles.
- Your interaction with sources will be at a deeper level. You will not just describe and discuss academic material but engage with it. This will variously mean analysing, evaluating and synthesising material, possibly to even create something new. You will be expected to understand the subtleties of an argument, the axioms on which an argument is based and be able to identify an argument's strengths/weaknesses including logical flaws. As such, you will offer substantial reflections on the topics you encounter where creativity emanates from the proficiency in the material presented.

[Coverpage]

This Is Your Title: It Should Be Descriptive but Succinct

Your Name, Student Number

Eastern College Australia

ABC101: Unit Name, Course Abbreviation

(Lecturer title) Lecturer Christian name, Surname

Due Date (ie June 30, 2029)

(Actual Word Count) / (Expected Word Count)

If you have used Generative AI in the production of this essay you must declare it on the title page and fully outline what features you have used. Please check the Eastern Academic Integrity Policy for rules around AI use.

<https://policy.eastern.edu.au/policy/academic-integrity-policy>

Using any generated content from GenAI tools directly in a submitted piece of assessment is NOT allowed.

There are three exceptions: (i.e. the use of GenAI tools is allowed under these circumstances):

1: to conduct preliminary research on a topic prior to writing, e.g. topic search, to clarify terms, to identify useful readings, translating readings into another language, or to summarise a reading to ascertain its relevance.

2: to obtain general advice on spelling and grammar. Students writing in a language other than their first language can use AI for general advice on spelling and grammar, but not for translating their written work.

3: where a lecturer provides written authorisation for the use of an artificial intelligence tool for specific aspects of an assessment task. Written authorisation can be provided in assignment instructions.

Student Declaration: (tick as relevant)

- ☐ I declare that I have NOT used Generative AI in the writing of this assessment, except where written authorisation has been provided.
- ☐ I have NOT used any generated content from GenAI tools directly in my submitted assessment.
- ☐ Where GenAI tools have been used, I have fully cited the name and version number or date of the tool(s) used, in text, in the Reference List and also have attached an appendix with the prompts used.

By signing this I declare I understand and accept the consequences of breaching Eastern's academic integrity rules, and declare this to be my own original work.

Student Signature: _____

(Signature may be typed)