Write On!

A guide for the presentation of assignments at ALC
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Prepared by members of the ALC faculty

Published by

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While every effort has been made to ensure that the content of this guide is as accurate as possible at the time of publication, ALC reserves the right to update and amend as necessary.
# Table of Contents

1. Notes-bibliography (N-B) citation method ................................................................. 4

2. Sample citations ........................................................................................................ 5
   2.1 Citing specific types of sources ......................................................................... 5

3. Additional style guidelines ...................................................................................... 15
   3.1 Footnotes ......................................................................................................... 15
   3.2 Quotations ...................................................................................................... 15
   3.2.1 Incorporating quotations into an essay ...................................................... 15
   3.2.2 Quotations within quotations ................................................................. 16
   3.2.3 Longer quotations ..................................................................................... 16
   3.2.4 Employing [sic] in quotations ................................................................. 16
   3.2.5 Providing emphasis within quotations .................................................... 16
   3.2.6 Student translation from another language ............................................. 16
   3.2.7 The use of an ellipsis ................................................................................ 17

4. Biblical references ................................................................................................... 17
   4.1 Abbreviations ................................................................................................. 17
   4.2 Citing biblical references .............................................................................. 19

5. Capitalisation .......................................................................................................... 20

6. Inclusive language guidelines ............................................................................... 21

7. Research skills and thesis writing: resources ....................................................... 22

8. Assignment format .................................................................................................. 23

9. Steps towards writing an essay ............................................................................. 23

10. Wit and wisdom for writers ................................................................................ 26

Reference list .............................................................................................................. 28
1. **Notes-bibliography (N-B) citation method**

*Write On!,* ALC’s official style guide, is based on the style manual of Kate L. Turabian. In addition to the basic style guidelines to be followed when writing assignments, *Write On!* provides in-house guidance for such items as the citation of Bible references and of specifically Lutheran reference works. There is also a section on how to write an essay. Except for a few minor differences, the Turabian style is very similar to *The Chicago manual of style.*

### Notes style method

The notes-bibliography style (or notes style) provides reference source information in footnotes. Where the source is referred to in the text, it is identified by a numeral, in superscript, placed at the end of the sentence—after the concluding punctuation—unless it refers only to part of the sentence, when it is placed after the relevant word or part of sentence. The correspondingly numbered footnote is placed at the bottom of the page and provides the details of the source from which the information has been acquired. Subsequent references to the same source can be provided in a shortened form.

All the bibliographic information is listed in a bibliography at the end of the paper, in alphabetical order of the author’s last name.

### Basic format

The same details of the source are provided in the footnote and the bibliographic entry, but the format and punctuation differ. In the next section, many examples of source material and the required formats are provided. Below is a summary of two main types—a book and a journal entry.

- #. = footnote number
- xx = page number
- xx–yy = page range

#### Book

| **FOOTNOTE** | . Author’s First and Last Names, *Book title: sub-title of book* (Place of publication: Publisher, Year of publication), xx. |
| **SHORTENED FOOTNOTE** | . Author’s Last Name, xx. |
| or | . Author’s Last Name, *Short title, xx.* |

| **BIBLIOGRAPHY** | Author’s Last Name, Author’s First Name. *Book title: sub-title of book.* Place of Publication: Publisher, Year of publication. |

#### Journal article

| **FOOTNOTE** | . Author’s First and Last Names, ‘Article title: sub-title.’ *Journal Title* Volume number, Issue number (Date of publication): xx. |
| **SHORTENED FOOTNOTE** | . Author’s Last Name, xx–yy. |
| or | . Author’s Last Name, ‘Short article title,’ xx–yy. |

| **BIBLIOGRAPHY** | Author’s Last Name, Author’s First Name. ‘Article title: sub-title.’ *Journal Title* Volume number, Issue number (Date of publication): xx–yy. |
How ALC’s style guide varies from Turabian
ALC uses a number of reference style elements more common in Australia:
• Minimal capitalisation e.g. sentence case for book and journal article titles
• Australian date format
• Single quotation marks initially, double quotation marks for quotes within quotes

If your course or unit of study requires strict adherence to the latest Turabian style, please refer to:


See also [https://www.chicagomanualofstyle.org/turabian/citation-guide.html](https://www.chicagomanualofstyle.org/turabian/citation-guide.html) for a quick guide to Kate L. Turabian’s *Manual for writers of research papers, theses, and dissertations*, which presents two basic documentation systems: notes and bibliography style and author-date style. For an outline of the two styles, click on the URL; to see sample citations for a variety of common sources select notes and bibliography.

2. Sample citations

2.1 Citing specific types of sources

One author
Notes read much like running text, with the author’s name in standard order (first name first) and elements separated mostly by commas or parentheses. Reverse the order of the author’s first and last names in the bibliography.

**FOOTNOTE**


**SHORTENED FOOTNOTE**

3. Fretheim, *Creation untamed*, 75.

**BIBLIOGRAPHY**


Two or more books by one author
In the bibliography, books by the same author are listed in alphabetical order of the book title.

**FOOTNOTE**


*NOTE: You should use the second option above if you are citing numerous texts written by Braaten.*
SHORTENED FOOTNOTE


BIBLIOGRAPHY

Braaten, Carl E. *Justification: the article by which the church stands or falls*. Minneapolis, MN: Fortress, 1990.


Two or more works by one author in one year

FOOTNOTE


SHORTENED FOOTNOTE


BIBLIOGRAPHY


One book with two (or three) authors or editors

In the bibliography, only the first author or editor is listed in reverse name order.

FOOTNOTE


SHORTENED FOOTNOTE

2. Edlin, Dickens, and Ireland, *Pointing the way*, 101.

BIBLIOGRAPHY


One book with four or more authors or editors

FOOTNOTE


SHORTENED FOOTNOTE


BIBLIOGRAPHY


Edition other than first

FOOTNOTE


SHORTENED FOOTNOTE

|---|---|

**Translated book**
In notes use the abbreviation ‘trans.’ prior to the translator’s name, but write the full text ‘Translated by’ in the bibliography.

| SHORTENED FOOTNOTE | 2. Bayer, *Martin Luther’s theology*, 54. |

**Book in a series**


**Essay in a volume of essays**


**Commentary in a volume to which several commentators have contributed**

### Journal article (print)
In a note, cite specific page numbers. In the bibliography, include the page range for the whole article.

| --- | --- |
4. Pietsch, ‘Luther’s “Rhetoric of the heart”,’ 29. |
Pietsch, Stephen J. ‘Luther’s “Rhetoric of the heart” for Lutheran preaching.’ *Lutheran Forum* 42, no. 3 (Fall 2013): 26–41. |

### Journal article (online)
For articles consulted online, include a URL or the name of the database. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins https://doi.org/. This URL is preferable to the URL that appears in your browser’s address bar.

| --- | --- |
4. Trupe, ‘Academic literacy in a wired world.’ |

### Book review in journal
In the case of book reviews in journals, the bibliographical details are supplied only for the book review. As for the book under review, only its title and author are given. The titles of the reviewed book and the journal in which the review appears are in italics.

<table>
<thead>
<tr>
<th>FOOTNOTE</th>
<th>1. Meryl Jennings, review of <em>The suicidal church: can the Anglican Church be saved?</em> by Caroline Miley, in <em>Lutheran Theological Journal</em> 37, no. 3 (Dec 2003): 141–43.</th>
</tr>
</thead>
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**FOOTNOTE**

**SHORTENED FOOTNOTE**
Mokyr, review of Natural experiments of history, 752.

**BIBLIOGRAPHY**

**News or magazine article**
Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. Page numbers, if any, can be cited in a footnote but are omitted from a bibliography entry. If you consulted the article online, include a URL or the name of the database.

**FOOTNOTES**


**SHORTENED FOOTNOTES**

4. Manjoo, ‘Snap.’
5. Pegoraro, ‘Apple’s iPhone.’

**BIBLIOGRAPHY**

**Readers’ comments cited in a footnote, but omitted from bibliography.**
### E-Book

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

### Footnote


### Bibilography


### Web page


### Footnote


**Online database**


---

**Encyclopaedia entry**

| SHORTENED FOOTNOTE | 2. Dolan, ‘Luther, Martin,’ 1090. |

---

**Luther’s Works**


---

**Book of Concord**

### Church Fathers

**Book**

|----------|-------------------------------------------------------------------------------------------------|

### Document in a book

|----------|-------------------------------------------------------------------------------------------------|

### Unpublished thesis or dissertation

|----------|-------------------------------------------------------------------------------------------------|

### Unpublished documents

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<td>3. LCA, ‘Letter of call.’</td>
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CD-ROM

**FOOTNOTE**

**SHORTENED FOOTNOTE**

**BIBLIOGRAPHY**

Video recording

**FOOTNOTE**

**SHORTENED FOOTNOTE**

**BIBLIOGRAPHY**

Classroom or public lecture

**FOOTNOTE**

**SHORTENED FOOTNOTE**
2. Worthing, ‘Thomas Aquinas.’

**BIBLIOGRAPHY**

Personal interview

**FOOTNOTE**

**SHORTENED FOOTNOTE**
2. Jericho, interview.

**BIBLIOGRAPHY**

Sermon

**FOOTNOTE**

**SHORTENED FOOTNOTE**
2. Muller, ‘The Spirit’s fiery gifts.’

**BIBLIOGRAPHY**
Newspaper feature article

**FOOTNOTE**

1. Dean Jaensch, ‘Howard reforms abandon the democratic spirit,’ *The Advertiser*, 12 October 2005.

**SHORTENED FOOTNOTE**

2. Jaensch, ‘Howard reforms.’

**BIBLIOGRAPHY**


Graphics, audio, or video files

It is just as important to cite any graphics, audio, or video files, including podcasts or other multimedia files, which are used or referenced as it is to cite text files. However, it may be even more difficult to locate the necessary information, such as the name of the artist, the date of creation, or the file’s URL. The form of your citation will depend on what information about the file you are able to determine and whether your reference is to the file itself or to the page on which the file is published.

If your reference is to the file in the context of the web page on which it is published, then provide information about the file as well as about the web page or site on which it resides. Notice that the titles of works of art are italicised; the titles of other types of graphics, such as maps and photographs, are enclosed in quotation marks.

Personal email

Cite emails, text messages, and direct or private messages shared through social media only in notes.

**FOOTNOTE**


**SHORTENED FOOTNOTE**

3. Haar, ‘Quest for the historical Jesus.’

Blogs and wikis

To cite material from an online forum, include the name of the correspondent, the title of the subject or thread (in quotation marks), the name of the forum, and the date and time of the post.

**FOOTNOTE**


**SHORTENED FOOTNOTE**

Gosden, ‘Mission,’ (blog)

**BIBLIOGRAPHY**


*Bible versions*

Do not supply full references for Bible versions. The first time you quote from the Bible in the essay, indicate what translation, as opposed to version, you are using (e.g. Luke 15:1-2, NRSV; I Cor 5:1–8, ESV). The version you are using, such as *The Harper Collins Study Bible*, needs to be indicated only in your bibliography, if at all.
Citations from Lutheran references: The Book of Concord, Luther’s Works, DSTO and Theses of Agreement

1. *The Book of Concord*
   
   In citations the following abbreviations are used for the Lutheran confessional writings:

   - **AC**: Augsburg Confession
   - **Ap**: Apology of the Augsburg Confession
   - **SA**: Smalcald Articles
   - **Tractate**: Treatise on the Power and Primacy of the Pope
   - **LC**: Large Catechism
   - **SC**: Small Catechism
   - **FC**: Formula of Concord
   - **Epit**: Epitome of the Formula of Concord
   - **SD**: Solid Declaration of the Formula of Concord

   When quoting from the Confessions, the source of the quotation must be given:

   Speaking of church unity the confessors are adamant that ‘it is enough for the true unity of the church to agree concerning the teaching of the gospel and the administration of the sacraments’ (AC 7,2; Kolb and Wengert: 43).

   **Notes:**

   1. The first part of the citation refers to Article 7 of the Augsburg Confession, paragraph 2. The second part indicates that the quotation is found on page 43 of the Kolb and Wengert edition of *The Book of Concord*.
   2. When quoting from *The Book of Concord* be careful not to say, ‘Kolb and Wengert say’, or ‘Tappert says’. The writers are either ‘the confessors’ (The Augsburg Confession, The Apology of the Augsburg Confession, The Treatise on the Power and Primacy of the Pope, and the Formula of Concord) or ‘Luther’ (the catechisms and The Smalcald Articles).

3. **Additional style guidelines**

3.1 **Footnotes**

   3.1.1. **Purpose**

   Footnotes may also be used for additional information that would otherwise disturb the flow of the essay you are writing. Additional information may consist of further supporting evidence for a point that you are making. Or you may like to include in a footnote an argument or a position that runs counter to the point you are making in your essay, in which case you would also include in the footnote your reasons for disagreeing with the counter argument. Some use footnotes to make comments, such as that you would like to explore the issue more extensively at another time. Also, additional resources may be referred to in a footnote.

3.2 **Quotations**

   3.2.1. **Incorporating quotations into an essay**

   Two sentences from an imaginary essay on the Lord’s Supper follow. They include a direct quotation from Robert Kolb’s book, *The Christian faith*. The
quotation is not long enough to be isolated from the body of the text and indented. Note also that the quotation marks are single, not double.

Speaking of the practice in some churches of calling the Lord’s Supper the Eucharist, which means the thanksgiving, Robert Kolb says that ‘the Supper itself cannot be called the Eucharist. Only the response of God’s people in the liturgy, which surrounds the Supper, is thanksgiving.’

3.2.2. Quotations within quotations

Single marks are used for quotations, and double marks for quotations within quotations.

Elsewhere Kolb says: ‘The Supper unites the whole congregation and should not be used to “do something special” for a group within it.’

3.2.3. Longer quotations

When a quotation is longer than about 3 lines or more it should be isolated from the essay by indentation without using inverted commas. The following is an excerpt from an imaginary essay.

We can gain an inkling of the speed at which ideas are changing when we read the sentiments of a social commentator writing about 20 years ago:

What men expect mostly from women is service—sexual service, household service, teaching service in the upbringing of their children, or aesthetic services for their social life, and the services of a conscientious secretary. What they hardly look for at all is initiative, ideas, much less advice. ‘My husband’, a woman says to me, ‘has just made a wise decision at the suggestion of one of his friends. I gave him the same advice a long time ago, but he never listened. But as soon as his friend said it to him, he agreed!’

In this example it does in fact end with an inverted comma, simply because the section ends with a quotation within the larger quotation. Note that the author’s name, this time, appears in the citation because it did not appear in the words that introduced the quotation. Also, notice the punctuation at the end of the quotation. All punctuation marks precede the citation.

3.2.4. Employing [sic] in quotations

If a word in a section you are quoting is misspelt or archaic or fails the test of inclusive language, you may indicate that you are aware of this by adding the italicised word *sic*, Latin for ‘thus,’ and placing it in square brackets [sic] after the problematical word.

3.2.5. Providing emphasis within quotations

For special emphasis you may italicise a word or phrase from the section you are quoting, followed by (my emphasis).

3.2.6. Student translation from another language

If you provide your own translation from another language, indicate this by concluding the quotation with (my translation).
3.2.7. The use of an ellipsis

An ellipsis (…) is used when you omit words from quotations.

Speaking of Paul’s appeal to the Corinthians that they discern Christ’s body in the Lord’s Supper (1 Cor 11:27–34), Hays says that ‘Paul’s call to self-scrutiny (v 28) must therefore be understood ... as a straightforward call to consider how their actions at the supper are affecting brothers and sisters in the church, the body of Christ.’

The omitted words are: ‘not as an invitation for the Corinthians to probe the inner recesses of their consciences but’. These words don’t disturb the flow of the sentence when omitted.

4. Biblical references


Postgraduate students and contributors to LTJ are referred to the following:


4.1 Abbreviations

**General**

<table>
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<td>OT</td>
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**Old Testament**

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**Apocryphal/Deuterocanonical books**

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<tr>
<td>CEV</td>
<td>Contemporary English Version</td>
</tr>
<tr>
<td>GNB</td>
<td>Good News Bible (also TEV, Today’s English Version)</td>
</tr>
<tr>
<td>JB</td>
<td>Jerusalem Bible</td>
</tr>
<tr>
<td>KJV</td>
<td>King James Version</td>
</tr>
<tr>
<td>NAB</td>
<td>New American Bible</td>
</tr>
<tr>
<td>NEB</td>
<td>New English Bible</td>
</tr>
<tr>
<td>NIV</td>
<td>New International Version</td>
</tr>
<tr>
<td>NJB</td>
<td>New Jerusalem Bible</td>
</tr>
<tr>
<td>NKJV</td>
<td>New King James Version</td>
</tr>
<tr>
<td>NRSV</td>
<td>New Revised Standard Version</td>
</tr>
<tr>
<td>REB</td>
<td>Revised English Bible</td>
</tr>
<tr>
<td>RSV</td>
<td>Revised Standard Version</td>
</tr>
</tbody>
</table>

#### 4.2 Citing biblical references

**Chapters and verses are typed as follows:**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>John (Jn) 11:1–53</td>
<td>Not John 11:1ff</td>
</tr>
<tr>
<td>Luke (Lk) 1:5–25,57–66</td>
<td></td>
</tr>
<tr>
<td>Luke 16–19</td>
<td>This means chapters 16 to 19. There are no spaces either side of the en dash.</td>
</tr>
</tbody>
</table>

If Bible references appear in the body of the essay the name of the biblical book appears in full. For example:

*Jesus’ parable of the Good Samaritan at Luke 10:25–37 speaks of the neighbourliness required of Jesus’ followers.*

But if the reference is bracketed, the book’s abbreviation is used:

*Jesus’ parable of the Good Samaritan (Lk 10:25–37) speaks of the neighbourliness required of Jesus’ followers.*
5. Capitalisation

In keeping with the growing trend within publishing houses and tertiary institutions, Australian Lutheran College has the policy of minimal capitalisation.

Names of books, articles and essays are subjected to minimal capitalisation in written material. Earlier, one would have expected far more capital letters to appear in the title of Michael Gorman’s *Elements of biblical exegesis: a basic guide for students and ministers.* When referencing the essay by Maurice Schild in the August-December 2005 edition of LTJ, it would be written as: ‘Dietrich Bonhoeffer and the burden of discipleship in contemporary Australia.’

Capitals are used for the first word of a sentence, for proper names, for the title of a specific person, and for the names of organisations, churches, commissions, committees, boards, and the like, when the full name of the body is used.

It is good to remember two simple rules of thumb.

1. The upper case is used for the proper names of specialised words associated with the Bible and the Christian faith:
   *Bible, Baptism, Eucharist, the Lord’s Supper, and Holy Communion,* whereas the related adjectives take the lower case:
   *biblical, baptismal, and eucharistic.*

2. When titles of organisations, churches, commissions, and the like, are used in subsequent references, the practice is to abbreviate the reference and use the lower case, except for words normally capitalised.

   The Lutheran Church of Australia will appear as the Lutheran church in subsequent references.
   The Commission on Theology and Inter-Church Relationship will subsequently be referred to as the CTICR, the commission, or the theology commission. We would speak of Pastor John Smith, or Pastor Smith, but if the name is not used he would become the pastor. Similarly, President Paul Jones becomes the president in subsequent references. The Lutheran Church of Australia, Queensland District would become the Queensland district, or the district. And Prince Charles would be down-sized to the prince after his title and name had been given.

With the exception of the personal pronoun ‘he,’ references to God are usually capitalised if they are titles. The *Style manual* is of great assistance here.

   The Creator, the Almighty, the heavenly Father, the Saviour, the Word (as a name for Christ), the Messiah, the King of kings, the Lord of lords, the Son of Man, the Passover Lamb, the Prince of Peace, the Comforter. But: God is our creator and king; the Spirit is our comforter in times of need. The Good Shepherd protects his sheep; but: Christ is our good shepherd; he is our door, our gate. God Almighty; but usually: almighty God. The Triune God, as a name, but triune when used more as an adjective than as a title.¹

6. Inclusive language guidelines

Formerly it was common to use words such as ‘man,’ ‘mankind,’ and ‘brother,’ and the pronouns ‘he,’ ‘his’ and ‘him,’ when referring to humanity in general. But greater sensitivity to the discrimination inherent in this generic usage has led to the widespread adoption of gender inclusive terminology throughout the English-speaking world, both in speaking and in writing.

Some people struggle to come to terms with the adjustments that are called for, and they justify their reluctance to adopt gender inclusive terms by saying that everyone knows that the context always makes it perfectly clear whether humans in general are meant, or the male of the species, when words like ‘man’ or ‘mankind’ are used. They often go on to say that the church has succumbed to feminism or political correctness.

But subtle shifts in the meaning of words invariably take place with the passage of time, and so it is with the words in question. Besides, using ‘man’ and ‘brother’ generically implies the privileging of the male as the normative gender. In fact, whenever such words are used, women always have to pause for a moment and ask whether they are included. Is the speaker or writer referring to people in general or to men in particular? Am I included or am I not included? The question doesn’t arise for men. They are included by the word, whatever is meant. Another important consideration, especially for people who serve in the church, is that nobody is offended when care is taken to employ gender inclusive language, whereas the number both of men and women who are offended by exclusive usage continues to grow. It is not good enough to say that it is their problem, not mine.

Openbook Publishers gave ALC permission to include in Write On! the following useful guidelines.

‘Man’ in its generic sense can often be appropriately replaced by such words as human being(s), humanity, humankind, human race, individual(s), man and woman, people. Sometimes it is possible to rephrase the sentence so that the word is avoided altogether.

To avoid the generic use of ‘he,’ one of the following alternatives can be adopted.

Use the plural: A writer has his pen becomes Writers have their pens.
Use the passive: The applicant’s name should be filled in rather than The applicant should fill in his name.
Use a construction with ‘we,’ ‘you,’ or ‘one.’
Omit the pronoun: Someone with ideas he has picked up from others becomes Someone with ideas picked up from others.
Repeat the noun.
Use he or she, she or he, he/she, or s/he.

The use of they in a singular sense (‘I am never angry with anyone unless they deserve it’ – Ruskin) has a long history and is now favoured extensively by the media, although many still regard it as grammatically incorrect, particularly in formal prose. It can often be used with words like ‘anyone.’

Below is an alphabetical list of some exclusive terms, together with possible inclusive alternatives. Alternative words and expressions should be chosen with care and discretion. The context and the sensitivities of the readers should always be considered. Note that in some cases forms which accurately refer to one gender or the other may be used when the gender is known.
authoress etc  author etc. (there is no need for ‘ess’)
brethren, brothers  brothers and sisters, members of the congregation or community
businessman/men  business executive, business manager, business owner, financier, businessman/businesswoman, business community, business people
chairman  chair, chairperson, chairman/chairwoman
churchman  churchgoer, church member, church worker
cleaning lady  cleaner, house or office cleaner
countryman  citizen
faith of our fathers  faith of our ancestors, faith of our parents
forefathers  ancestors
founding fathers  founders, pioneers
housewife  homemaker, home manager, housewife/househusband
juryman  juror, member of the jury
layman  layperson, layman/laywoman, non-specialist
man-hours  labour hours, work hours, working hours
man in the street  average person, ordinary people
man-made  artificial, constructed, hand-made, manufactured, synthetic
man on the land  farmer, farming community, grazer, landowner, rural community, country people
manpower  human resources, labour, staff, personnel
man the desk  staff the desk
man the phone  answer the phone, be in charge of the phone
master the art  become skilled, competent, proficient, expert
salesman  sales agent, sales attendant, salesperson, shop assistant
spokesman  advocate, representative, official, person speaking on behalf of, spokesperson
sportsman  athlete, player, competitor
sportsmanlike  fair, sporting
workman  employee, worker

7. Research skills and thesis writing: resources


8. Assignment format

   Layout
   The font recommended for essays is Calibri 11 or Arial 11. Students are free to use single, 1.5, or double line spacing.

   Declaration of independent work
   University of Divinity policy states that all written assignments submitted for assessment must contain a statement declaring it is the result of student’s own work, or their own work in the case of a group submission.

   Assessment details
   Please write the assessment topic at the start of the assignment.

   Page numbers
   Pages should be numbered, usually on the right hand side of the footer.

   Your name
   Your name should appear on each page e.g. on the left hand side of the footer.

   Assignment template
   An assignment cover sheet and template may be downloaded from the ALC website, under Assessment and results.

   Higher degree by research students
   Postgraduate research students are directed to the University of Divinity website http://divinity.edu.au/study/research/current-hdr-students/ for thesis guidelines and other information.

   A thesis cover sheets is to be submitted statement material submitted for assessment/examination is the result of student’s own work.

9. Steps towards writing an essay

   1. Choosing the topic
   It is a good idea to choose an essay topic that you find interesting—interesting because you know of its value for your future work, interesting because of its central theological, pastoral and/or educational significance, or interesting because it is a topic that has appealed to you for some time, but you have never had the opportunity to study it in depth. It is also wise to choose a topic that you know will stretch you or take you into previously unexplored territory, rather than settling for something that you can write about quite easily.
2. **Analysing the question**

Analyse the essay question in terms of the **tasks** you have been asked to perform and the **information** you have been asked to find out. Take the following essay topic: *Discuss the origin, the nature and the extent of sin according to the Lutheran understanding of the doctrine of original sin, and expand on the pastoral implications of that understanding* (2000 words). The information you are asked to find out and record is the origin, nature and extent of original sin as Lutherans understand the doctrine, and the pastoral implications that flow from that understanding. The tasks you are given are to create an essay that spells out that information clearly and systematically, and then to spell out the pastoral implications of the teaching, expansively. If an essay topic is posed as a question, it is advisable that you turn it into a statement before asking what information you have to gather and what tasks you are to undertake.

3. **Preparing the references**

One of the first tasks when writing an essay is to gather a list of bibliographical references (no longer called a bibliography). The heading for the listing is References, or Reference List, or List of references. You insert the list at the end of the essay. As a rule of thumb, you are advised to include no fewer than half a dozen references. It is your responsibility to compile your references, drawing on the search processes available in the library, and if necessary consulting with the lecturer, the library staff and fellow students. You are well advised to prepare your references as your first task, according to the author-date format. Then, when you are actually writing the essay and citing references in the body of the essay, you need to employ only the minimal A-D citation format, knowing that you have already attended to the full bibliographical reference for that book or article.

You will probably keep adding to the references as you continue to work on the essay, because of works referred to in your reading or because you find you need to follow up an aspect of the topic at greater length. Be sure to list all the works you have cited in the essay. On the other hand, do not include works you have read but have not drawn on or referred to in your essay. Another word of warning is vital. Don’t come to rely on internet sites. When it comes to theology, internet articles mostly come from unreliable sources. Especially during your formative years of theological study it can be hard to discriminate.

4. **Taking notes**

Take notes as you read. If you believe that you may want to quote an author word for word in the final essay, be careful to copy accurately, use quotation marks, and note the page(s) the quotation comes from. If you intend only to put the writer’s opinions in your own words, make doubly sure that you indicate in your notes the page or pages where you found them. Judgments and opinions that are not your own must always be attributed to their source.

Towards the end of the note-taking process you are advised to start thinking of how you will develop the argument of your paper. As you reflect on your reading and research, a coherent essay will gradually form in your mind, and the argumentation will become increasingly your own. You will discard large portions of the material you have gathered, because it is not relevant to your case, and you will assemble those quotations that support your case and state it most clearly and succinctly. It is vital that you avoid creating an essay simply by stringing together a series of quotations. It will resemble a hotchpotch of disconnected statements or opinions.
The longer you spend reading in the area of your topic, the better you will know and digest its subject matter, and the better you will be able to express it in your own words. The longer you spend reflecting on the topic, the more coherent will your essay’s argument become. In the end it will be your own argument that stands front and centre, even though you have marshalled and duly acknowledged several powerful witnesses in support.

5. **Theme statement**
   As you continue to read in and reflect on your topic, it is important that you work towards stating the case you wish to make, in one sentence. What is the point you are driving at? What is your argument in a nutshell? A one sentence statement is best. Anything less than a sentence—a phrase, a clause, a slogan—does not provide the scope for stating a complete argument. On the other hand, more than one sentence will lead to an essay whose argument is ill-defined. A couple of possible theme statements are as follows:

   Despite the many literary differences between the gospels and the Pauline epistles, the theological positions of the evangelists and Paul on the fundamental issues of Christian faith are essentially the same.

   Although Sodom and Gomorrah are associated in the popular mind with fire and brimstone and divine wrath, a close analysis reveals that Genesis 18 and 19 deal almost exclusively with divine patience and undeserved blessing.

6. **Outline of essay**
   After you have read widely on the topic and developed a theme statement, you are ready to prepare an outline for the essay. A well planned essay will serve you well. It is a good idea to prepare a Table of Contents page, even though undergraduate students are not required to present one. But a contents table will indicate the direction you plan to take with your essay, and the chief items you intend to cover along the way. The divisions that are indicated in such a table can then also serve as headings throughout the body of the essay. They will keep you on track. They will prevent you from straying from the theme; and if you do go off on a tangent—as sometimes you must—the headings that lie ahead will guide you back to the course you have planned to take from the outset.

7. **Linkages**
   An essay ought to contain an intelligible progression of thought, not a jumble of random thoughts. But it is hard to provide the linkages between paragraphs that make the flow of the argument clear. Ideas can be linked in the following ways:\(^3\)

   - a sequence of first, second and third?
   - contrasting ideas e.g. ‘on the one hand …, but on the other hand …?’
   - an addition
   - a similar point
   - an example or analogy
   - a consequence
   - a time sequence

\(^3\) The dot points are taken from the ‘Guide to writing essays’ produced by the University of SA’s Learning and Teaching Unit <http://www.unisamnet.unisa.edu.au/learn/LearningConnection/?PATH=Resources/workshop%2EDessay%2Dwriting%2Dguide%2Dto%2Dwriting%2Dessays> (Accessed 25/01/10)
8. **Three main parts**
   An essay consists of the introduction, the body of the essay, and the conclusion. In the introduction you should discuss the essay question, maybe give your reason(s) for choosing it, give some background to the question, and provide an overview of the way you plan to deal with it. The introduction should close with the theme statement. The body of the essay will develop the argument you have summarised in the theme statement, logically and consistently. The conclusion will draw together the main points you have made in the body of the essay (summary), restate the theme statement (conclusion proper), and in some cases suggest further avenues of exploration that the essay has opened up, but you haven’t had time or space to pursue.

9. **Final draft**
   Please check your essay carefully before handing it in. Check it for spelling, punctuation, English expression, inclusive language, plagiarism, accuracy of quotations, and logical or coherent progression of argument (linkages). Then check the cover sheet, the table of contents (if applicable), the division headings, the list of references, citations in the body of the essay, and footnotes (or endnotes). If you have not written an essay for a long time, or if you are new to tertiary studies, you are strongly encouraged to draw on as much help as you can muster while you are preparing the first draft of your essay, and when you have completed it run it past an experienced essay writer.

10. **Wit and wisdom for writers**
    Writing is a journey, not a destination. So enjoy the trip.

    If you seek wisdom like silver, and search for it as for hidden treasures, then you will understand the fear of the Lord and find the knowledge of God (Prov 2:4,5).

    The hand will not reach out for what the heart does not long for. (German proverb)

    The mind is not a vessel to be filled, but a fire to be ignited. (Plutarch)

    Physical fitness makes us mentally alert.

    Cutting back on sleep is false economy.

    Class preparation time enhances the value of time in class.

    Blank faces speak of blank minds.

    Your lecture notes are not a verbatim record, but a summary of what matters.

    If you can’t follow, lead with a question.

    Ask a question and look a little foolish for a moment. Don’t ask and remain a fool for ever.

    In sermons and assignments, less is usually more.

    The simpler the language, the profounder the idea.
You never really understand anything until you can explain it to your grandmother. (Einstein)

Choose a topic that leads you out of your comfort zone.

I am always doing things I can’t do. That’s how I get to do them. (Picasso)

Perplexity is the beginning of knowledge. (Kahlil Gibran)

Choose a topic that has long puzzled you because it strikes you as important.

Choose your topic early. Read widely, but don’t imagine you have to read everything that’s ever been written on your chosen topic.

Plan to write, and write to a plan.

Begin, and you are halfway there. (Alfred A. Montapert)

We win no favours with God, our spouse, or our family, if we put our studies or field education before them.
Reference list