General Requirements for Assignments at Morling College

THEOLOGY

COUNSELLING

CHAPLAINCY AND SPIRITUAL CARE

2022

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Contents

INTRODUCTION: FACILITATING EDUCATION THAT IS TRANSFORMATIVE

One of Morling's values is that Education is Transformative; that at Morling you will experience:

Life-transforming and excellent education that empowers you to pursue passionate Christian discipleship. A transforming balance and integration between academic study, practical training, and spiritual formation.

- We are committed to advancing knowledge and understanding through dedicated involvement in scholarly activities, and to improve our society through high levels of skills, knowledge and research, and excellent pastoral, spiritual, education and counselling contributions.
- We enable individuals to grow and learn throughout their lives, through personal and character formation and the enhancement of life-long learning.
- We are committed to quality education and professional formation of students that meet the expectations of our church, denominational, business, community-based and governmental constituents. We value equitable access to, and opportunities to participate successfully in, higher education, professional development and academic contribution.
- We will equip people to work in all spheres of society, to enhance the wellbeing of the community by contributing to a democratic, equitable and civilised society and to improve the national economy through high levels of skills, knowledge and research.

In order to facilitate this commitment, the College uses a variety of assessments. Assessments are used to help you learn as well as judge how much you have learned. Assessments are usually structured as written assignments such as essays, reflections, critical reviews or research papers. This booklet outlines the College's expectations for written assessments. Please read it carefully.

OTHER HELPFUL RESOURCES

In addition to this booklet you will find the following resources helpful as you prepare and submit assignments:

- **Student Handbook/s**
- **Library Resources Page and LibGuides**
  - o Links to catalogue and databases for research
  - o Information about referencing and other helpful resources for researching (information here is continually being added so keep checking it).
- **Moodle**
  - o **Course Essentials & Forms** for links to templates and online applications for extensions etc.
  - o **Unit Overviews and Outlines for your enrolled Units** will contain additional information about
    - ▪ Assessment details and any special conditions
    - ▪ Whether any elements of a usual assignment (e.g. abstract) can be omitted
  - o **Academic Writing Videos & MC101 Study Skill Resources for self-study**
    - ▪ Preparing Morling assessments
    - ▪ General study skills and critical thinking
    - ▪ Information about EndNote, Turnitin and other programs that will help your study
    - ▪ Academic writing in other genres
- **Australian College of Theology (ACT) website for Bible & Theology Students**
  - o Information about ACT policies, Unit Outcomes, Course Structures
- **EndNote resources** for information about the EndNote program and online accounts. Endnote.com

PRESENTATION OF WRITTEN ASSIGNMENTS

Assessments should reveal clear thinking and careful organization - so the format of your assignments is important.

- Assignments should be **typed**, one-and-a-half or double-spaced (on every second line)..
- A **readable font** (e.g. Calibri, Arial, Times New Roman) should be used in 11pt or 12pt font size.
- **Layout**
    - Should Include a **left-hand margin of 3 cm** for the marker's comments.
    - **Student name** (or number) should be included in the page **header**.
    - **Page numbers** should be included in the page **footer**.
- **Students must keep a copy** of their assignments either in printed form or digital copy and be able to readily reproduce these if required. It is also advisable to keep copies of notes and research (digitally or in print).
- Assignments should be **proof-read to ensure that spelling, punctuation and layout are correct**. Students are encouraged to ask a friend or mentor to read their assessments. They should not over-rely on 'spell check' as it will not pick up incorrect words.

FILE FORMAT FOR ASSIGNMENT SUBMISSIONS

Most Assignments that will be uploaded to Moodle/Morling Online will be text-based. Please use the following formats:

- PDF (preferred) or WORD (.docx)
    - Assignments submitted using **PAGES cannot be read in Moodle or Turnitin.**
- Other Assignments may require PowerPoint, Visual or Audio. Please check with your lecturer regarding these assignments.

WORD LENGTH

- All assignments should be kept within a **10% variation of the set length**. For example, an assignment with a word limit of 3000 words may range between 2700 words and 3300 words. Assignments that do not meet this requirement may be penalised or not accepted.
- According to ACT policy: "If an essay exceeds the prescribed number of words **by more than 10%, a penalty of 10% of the total possible marks will normally** apply."
- The **word count does not include** the cover page, abstract, bibliography/reference list or footnotes**, but does include direct quotations**.
- Although **Footnotes, Endnotes or Appendices** are not counted in your formal word count, their word count **should not exceed 25% of the word limit**. This includes both citations as well as supplementary information. According to ACT policy: If footnotes exceed the prescribed word limit by more than 25%, a penalty of 10% of the total possible marks will normally apply.
- Appendices may exceed this restriction only where they are required part of an assignment (e.g. a verbatim report or annotated list of resources) and as indicated in the Assessment Task description.

WHERE AND WHEN TO HAND IN WORK

- **Assessments must be submitted by   midnight (EST or ESDT- Sydney, NSW time) on the due date unless an extension has been granted. Please note any changes in time zones if you do not live in NSW.**
- **Digital copies of assignments should be submitted through the Moodle webpage for your enrolled Unit.**
- In normal circumstances **you should not submit your assignment via email**. Please contact your Unit Coordinator if you need to submit by email.

- If requested by your Unit Coordinator, you may need to submit a hard copy of an assignment. Please check with your lecturer regarding these assignments.

PENALTIES FOR LATE SUBMISSIONS

It is expected that all students will submit their Assessments by the due date.

Bible and Theology Students

If no extension has been granted the following ACT policy on late penalties will apply.

Important changes to late penalties in the Bible & Theology faculty in 2022
- Unless a student has applied for and been granted an extension, late assignments will now be deducted 5% of the total marks of the unit per calendar day (not 3% as previously). After 10 days, the assignment will receive zero (not 14).
- **Students must complete all assessments in order to pass a Unit.** If a student has not submitted an assessment by the final date of the examination period of the semester in which the unit has been delivered for semester length units and has not applied for an extension, the assessment will be deemed as a non-attempt, and consequently the student will receive a failing grade for the unit.

Counselling & Chaplaincy Students

If no Extension has been granted the following penalties apply:

- Up to a week 10% of the mark given
- Up to two weeks 20% of the mark given
- Up to three weeks 30% of the mark given
- Up to four weeks 40% of the mark given

Beyond four weeks all marks are forfeited. Please check with your Lecturer regarding other requirements.

Extensions and Deferred Assessments

If you will not be able to meet an Assessment due date due to unseen and unavoidable issues you can apply for an Extension or, for more extreme cases, longer extension (sometimes called a Deferred Assessment (DE)).

- **Specific details can be found** on Moodle.
- **Requests for extensions must be submitted by using an Extension request form** available on Moodle.
- Extensions and Deferred Assessments may only be granted if the assessment or exam has not yet been attempted.
- It is your responsibility to submit an Application for an Extension or a Deferred Assessment **BEFORE the original due date. Only in special and significant circumstances may applications submitted past the due date be considered.**
- Unless an application has been made and granted, the usual penalties for failing to complete assessments will apply.
- Applications for Extensions and Deferred Assessments should be made as early as possible.

PARTS OF AN ASSIGNMENT

Assignments will usually contain the following parts and be presented in this order. Each part should start on a separate page.

1. Assessment Cover Sheet
2. Abstract (please include a subheading)
3. Assignment (no subheading needed)
4. Bibliography/Reference list (please include a subheading)
5. Appendixes (if used) (please include a subheading)

Assessment Cover Page

- All assignments should use the Cover Sheet for Assessment Tasks (found in the Course Essentials and Forms section on Moodle).
- Students should include their ACT number (for ACT units) or their Morling Number (for Internal, Counselling, Chaplaincy or Education Units).
- Students should check carefully that they have filled in the cover page correctly.
- The Cover Sheet should be embedded into your Assessment Document but is not included in the word count.

Abstract

An Abstract is a short piece of writing that provides a summary of the following:
   o The Assignment's main thesis (argument)
   o The main topics/themes that are discussed
   o It can also include the research methodology used (e.g. close reading of a biblical text, survey of scholarly texts and articles, interviews, critical reflection)
- By reading an abstract the reader/marker should be able to anticipate what the assignment will be about.
- An **abstract of around 150 words is required for assignments with a word count of 1500 words or more**. For Research Theses the abstract should be around 300 words in length.
   o **If an abstract is not needed this should be indicated in the Assessment Requirements**.
- Abstracts should be written in full sentences and should be the student's own words. Typically abstracts do not include references to other research (by direct quotation or paraphrasing) so there is no need for citations in an abstract. If there are quotations or paraphrasing then usual citation requirements apply.
- An abstract should be written in present tense.

Assignment Main Text

Assignments are generally structured with an Introduction, Body and Conclusion.

- The ***introduction*** should outline the main thesis and then the main themes/points in the order of the discussion. It should also reference all aspects of the question.
- The ***body or main section*** of an Assignment should include several topical points which include related discussion, research and analysis. Each topical point should begin with a topic sentence including a key word or group of words that express a dominant idea. It is the "punch line" of each paragraph. Remaining sentences and paragraphs should develop and explain the topic.
- The ***conclusion*** should be the last paragraph of the assignment and draw together the results of the assignment's discussion, research and analysis. It should include no new data but rather restate your argument and follow logically from the body of the assignment.

Formatting in your Assignment Main Text

- In most cases, assignments should be **formatted in full sentences and paragraphs**. It can be appropriate in some assignments and projects to use bullet points or diagrams but this should be outlined in the assignment's instructions. If you have questions, ask your lecturer.
- It **may be appropriate to use subheadings in an assignment**, especially if the assignment has a number of sections or themes to discuss. A subheading is not needed for the Introduction or Conclusion.
- In typed work, **italics should be used for the titles** of published works and periodicals, and for phrases or terms in another language. In handwritten work, underlined text is used as a substitute for italics.

Writing to Answer the Question

- Assignments should **remain focused** on the question's parameters. Lower-graded assignments often show that the author has been side-tracked on a related issue and/or did not answer the question or adequately discuss the major thrust of the topic.
- Assignments should **show a depth of comprehension**; where it is clear that the writer understands the question and has used information both accurately and well to support their discussion and analysis.
- Assignments should be **well structured with a logical flow of ideas**. Students should consider whether the material is organised in a logical sequence and whether the movement from one section to the next makes sense. A good concluding sentence at the end of each section and a good introductory one at the beginning of another aids logical flow.
- Assignments should show **originality and an engagement with the issues**. This relates to the critical evaluation of source material, but goes beyond the use of the material to the actual presentation of your own ideas in light of the source material.
- Assignments written for AQF levels 8 and 9 are expected to engage with a range of perspectives (theological, academic, historical etc.).

Recommended number of sources in essay assignments.

- Unless specifically outlined in an Assessment Outline, all assignments require research using academic sources. These can include primary sources (e.g. historical texts, first-hand data) as well as sources that provide both information and discussion/argument.
- There are no rigid rules about how many secondary sources you should use **but a very rough guideline is a range of 5-10 secondary sources per 1000 words**. e.g. 2000 word essay = 10-20 sources; 3000 word essay = 15-30 sources. You may use these sources more than once in your essay through quotations, summaries or paraphrases depending on their usefulness.
- The number of sources used depends on the level of study, how weighty the particular sources are, and how well and how deeply you are able to critically analyse their content.
- **Using more sources does not always make for a better essay**. An essay that makes reference to a very large number of sources will not necessarily have the space required to demonstrate deep and critical engagement with any of them. The point of this is that you need to show you have read both widely (number of sources) and deeply (critical analysis) to have successfully achieved the learning outcomes that an academic essay typically aims for.
- In some Units, the particular requirements of an essay may mean that there is a different expectation about how many sources to use. Where that is the case, it will be made clear in the Assessment Outline.

Bibliography/Reference List

- Assignments should indicate the use of a **breadth of sources and a variety of source material**. Variety means the different types of material (i.e. periodicals/journals, books, online resources etc.), as well as the different perspectives expressed by the various sources. Too much material expressing the same view lacks the variety required for a good, thorough assignment.
- Students should **use Primary Sources** wherever possible. Primary sources are the actual writings or texts discussed or analysed. If a book refers to the writings of another, it is always better to see if you can find

the original (primary) quotation. **Secondary or tertiary sources** (Bible Dictionaries, Encyclopaedias etc.) can be used when appropriate.

- **Typically, Lecture notes should not be used and if they are must be referenced accordingly** (see LibGuide for citation details). Please check your Assessment Details or contact your lecturer if using Lecture Notes is allowed for an assignment.

Formatting your Bibliography/Reference List

- **The Bibliography or Reference list should include only the texts that have been cited in the student's assignment**.
    - **Bible and Theology: include a Bibliography.** Unlike a traditional Bibliography**, students should only include texts that have been specifically cited in their Assignment.**
    - **Counselling and Chaplaincy: include a Reference List** which includes the reference details of texts that have been specifically cited in their Assignment.
- Bibliographies/Reference Lists should be formatted correctly in the appropriate referencing system so as to avoid plagiarism and indicate appropriate research.

REFERENCING STYLES

- It is expected that all students will accurately cite all external sources of information in assignments.
- Students should use the following referencing styles as follows:
    - **Bible and Theology: please use either Chicago 17th Footnote style** (Chicago 17 Footnote will be used exclusively from Semester 2,2020).
    - **Counselling, Chaplaincy and Education: use APA 7th Edition Style**
- More detailed information about Referencing can be found on the MC101 Study Skills page and in the relevant LibGuides which can be found through the Library website and Moodle page.

USING DIRECT QUOTATIONS

- As a guide, **any exact reproduction of 3 words or more, unique or specialist phrases** should be designated as a direct quotation.
- Quotations should **appear between quotation marks (" ")** and **exactly reproduce the original text**, including punctuation, capital letters and spelling conventions. This will allow the quote to be categorized as such in a Turnitin Originality Report.
- **Direct quotations should be used sparingly**, and lengthy quotations avoided unless they make an obvious and irreplaceable contribution to the assignment. **The ACT stipulates that direct quotations should not exceed 10% of the word limit of an assignment.**
    - Too much direct quotation often indicates that students might not fully understand what is being said and so have to rely too heavily on the words of others.
    - Superficial treatment of source material or the topic itself generally indicates a lack of depth in comprehension.
- **Page numbers should be included in your citation** (footnote or in-text) so that the quotation can be checked if necessary.
- Lengthy quotations, anything **more than thirty words**, are to be set as **block quotations**. A block quotation should be formatted as follows:

    A block quotation starts on a new line, is single spaced and indented 1cm from both left and right margins. Block quotations should not be placed within quotation marks. The citation should be placed at the end – by using a Footnote (Bible & Theology) or an in text reference (Counselling/Chaplaincy).

- If you need **to change the text of a direct quotation,** follow the guidelines below:

Change	Correct convention
Leaving out some words because you may not need all of the words in the middle of the quote	Use an ellipsis signal . . . (three full stops with a space before, between, and after)
Changing the capitalisation of a letter	Use square brackets [ ] around the letter e.g. [J]
Adding words to the quote (without changing the meaning)	Use square brackets [ ] around the added words
Indicating an error in the quote (e.g. spelling or gender exclusive language)	Insert [sic] in square brackets & italics after the error

USING PARAPHRASES AND SUMMARIES

Throughout your Assignments you will most likely want to paraphrase (rewrite a short section of text in your own words) or summarise (outlining the main ideas in a longer section of work, such as a few pages, chapter or even a book). More information about how to write paraphrases and summaries can be found on the MC101 Study Page in Moodle.

When **using paraphrases,** you should:
● Maintain the same meaning as the author's own words
● Ensure that what you rewrite reflects the context of the passage
● Use appropriate citation to acknowledge the author
● Include page numbers in your citation (footnote or in-text) so that the quotation can be checked if necessary.

When **using summaries,** you should:
● Ensure that what you rewrite reflects the context and ideas of the original author.
● Use appropriate citation to acknowledge the author
● Include page range numbers in your citation (footnote or in-text) only when practical (you might if summarising a few pages but do not need to for the whole book).

CITING SCRIPTURE

● The majority of assignments will require you to cite scripture. At Morling we have decided that students should use the NIV2011 as their primary English language Bible.
● **You do not need to cite the Bible in your Bibliography or Reference List.**
● **'Bible' and 'Scripture' are normally capitalised** when used in assignments.
● The names of individual biblical books are capitalised. For example: 'in the book of Genesis ... ', -or 'in Romans 8 ... '.
● Where chapter and verses are supplied use the approved abbreviation for biblical books. 'In Eph 5:21 Paul makes the point...'.
● Where you are supporting your argument with biblical references, include them in parenthesis at the end of your sentence. For example: 'When comparing the synoptic reports on the calling of Jesus' first disciples, a number of fascinating differences can be identified. (Matt 4:18-22; Mark 1:16-20; Luke 5:1-11).
● If you are **using a translation other than the NIV2011 you should include the abbreviation of the translation within your biblical reference**. You might want to use a different translation to highlight a nuanced meaning or translation difference.

ACADEMIC INTEGRITY: ACADEMIC MISCONDUCT AND PLAGIARISM

General Principles

- **Academic Integrity** is a foundational component of study in Australia and **is based on the common values of honesty, respect, responsibility** and a desire to give people credit for the work they have done in a fair and authentic way. **We expect all students to pursue their studies with integrity and uphold the College's reputation in training, education and research.**
- All Morling students should be familiar with the **Australian College of Theology's policy** on Academic Misconduct (available on the ACT website) **and/or the College's policy** on plagiarism (available on the College website).

- **Academic misconduct** is engaging in practices including but not limited to **cheating in tests, examinations, essays or other assessable work, plagiarism, unauthorised collusion, fraudulent or unethical research and scholarship practices**.
- **Plagiarism** is to take and use another person's ideas and **to fail to give appropriate acknowledgement**. This includes material from any source, including other staff or students, the Internet, published and un-published works. **The use of such work/s with superficial changes is still plagiarism and is a type of intellectual theft.**

Plagiarism

- Plagiarism is a particular form of Academic Misconduct. All students are expected to understand what constitutes plagiarism and to ensure that they research and write with integrity as they complete assignments throughout their study. **Morling College regards the action of any student who plagiarises or misuses the work of other persons as dishonest and incompatible with the Christian standards of the College.**
- **Wilful/Intentional Plagiarism is to be distinguished from inadequate and/or inappropriate attempts** to acknowledge the words, works or ideas of someone else.
- When **writing non-essay type assignments (reflections, sermons, exegesis) etc., the same rules apply** regarding plagiarism.
- **Some common forms of plagiarism**
    o **Copying, cutting and pasting text or images from any source and submitting it as your own work**
    o **Copying a section of a book or an article and submitting it as your own work**
    o **Using the words of someone else and presenting them as your own**
    o **Using the assignments (or sections of) of others and presenting them as your own**
    o **Using your own past assignments from Morling or other institutions (or sections of) and resubmitting them in a new assignment (self-plagiarism)**
    o **Using significant ideas from someone else and presenting them as your own**
    o **Copying the written expressions of someone else without proper acknowledgment**
    o **Using the structure of a source without acknowledging it**
- Morling College encourages cooperative learning and thus it is expected that students may discuss assignments with each other. However, unless a group task is required students should prepare their own assignments and the organisation and presentation of the assignment must be the student's unaided work. If you are in doubt at all about plagiarism, then consult with your lecturers for clarification.

Turnitin software

Turnitin is a tool that identifies levels of similarity between your writing and published work, whether online or in print. Assignments at Morling are usually submitted online via Moodle and Turnitin.

- A Similarity Report identifies similarities between your writing and previous assignments you have submitted or assignments that have been submitted by other students (at Morling and in other institutions).
- Students are encouraged to check their Similarity Report so that they can resubmit by the due date if they identify areas of concern.

There is more information about Turnitin on the MC101 Study Skills page of Moodle.

Assessing cases of Academic Misconduct – Policies

Students should familise themselves with the relevant policy regarding Academic Misconduct. Policies can be found on the Morling website. The current policy links are below – but it is always best to go to the website in case there have been updates.

- Bible and Theology: Academic Integrity Policy for Coursework Awards.pdf
- CCSC: Academic Misconduct Policy_EdCCSC Oct 2018.pdf

Self-Plagiarism

Self-plagiarism occurs when you submit a previously submitted assignment, or a section of that work, in a new assessment task without appropriate citation. **This includes submitting written work you created for a different Unit, a different Award, or even at a different Institution.**

- Due to the integrative and formative approach of study at Morling it is likely that you will cover similar topics and research areas in various Units. As you progress through your Award your writing should reflect a deeper understanding of the fundamental concepts, an engagement with up-to-date research and critical thinking, and new insights you have gained through personal, ministry and spiritual formation.

Some tips for avoiding self-plagiarism

- Never copy and paste from one assignment to another. Rewrite the information so that it relates directly to the new topic/question.
- Rewrite sentences so that they are unique contributions to your current assignment.
- Consider what material you need to answer the specific question or topic you are researching.
- Change the way you engage with scholars and their writing:
  - o Choose different quotations;
  - o Synthesise a scholar's viewpoint or perspective so that your comments relate directly to the question or other scholars you have engaged with in your assignment.
- Check the Originality Report in Turnitin to see the level of similarity to other assignments.

Citing yourself

In very rare cases you might need to quote a short section (no more than 2 sentences) of an assignment you have previously submitted. If this is the case, you should treat the quotation as you would any other source and correctly cite it. You may also wish to refer to something you have published.

Note: if you have a required number of texts for a Bibliography, your own work does not contribute to this requirement.

Creating an EndNote citation for self-citation (not formally published material)

- Use "Thesis" as your Reference Type
- Fill in the appropriate Fields:
  - o Author
  - o Year
  - o Title : this could be the Assignment Question or a Summary of the Question
  - o University: This will most likely be Morling College but could be another Institution
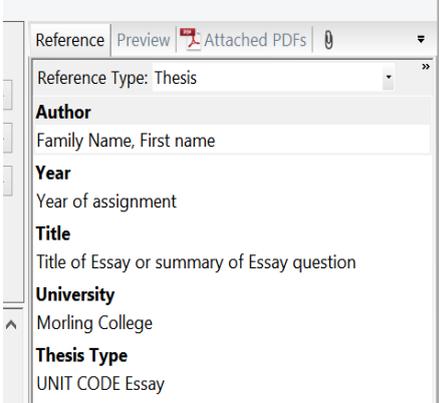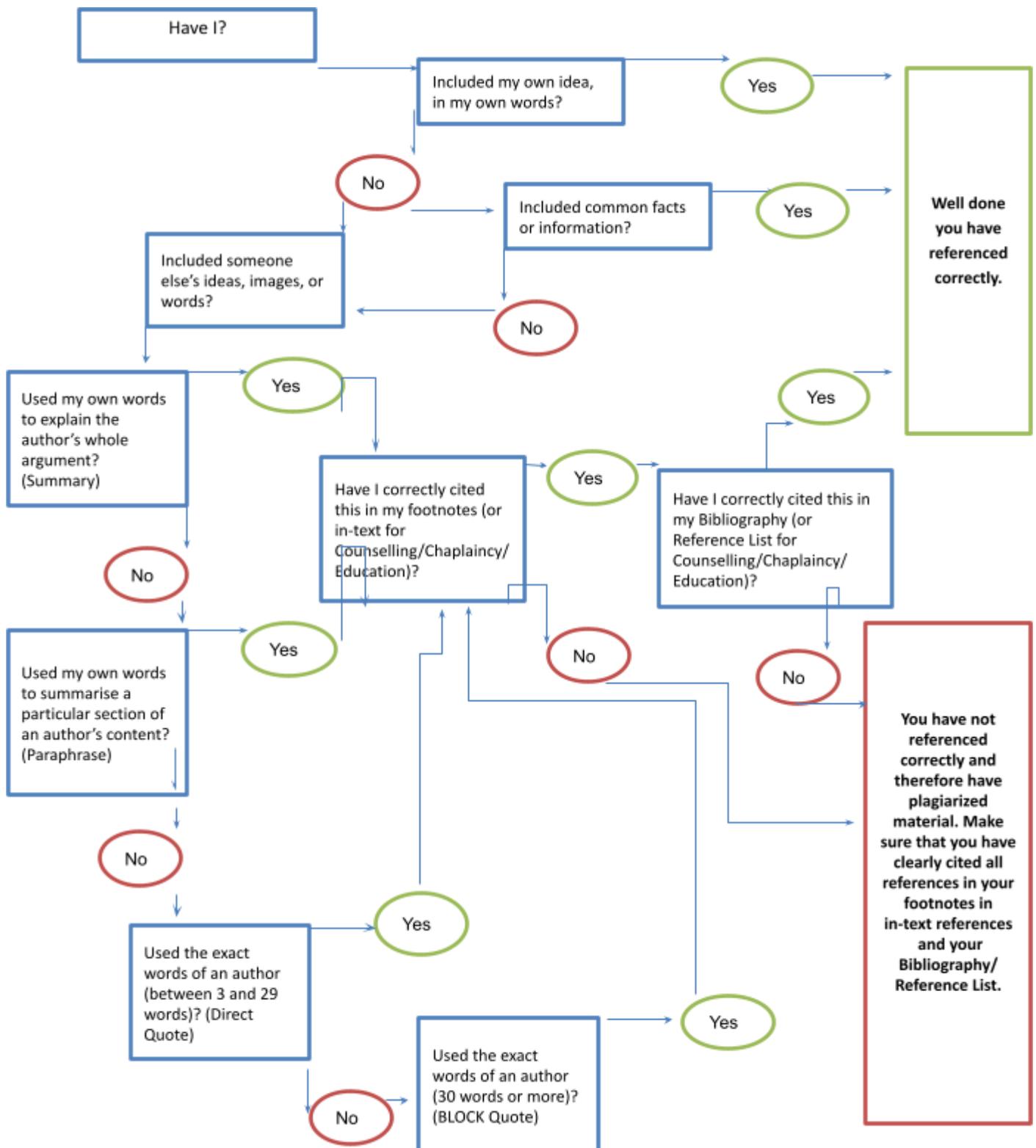
o Thesis Type: Include the Unit Code (e.g. OT001   1) and the type of Assignment (Essay, Reflection, Tutorial Paper, Book review etc.)

Avoiding plagiarism flowchart

Have I?

Included my own idea, in my own words? — Yes → Well done you have referenced correctly.

No

Included common facts or information? — Yes → Well done you have referenced correctly.

Included someone else's ideas, images, or words? ← No

Used my own words to explain the author's whole argument? (Summary)

Yes

Have I correctly cited this in my footnotes (or in-text for Counselling/Chaplaincy/Education)? — Yes → Have I correctly cited this in my Bibliography (or Reference List for Counselling/Chaplaincy/Education)? — Yes → Well done you have referenced correctly.

No

Used my own words to summarise a particular section of an author's content? (Paraphrase)

Yes

No

No

Yes

Used the exact words of an author (between 3 and 29 words)? (Direct Quote)

No

Used the exact words of an author (30 words or more)? (BLOCK Quote) — Yes

You have not referenced correctly and therefore have plagiarized material. Make sure that you have clearly cited all references in your footnotes in in-text references and your Bibliography/Reference List.

USING ABBREVIATIONS AND ACRONYMS

- **Abbreviations should be used sparingly** in the body of the assignment and any terminology which may be unfamiliar to the reader should be explained.
- If you use an abbreviation, **the first reference to a term in the text should be used in full with the abbreviation included in brackets**. For the remainder of the text the abbreviation can be used.
- Abbreviations should not be used in the abstract.
- Where journals, biblical books and series are abbreviated, their full details are to be listed on a separate page immediately following the abstract. Follow the conventions detailed in 'Instructions for contributors', *Journal of Biblical Literature*, 1998, vol.17, no. 3, 555-579. This journal is in the library.
- An acronym is usually formed by taking the first initials of a phrase or compounded-word and using those initials to form a word that stands for something (for example, the acronym for the Australian College of Theology is ACT)
- **As with abbreviations, the first reference to a term in the text should be used in full with the acronym included in brackets**. For the remainder of the text the acronym can be used.

- You can find a list of standard abbreviations for ancient works here: https://oxfordre.com/classics/page/ocdabbreviations/abbreviations

Abbreviations for books of the Bible

Approved abbreviations for biblical books (taken from *Journal of Biblical Literature,* 1998, vol. 117, no. 3, 560.)

Old Testament

- Genesis: Gen
- Exodus: Exod
- Leviticus: Lev
- Numbers: Num
- Deuteronomy: Deut
- Joshua: Josh
- Judges: Judg
- Ruth: Ruth
- 1-2 Samuel: 1-2 Sam
- 1-2 Kings: 1-2 Kgs
- 1-2 Chronicles: 1-2 Chr
- Ezra: Ezra
- Nehemiah: Neh
- Esther: Esth
- Job: Job
- Psalms: Ps :pl Pss
- Proverbs: Prov
- Ecclesiastes: Eccl
- Song of Solomon: Song of Songs/ Can't
- Isaiah: Isa

- Jeremiah: Jer
- Lamentations: Lam
- Ezekiel: Ezek
- Daniel: Dan
- Hosea: Hos
- Joel: Joel
- Amos: Amos
- Obadiah: Obad
- Jonah: Jonah
- Micah: Mic
- Nahum: Nah
- Habakkuk: Hab
- Zephaniah: Zeph
- Haggai: Hag
- Zechariah :Zech
- Malachi: Mal

New Testament

- Matthew: Matt
- Mark: Mark
- Luke: Luke
- John: John
- Acts: Acts
- Romans: Rom
- 1-2 Corinthians: 1-2 Cor
- Galatians: Gal
- Ephesians: Eph
- Philippians: Phil
- Colossians: Col
- 1-2 Thessalonians: 1-2 Thess
- 1-2 Timothy: 1-2 Tim
- Titus: Titus
- Philemon: Phlm
- Hebrews: Heb
- James: Jas
- 1-2 Peter: 1-2 Pet
- 1-2-3 John: 123 John
- Jude: Jude
- Revelation: Rev

USING LANGUAGES OTHER THAN ENGLISH IN YOUR ASSIGNMENTS

- All **Assignments should be written in English**.
- While there is a preference for English (rather than American) spelling, students are asked to **maintain consistency** in whichever style they choose. Students do not need to change the spelling of direct quotes or indicate that this is a spelling error.
- If a student chooses to quote **using a different language they should include a translation**, either in the body of the assignment or in an explanatory footnote.
- Students are permitted to use Bibles and textbooks written in languages other than English, but all **references and quotations should cite an English version** so that they can be checked if necessary.

NONDISCRIMINATORY LANGUAGE

All students at Morling are expected to use non-discriminatory language when writing assignments.

- In recent years, attention has been given to this issue as it relates to race, sex, colour, class, age or disability. **It is increasingly accepted that where 'man' has been used in a generic sense, alternative terms that include men and women are to be used. (E.g. humanity, humankind, people, women and men).**
- When it is essential to use a quotation that includes discriminatory language, the word [sic], enclosed in square brackets, can be inserted immediately after the discriminatory expression.
- If a student chooses to use discriminatory language this must be clearly justified in their assignment.

The ACT policy also highlights:

1. All people are created in the image of God and all are equally found wanting before the justice of God. This revealed truth should motivate us to respect all people since Christ identified with and died for all. Inspired by the gospel of Jesus Christ, St Paul sought to establish in the church a new vision of humankind in which the conventional social divisions between male and female, slave and free, and Jew and Greek were broken down and overcome (Gal 3:28). Linguistic discrimination, and its more acute forms of vilification and denigration, culpably undermine and compromise the apostolic vision and should therefore be avoided by those who are committed to caring for all people, including Christians who are committed to showing unconditional love.

2. The issue of linguistic discrimination in our society is a serious one, which we do well to address, and to do all in our power to avoid and eradicate. Australia's commitment to eliminating discrimination can be measured, for example, by the number of federal acts that have been enacted—including the Racial Discrimination Act 1975, the Sex Discrimination Act 1984and the Human Rights and Equal Opportunity Act 1986—to make it unlawful to discriminate against others on the basis of race, colour, national or ethnic origin, and gender.

3. Linguistic discrimination, as well as vilification and denigration, may occur by means of the language used to refer to or address others, and may take verbal or written form. Linguistic discrimination against people may occur in various ways, whether by ignoring their presence, excluding them, portraying them in the light of irrelevant characteristics or in an unbalanced way, or using language that is insulting, harassing, or based on a stereotype.

4. The means by which and the contexts in which this avoidance of linguistic discrimination should be achieved will vary according to the context of language and culture in which speaking and writing takes place. In working with already published works, such as the Bible, the issue of being faithful to the original intended meaning of a text will need to be addressed in the context of the need to avoid linguistic discrimination. The balance and tension between these two valid concerns (i.e. faithfulness to original meaning and avoiding linguistic discrimination) will vary

between published works.

5. In relation to avoiding gender linguistic discrimination, it is recommended that women be made more visible in language by avoiding an older linguistic usage in which "male-specific" and "male-identified" terms were used in a generic sense.

6. The use of the word "man" should also be avoided in idioms and phrases when the speaker or author clearly intends to refer to both men and women. The same applies to pronouns such as "he" and "she", occupational nouns and job titles, and other titles and naming practices. Stereotyped images of women or men should also be avoided.

7. Language which is racist should be avoided, and especially with respect to people who are especially vulnerable in the Australian context, such as indigenous peoples.

8. Further, language which vilifies or denigrates certain ethnolinguistic groups on the basis of their language or ethnic background should be avoided as forms of such linguistic discrimination.

9. Linguistic discrimination and denigration should be avoided also in the case of people with disabilities or for people of certain ages.

ACADEMIC SUPPORT

Students are encouraged to seek support as they study. It is important, however, that all students maintain academic integrity in how they prepare and complete assignments.

- Throughout their study, **students should seek to develop independence in their research and writing skills**. We understand that this independence may take longer for students with recognised learning difficulties or with a Non-English Speaking Background (NESB).
- Students are encouraged to seek out a Study Mentor who can support them in their research and writing.
- Academic Support is also available on campus and online. See Moodle for details.

Guidelines for Academic Support

When seeking support, the following guidelines apply:

- **It is the student's responsibility to:**
  o attend lectures
  o read the main textbooks and recommended readings
  o develop a 'big picture' understanding of an assignment's topic
  o collate their own quotations, paraphrases and summaries
  o write their own discussion and analysis
  o keep copies of assignments pre and post editing/review so that their work could be traced
  o allow sufficient time before a due date for support and correction (as a guide students should allow 4 days for every 10 pages of text)
  o complete a final edit of their assignment (spell check, formatting etc.)
  o be aware of the ACT's and Morling's guidelines about Academic Misconduct

- **Students should not:**
  o have their work closely edited/reviewed by someone else in regards to the *content* of their assignment;
  o use any written material in their assignments that has been produced by another person (e.g. fellow student, friend or pastor), including direct quotes or paraphrases from related texts that someone else has compiled;
  o submit the same assignment, or part of an assignment, in a different Unit.

To ensure academic integrity and to help both students and those they ask to help them, the following guidelines should be followed. These guidelines reflect the range of people who students may approach for support and what is appropriate support to seek or offer.

Support from a Study Mentor or Morling Academic Support Staff (for example Academic Tutor)

It is appropriate for a student to ask a Study Mentor or Morling Academic Tutor to:

- discuss and provide guidance on the writing process (planning, research skills, assignment structure etc.)
- discuss the 'big picture' of the topic, allowing the student to share and process the main points they have discovered through their research
- complete a basic edit/review of an assignment; highlighting common spelling or grammatical errors, structural problems, problems with referencing or formatting
- provide basic guidance on vocabulary and translation, especially for NESB students
- *Morling Academic Support Staff can also provide direction for a student who is asked to resubmit an assignment.*

Support from a fellow student, friend, family member etc.

It is appropriate for a student to ask a fellow student, friend or family member to:

- discuss the 'big picture' of the topic, allowing the student to share an assignment plan and process the main points they have discovered through their research
- complete a basic edit/review of an assignment; highlighting common spelling or grammatical errors, structural problems, problems with referencing or formatting
- provide some guidance on vocabulary and translation, especially for NESB students

Support from a College Lecturer or Pastor

It is appropriate for a student to ask a College Lecturer or Pastor to:

- discuss the 'big picture' of the topic, allowing the student to share an assignment plan and process the main points they have discovered through their research
- provide some guidance on vocabulary and translation, especially for NESB students
- provide guidance about the text type conventions of an assignment (e.g. exegesis papers)
- recommend further reading where necessary

Suggested aspects of an assignment to address

Presentation & Layout
- Title Page complete
- Abstract (on separate page)
- Page numbers included
- Appropriate font and spacing

Format of Essay: sentences & paragraphs
- Writing is in full sentences
- Correct use of paragraphs
- Correct spelling
- Non-discriminatory language used
- Consistent use of tense
- Punctuation consistent and correct

Referencing
- Quotations, paraphrases and summaries correctly cited
- Block quotes (over 30 words) correctly formatted
- Footnotes/in text references correctly formatted
- Bibliography/Reference List correctly formatted (on separate page)

Structure and focus
- Clear thesis statement
- Essay remains focused on question
- Clear introduction
- Clear conclusion

NOTES