

Student Writing Guidelines 2024



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1. INTRODUCTION

Being an undergraduate means being a writer. The aim of this guide is to ensure you are familiar with the specific regulations or rules on the format, structure and presentation of written work that you will be marked on.

Proper document style

It may seem a daunting task at first, however it is important that you adhere to the rules in order to achieve the high level of written communication expected of a student at tertiary level.

Citing sources with accuracy

When you are writing an essay you have to cite your sources, and you have to ensure you are citing with accuracy.

The College uses *The Chicago Manual of Style. Seventeenth ed.* This is what lecturers are expecting to see and what they will mark you on.

Referencing

Section 6 covers all the rules for putting together citations to each type of source (journals, websites, books) and the citation differences between footnotes and bibliography. Easy to follow examples are provided for each source type. Students are encouraged to clarify queries they may have with their lecturer.

WHAT LECTURERS' WANT

Here's a quick checklist of other things lecturers look for.

Just one look

If an essay looks right, then there is a good chance that the writer will have thought about how to structure their argument. An essay that doesn't have proper paragraphs but just pages covered with single sentences so that it looks like a collection of notes, suggests that the writer has struggled to write a coherent answer. Unless explicitly agreed by your lecturer, avoid using headings, sub-headings, bullet points or numbering that interrupt the flow of the text.

Coherence – but what else?

- Ability to answer the question.
- Evidence of reading around the subject i.e. don't just parrot information from one lecture or course book.
- Evidence of reflection i.e. think about the evidence and theories you're writing about and treat them objectively and critically.
- Discussion of the issues and ideas that relate to the question.
- Demonstration of your understanding of those issues and ideas.
- Evidence that you know who said them and when, where, why and how.
- Evidence of proofreading i.e. don't hand in work that's full of grammar, punctuation and spelling mistakes. The person marking it will assume you couldn't be bothered with your work.
- Evidence of editing i.e. is your material in the best possible order? Are your words really saying what you want them to say?

LECTURERS ARE EXPECTED TO:

- Give clear instructions including criteria that clearly set out standards expected for the performance of the task.
- Provide a detailed assessment section in the course unit booklet.
- Give constructive, prompt and useful feedback on assessment tasks.
- Offer opportunities to discuss assessment tasks and feedback.

STUDENTS ARE EXPECTED TO:

- Read the Course Booklet and ensure you clearly understand assessment instructions.
- Look at all additional materials and ask the lecturer for clarification and support if they appear incomplete or unclear.
- Ensure all assessment tasks are your own independent work. Don't plagiarise or stitch together pieces cut and pasted from elsewhere.
- Use the assessment criteria to guide you with the assignment preparation.
- Reference correctly and appropriately.
- Hand in assessment tasks on time. Workload is not an excuse for failure to turn work in on time.



Adapted from the Student Information Centre, The University of Waikato
<http://waikato.ac.nz/student-centre>

1.1 Assignment Presentation

General procedures for presentation are detailed below. Check with your lecturer and your course outline if there are specific directions for your paper.

Professional Appearance

Visual impact does influence your marker(s). It is expected that the student should produce work that would appear credible in a work environment. CTC specifies:

- **1.5 / 2.0 spacing** between lines (Check with your Lecturer).
- Gaps between paragraphs to be consistent.
- Suggest **12pt font size**.
- Assignments may require a CTC assignment cover sheet (check with your Lecturer). These are available on the 'Student Manual' of our website.
- Allow a 2.54cm margin on the left-hand side of each page for marker's comments.

“Handing in” of completed Assignments

- **Canvas / Blackboard:** upload your assignments online (this is the NORMAL way assignments are handed in). Ensure that cover, body, and bibliography form ONE file, i.e. cut and paste them together.
- Students must keep a copy of their assignment just in case it gets lost.

Correct Use of English

This includes but is not limited to the correct use of *grammar*, *punctuation* and *spelling*. Consult a library reference book regarding proper use of the English language. It is essential to **proof-read** every assignment before submission; careless mistakes will not only lose you marks, but also distract the marker from an otherwise well-written piece. Ask a friend to proof-read, they will pick up mistakes that you have missed.

Integrity of Work

Catholic Theological College views plagiarism as a serious academic and legal offence. The act of copying another person's idea or words without acknowledging it (i.e. plagiarism) will be met with severe penalties. Students are encouraged to discuss ideas with other students, and to use a variety of published or unpublished works. However, any work you submit must be your own, and proper citation must be in place when using other people's ideas or direct quotations in your assignments (see the Referencing section of the writing guideline).

Bibliography

A list of references used to compile your work should be included at the end of your assignment using the correct referencing system according to CIS regulations (see Section 6: Referencing). **Please do not cite Wikipedia in a**

CTC assignment; you may use it as a starting point or cite the original work that was used to construct the Wikipedia article. Your lecturers, or their notes, are NOT a published source to be cited in either footnotes or bibliography. Books or articles by them may be included in your bibliography.

1.2 Deadlines

Assignments are to be handed in by the due date specified by your lecturer. Unless otherwise arranged, academic penalties will apply to late assignments. Students are recommended to have a wall planner with all the dates due, so as to plan for assessments and reduce stress. Please consult your lecturer if there are any special circumstances that may affect your ability to comply with assignment deadlines.

1.3 Extensions

For a **serious reason**, a student may seek, from the Lecturer or Dean, an **extension of time** in which to complete an assignment. Such a request should be made at least 24 hours prior to the date on which the written work is due. The date to which the extension is made will be clearly stated on the form and will not normally exceed one week. No penalty applies for work handed in by the extension date.

A “serious reason” is an external factor (family bereavement, illness with doctor’s certificate) not something under the student’s control or that they knew long in advance. So “I am behind in my work” or “I have three assignments this week” would not justify an extension.

1.4 Late Work

Work which is submitted late will be accepted up to only ten days beyond the due date or the extension date. In such cases, a penalty of 5% of the value of the task will be imposed per day for up to ten days (including weekends and holidays).

1.5 Return of Assignments

The College aims to return marked assignments to the student within TWO weeks of the assessment due date, unless otherwise stated.

1.6 Greek and Hebrew

If using Greek and Hebrew text be aware that the standard fonts for Greek and Hebrew are the **Tyndale fonts**. These fonts are Unicode, which allows all computers to display them properly. The fonts can be downloaded from <https://library.gordonconwell.edu/guide/fonts/tools>

2. THE WRITING PROCESS

2.1 Approaching the Assessment

Be fully aware of what is required before starting to gather information, as the nature and amount of information will depend on what is required for the

particular assignment. Consider asking yourself the following questions in order to gain insight into what is required to successfully complete the assessment:

- What format should this assessment have?
- Who is my audience?
- What theoretical issues are relevant here?
- What material should I draw on?

2.2 Gathering Information

The library should be the first place to step into when trying to gather information for writing. It should be noted that markers often expect students to use a variety of sources as a demonstration of thorough and unbiased research. The librarian should be the authority to approach when trying to search for information. Some examples of different sources include:

- encyclopaedias, dictionaries, reference books
- archives
- handbooks
- journals and periodicals (both popular and ‘scholarly’)
- published books
- electronic resources: online database and valid internet sites/ authors

2.3 Note-taking and Summarising

Though note-taking styles are highly personal, a careful and systematic approach will enhance the ability to understand a subject at a deeper and more complex level. It will help exam preparation, in organising thought processes, remembering material, and processing of information at a deeper level. Most importantly, note-taking forces students to articulate ideas in their own words and to connect many different ideas.

Steps to note taking are as follows:

- 1) Know what answers you are looking for in the material, write only after understanding what is said, do so *in your own words* so that it is meaningful to you. Gain an overview first by scanning the material.
- 2) Record where the information is coming from so that you may cite/ quote it, or refer back to clarify ideas.
- 3) Don't cramp the page. Leave enough space so that you may make additional notes later. Except for quotations, there is no need to take down passages word for word.
- 4) When reading, try first to understand the point, then select a few key words to write down that summarise the ideas. The assignment is your expression of ideas, so its always important to understand the topic.

If this is an area you particularly want to develop, there are three methods of note-taking that you can use; these are the **Linear System**, the **Princeton**

Method, and Mind Mapping. You can find this information by Googling these terms (www.google.com).

2.4 Drafting & Planning

A written assignment is expected to show evidence of planning and organisation. This involves careful reading around the topic, making an outline before writing, and redrafting the essay several times. Care should be taken to understand the question or topic fully before writing.

2.5 Revising

Revision of the assessment should focus on the contents and structure of your work. Special emphasis should be given to the following:

- Have I done what is expected? i.e. do the contents match the assessment requirements?
- Are my key ideas structured so that they stand out and are supported in the argument?
- Would a different structure aid my reader's understanding? e.g. changing the order of paragraphs?

2.6 Editing

This includes changes to sentence structures and replacing words that improve readability. Some ideas of improvements may include:

- Paragraphs – of a reasonable length, each with a topic sentence, with only a single subject.
- Sentences – of appropriate length, being complete sentences, grammatically correct with correct punctuation, with some varied sentence lengths.
- Words – correct spelling and grammar, without slang or colloquialism unless well justified, refrain from the use of sexist language.
- Correctly referenced.

2.7 Proof-reading & Presentation

Always proof-read your final draft and adjust presentation accordingly. Reading it out aloud or using a proof-reading service may help. Check for completeness – eliminating typographical errors, ensuring the correct use of quotations and referencing, punctuation, consistent headings and numbering systems, page numbers, margin spaces, font size, correct student ID and name etc.

3. OUTLINE

Some courses require you to choose from a selection of essay topics. If this is the case, your lecturer may ask you to submit an essay outline on your chosen topic *before* you start writing the essay.

DO NOT confuse the outline format with the essay format below. These are two separate documents submitted at different times. The Outline *before* you start writing the essay (if required by your lecturer, it may not be needed). The Essay Format template is to assist you in submitting work for marking that complies with the formatting and referencing rules.

3.1 The Outline Format

An essay outline can also be viewed as an abstract (a short descriptive summary of a longer document); it should also act as a “teaser” in which to provoke interest into your actual essay.

It should be structured in the same way as an essay, starting with a brief summary of the topic you wish to explore with your aim, objectives and the specific themes which you will be highlighting in more depth in your actual essay.

The Essay Template with coversheet, layout and bibliography formatting found on our [website](#) you may find useful.

4. THE ESSAY

This simple format for the presentation of an essay is only one way of many. Your lecturer may prefer a different style.

******In general, essays should not include any headings unless specifically directed to use them by your lecturer******

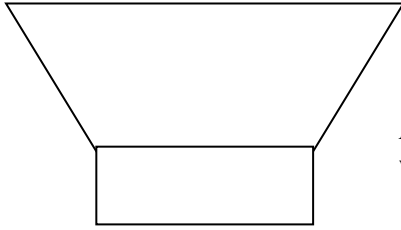
4.1 The Essay Format

The **title** of the essay is to be typed on the top of the **cover sheet**, and it should correspond both to the contents of the essay and to the topic set.

The Essay Format

Introduction

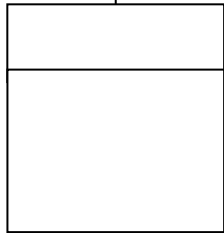
should be <10% of the final word count of the essay.



An **INTRODUCTION** informs the reader clearly about the intent of the essay and provides a stimulus to continue reading. It should start with a broad/ general statement, and then gradually focus the reader into the topic, then the proposition. Also known as a thesis statement.

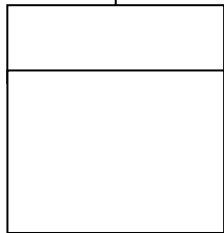
PROPOSITION: summarising the whole point of the essay, what you are trying to convince/ explain through the essay.

Main Body - each paragraph should illustrate ONE (1) point only.



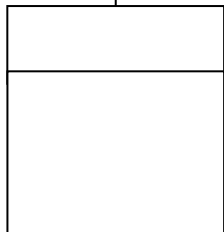
1st Support Statement (SS1): Each paragraph will start with a supporting statement (the topic sentence), with the rest of the paragraph supporting/ defending/ explaining the idea.

Sentences supporting/ developing/ explaining the topic sentence, this may include: definitions, explanation, and evidence.



2nd Support Statement (SS2)

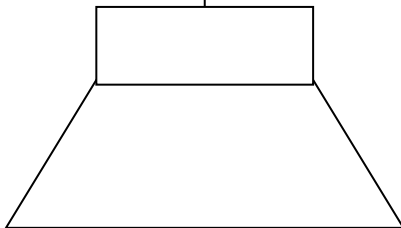
Sentences supporting 2nd Support Statement (SS2)



3rd Support Statement (SS3)

Sentences supporting 2nd Support Statement (SS3)

Conclusion that should be <10% of your total word count.



A narrow statement relating to the conclusion of the previous paragraph.

Summarising argument leading to a final broad statement on the implications/significance, to summarise your findings, or can be used to justify what has gone on in the essay in relation to the original intention.

4.2 Key Instructional Words in Essays

Analyse – When asked to analyse you should examine in detail in order to discover meanings and essential features. This will involve breaking down the topic into component parts.

Compare – When you are asked to compare you should examine qualities, or characteristics, in order to discover resemblances. It implies that you are to emphasise similarities, although differences may be mentioned.

Contrast – When you are instructed to contrast, dissimilarities, differences, or unlikeness of associated things, qualities, events, or problems should be stressed.

Criticise – In a criticism you should express your judgment with respect to the correctness or merit of the factors under consideration. You are expected to give the results of your own analysis and to discuss the limitations and good points or contributions of the plan or work in question.

Describe – In a descriptive answer you should recount, characterise, sketch, or relate in narrative form.

Diagram – For a question which specifies a diagram you should present a drawing chart, plan, or graphic representation in your answer. Generally the student is also expected to label the diagram and in some cases to add a brief explanation or description.

Discuss – The term discuss, which appears often in essay questions directs you to examine, analyse carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.

Enumerate – The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

Evaluate – In an evaluation question you are expected to present a careful appraisal of the problem, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

Exegesis – the process by which a biblical scholar draws out from a text a range of facts. Thus exegesis seeks to investigate and explain, inasmuch as it is possible, such things as the text's original context, its likely audience, matters relating to its original language version (Hebrew or Greek in the main), the kind of vocabulary the author chose to use, the structure or patterns of the composition as we have it, the author's intention as far as we can discern it, the history of the text's literary development, and its theological point of view.

Explain – In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the "how" or "why", results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

Illustrate – A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concept example.

Interpret – An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve, or comment upon the subject and usually to give your judgement or reaction to the problem.

Justify – When you are instructed to justify your answer you must prove or show grounds for decision. In such an answer, evidence should be presented in convincing form.

List – Listing is similar to enumeration. You are expected in such a question to present an itemised series or a tabulation. Such questions should always be given in concise form.

Outline – An outlined answer is an organised description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

Prove – A question which requires proof is one which demands confirmation or verification. In such discussion you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.

Reflective Essay – surveys scholarly writing(s) on a specified topic in order to reach a particular understanding of its relevance and significance within a certain discipline. Coming to this understanding entails the need to reflect on and make decisions about various opinions and scholarly information that are presented to us in specialist books and journal articles.

Relate – In a question which asks you to show the relationship or to relate, your answer should emphasise connections and associations in descriptive form.

Review – A review specifies a critical examination. You should analyse and comment briefly in organised sequence upon the major points of the problem.

State – In questions which direct you to specify, give, state, or present, you are called upon to express the high points in brief, clear narrative form. Details, and usually illustrations or examples, may be omitted.

Summarise – When you are asked to summarise or present a summary, you should give in condensed form the main points or facts. All details, illustrations, and elaborations are to be omitted.

Trace – To trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deductions

Adapted from Student Learning Centre, The University of Auckland: <http://www.slc.auckland.ac.nz/>

5. THE CRITICAL REVIEW

Your lecturer may ask you to read an article and write a critical review. What are they asking for?

5.1 An Approach to a Critical Review

Overview: When writing a critical review of an article, you will need to summarize, evaluate, and offer critical comment on the ideas/ information that the author(s) presents in the article.

Allow yourself an appreciation of how the article is systematically structured and presented (Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Tables / Figures).

Your goal is to read and understand the article, analyze the findings or arguments of the author(s), then critically evaluate and comment on the article.

CONSIDERATIONS WHILE REVIEWING

Criteria	Possible focus questions
Significance/ Contribution to the field	<ul style="list-style-type: none">• What is the author's aim?• To what extent has this aim been achieved?• What does this text add to the body of knowledge? (This could be in terms of theory, data and/or practical application)• What relationship does it bear to other works in the field?• What is missing/not stated?• Is this a problem?
Methodology or approach (Usually applies to more formal, research-based texts)	<ul style="list-style-type: none">• What approach was used for the research? (e.g. quantitative or qualitative, analysis/review of theory or current practice, comparative, case study, personal reflection etc...)• How objective/biased is the approach?• Are the results valid and reliable?• What analytical framework is used to discuss the results?
Argument and use of evidence	<ul style="list-style-type: none">• Is there a clear problem, statement or hypothesis?• What claims are made?• Is the argument consistent?• What kinds of evidence does the text rely on?• How valid and reliable is the evidence?• How effective is the evidence in supporting the argument?• What conclusions are drawn?• Are these conclusions justified?
Writing style and text structure	<ul style="list-style-type: none">• Does the writing style suit the intended audience? (e.g.; expert/non-expert, academic/non-academic)• What is the organising principle of the text? Could it be better organised?

Reading: Allocate enough time for understanding. It is recommended that you read the entire article first without taking any notes in order to gain a broad overall impression of the entire scope of the article. After the first overview, read the article again *analytically* and make notes of main ideas/ topics that provoke your personal response along with their evidence. Identify the following in your article; research question (Abstract and Introduction), hypothesis(es) (Introduction), test/proof of the hypothesis (Method and Discussion), any special findings, and how they were interpreted (Discussion)

5.2 The Critical Review Format

INTRODUCTION:

- Give the title of the article and name of the author(s) and provide a full citation of the article.
- Identify the writer by profession/ importance / credentials for writing on this topic.
- Identify the purpose of the article, and the context in which it was written.
- State the research question the author is trying to approach, explain why it is interesting and important. Give your overall personal impression of the article.
- Include a thesis statement which identifies the main points you will be discussing in the body (critical analysis) of the article.

SUMMARY:

- State the key points along with a limited number of examples, a few brief quotes.
- Identify the author's purpose/ intentions/ argument, how is the main idea developed/ applied?
- Maybe include a brief statement as to how the material is organized / divided.
- Be objective at this stage, without personal comments or discussions.

BODY (CRITICAL ANALYSIS):

- Briefly describe the methods, design of the study, how many subjects were involved, what they did, the variables, what was measured, what results were found, and where the research was conducted.
- Discuss your personal response to the article (strong / negative / mixed).
- Write an analytical summary of the main findings, arguments, conclusions of the article.
- How well did the author support his/her ideas, what sources were used?
- Discuss the strengths and usefulness of the article.
- Discuss the weaknesses, limitations, contradictions or problems of the article.
- Discuss what you learned from the article, any insights you gained, and if you recommend it to other students, was it worth reading, is the argument new or restatement of an old argument?
- Support your analysis with quotations and/or specific examples throughout.

CONCLUSION:

- Restate the purpose of the article you reviewed.
- Make a final judgment on the value of the article.
- Restate your own general response.
- To what extent did the author achieve the stated purpose of the article?
- State what you learned from the article, comment on any future implications/ directions.
- Any final concluding comments.

6. REFERENCING

The College uses the *Chicago Manual of Style, Seventeenth ed.* The three basic steps for citing your sources are summarised below and the rules for putting together citations for each type of source follow.

STEP 1: Insert a numeric footnote marker within your paper


Insert a footnote whenever you want your reader to know you are going to cite a source. In the text, the note reference follows the passage to which it refers and is marked with an *arabic* numeral typed slightly above the line (superscript).

Here is an example of a first footnote.¹ And here is what subsequent footnotes from the same work should look like.² Notice that this text is formatted with 1.5 line spacing (see example Footnote at the bottom of THIS PAGE).

Ebook tips: E books accessed via the Colin Library have a great feature that help you cite the passage of interest. Here's how:

1. HIGHLIGHT TEXT

When you find a passage you want to add to your essay, *highlight* the text as shown in screenshot 1.

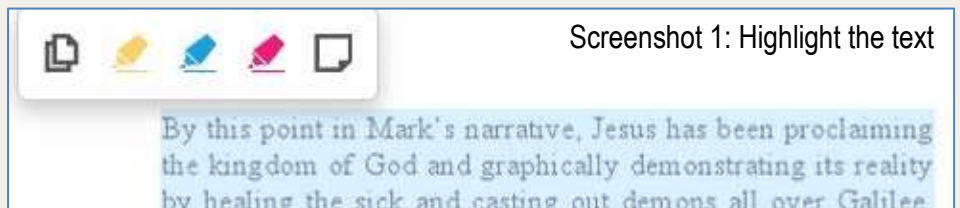
Click the first icon in the mini tool bar that appears. 

This will make a second screen appear that displays the passage and source it comes from (screenshot 2).

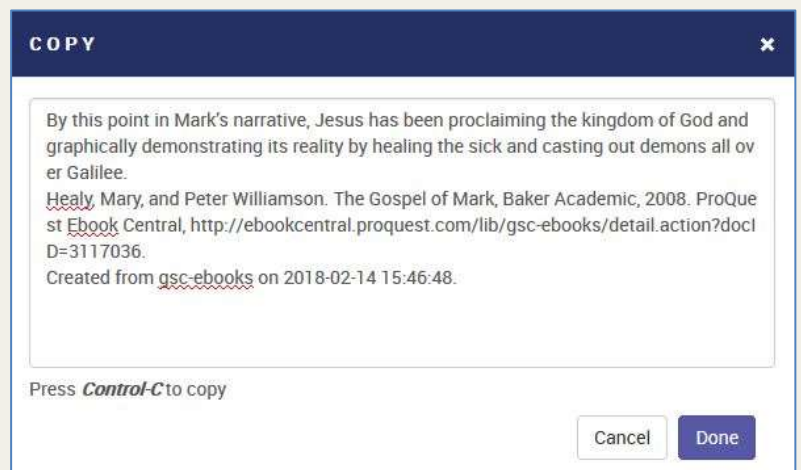
2. COPY TEXT: *Control-C*

3. PASTE INTO ESSAY:

Open the essay.
Control-V to paste.



Screenshot 1: Highlight the text



Screenshot 2: Copy the text

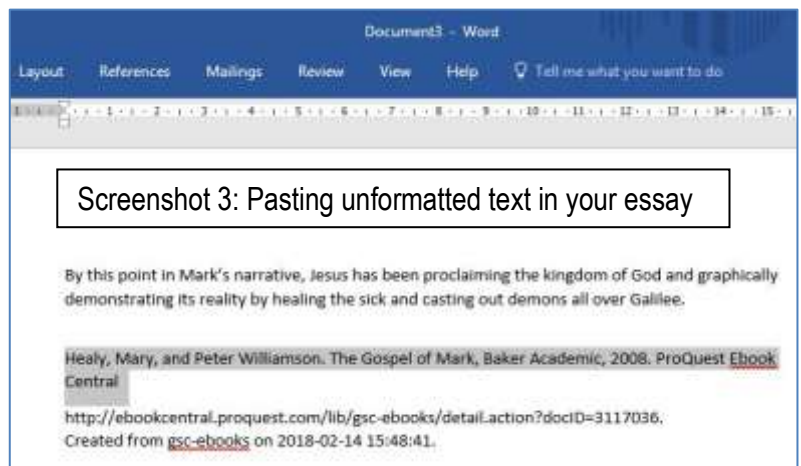
¹ Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton and Company, 1997), 47.

² Diamond, *Guns, Germs and Steel*, 50-51.

Screenshot 3 shows what text pasted into your essay from ebooks looks like.

You'll need to apply referencing protocols outlined on page 20 to the unformatted text.

For example, you'll need to insert a numerical footnote marker, remove the source of citation and http address from the body of your essay.



Remember that Microsoft Word has a way of inserting references into the text that makes footnoting easy. Click *Insert Endnote* in the References tab.

STEP 2: Indicate the source in the footnote at the end of the page/paper.

Notes are arranged numerically at the foot (Footnotes, see bottom of this page) of the page or at the end (Endnotes) of the essay.

Footnotes must include certain citation details in a certain order with specific formatting. For example, DO NOT USE the parenthetical-reference (**PR**) forms (eg. Beech 1982, 115). Notes include complete bibliographic information when cited for the first time.

Tips: In screenshot 3 above the highlighted text needs to be reformatted before copying it to the footnote so that it conforms to the referencing protocols outlined on page 20. For example, the order of the first name/last name reversed, title of the book in italics, publishers details in brackets.

STEP 3: After you've finished writing add a bibliography.

A bibliography is required at the end of the text. It should list each source once and only sources used in writing the paper. Entries are arranged alphabetically by author's surname and include complete bibliographic information. They use a hanging indent (*ctrl-T* : short-cut key in MS Word).

¹ Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton and Company, 1997), 47.

² Diamond, *Guns, Germs and Steel*, 50-51.

6.1 Footnotes and Bibliography – Pattern and Examples

An online electronic citation generator is available at www.eturabian.com and at www.ottobib.com – you feed in the ISBN number and it does all the work. A similar document produced by Dallas Theology Seminary is available at http://library.dts.edu/Pages/RM/Write/turabian_sup.pdf

BOOK – Single Author or Editor

If a book is available in more than one format, cite the version you consulted.

First Footnote:

Note Number. Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

1. Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton and Company, 1997), 47-48.

Subsequent Footnotes:

Note Number. Author's Last Name, *Title of Book*, XX-XX.

2. Diamond, *Guns, Germs, and Steel*, 53.

Bibliography:

Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book in Italics*. Place of Publication: Publisher's Name, Year of Publication.

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W. W. Norton and Company, 1997.

BOOK – Multiple Authors

First Footnote:

Note Number. Author #1's First and Last Names and Author #2's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

2. Kai Bird and Martin J. Sherwin, *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer* (New York: Alfred A. Knopf, 2005), 52.

* Separate multiple author's names with a comma if more than two, then use **and** for adding on the last author.

Subsequent Footnotes:

Note Number. 1st Author's Last Name, 2nd Author's Last Name & 3rd Author's Last Name, *Title of Book*, XX-XX.

2. Bird & Sherwin, *American Prometheusr*, 52.

Bibliography:

1st Author's Last Name and First Name, 2nd Author's Last name and First Name, and 3rd Author's Last name and First Name. *Title of Book: Subtitle of Book in Italics*. Place of Publication: Publisher's Name, Year of Publication.

Bird, Kai & Sherwin, Martin J. *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer*. New York: Alfred A. Knopf, 2005.

BOOK – Multiple Authors Plus Editor or Translator

First Footnote:

Note Number. Author First Name and Last Names, *Title of the Book: Subtitle of the Book*, ed. Editor's First and Last Names (Place of Publication: Publisher's name, Date of Publication), XX-XX.

9. J.B. Harley, *The New Nature of Maps: Essays in History of Cartography*, ed. Paul Laxton (Baltimore: John Hopkins University Press, 2002), 132-33.

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Note Number. Author's Last Name, *Title of Book*, XX-XX.

2. Harley, *The New Nature of Maps*, 132-33.

Bibliography:

Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Edited by Editor's First and Last Names. Place of Publication: Publisher's Name, Year of Publication.

Harley, J.B. *The New Nature of Maps: Essays in History of Cartography*. Edited by Paul Laxton. Baltimore: John Hopkins University Press, 2002.

* If the book has a translator instead of an editor use the words *trans.* And Translated by and the translator's name.

* If a book has an editor instead of an author, adapt the following pattern:

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7. Mark A. Noll, ed., *Religion and American Politics....*

Subsequent Footnotes:

Note Number. Editor's Last Name, ed. *Title of Book*, XX-XX.

7. Noll, ed. *Religion and American Politics....*

BOOK – with Edition Number

First Footnote:

Note Number. Author First Name and Last Name, *Title of the Book: Subtitle of the Book*, Edition Number ed. (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

11. Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*. 2nd ed. (New York: Harper Perennial, 2002), 84.

Subsequent Footnotes:

Note Number. Author's Last Name, *Title of Book*, XX-XX.

2. Daniels, *Coming to America*, 84.

Bibliography:

Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Edition number ed. Place of Publication: Publisher's Name, Year of Publication.

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*, 2nd ed. New York: Harper Perennial, 2002.

BOOK – Single Chapter with Editor

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Note Number. Author First Name and Last Name, "Title of Chapter: Subtitle of Chapter," in *Title of the Book: Subtitle of the Book*, ed. Editor's First and Last Names (Place of Publication: Publisher's name, Date of Publication), XX-XX.

15. Anne Whiston Spirn, "Constructing Nature: The Legacy of Fredrick Law Olmsted," in *Uncommon Ground: Rethinking the Human Race in Nature*, ed. William Cronon (New York: W. W. Norton and Company, 1996), 101.

Subsequent Footnotes:

Note Number. Author's Last Name, *Title of Book*, XX-XX.

2. Whiston Spirn, *Uncommon Ground*, 101.

Bibliography:

Author's Last Name, Author's First Name. "Title of Chapter: Subtitle of Chapter," in *Title of the Book: Subtitle of the Book*, ed. Editor's First and Last Names. Place of Publication: Publisher's name, Date of Publication.

Whiston Spirn, Anne. "Constructing Nature: The Legacy of Fredrick Law Olmsted," in *Uncommon Ground: Rethinking the Human Race in Nature*, ed. William Cronon. New York: W. W. Norton and Company, 1996.

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Note Number. Author First Name and Last Name, *Title of the Book: Subtitle of the Book* (Place of Publication: Publisher's name, Date of Publication), XX, Type of e-book.

1. Gunther Barth, *Bitter Strength: A History of the Chinese in the United States, 1850-1870* (Cambridge: Harvard University Press, 1964), NetLibrary e-book.
2. Gerald O'Collins, *Christology : A Biblical, Historical, and Systematic Study of Jesus (2)*. (Oxford, GB: OUP Oxford, 2009), 22, ProQuest ebrary.
3. Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (New York: Vintage, 2010), 183–84, Kindle.
4. Philip B. Kurland and Ralph Lerner, ed., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, <http://press-pubs.uchicago.edu/founders/>.
5. Joseph P. Quinlan, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It* (New York: McGraw-Hill, 2010), 211, ProQuest ebrary.

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Note Number. Author's Last Name, *Title of Book*, XX-XX.

6. Barth, *Bitter Strength*, chapter 3.
7. O'Collins, *Christology*, 98.
8. Wilkerson, *Warmth of Other Suns*, 201-2.
9. Kurland and Lerner, *Founders' Constitution*.
10. Quinlan, *Last Economic Superpower*, 88.

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Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Year of Publication, Type of e-book.

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Kurland, Philip B. and Ralph Lerner, ed., *The Founders' Constitution*, Chicago: University of Chicago Press, 1987, <http://press-pubs.uchicago.edu/founders/>.

O'Collins, Gerald. *Christology : A Biblical, Historical, and Systematic Study of Jesus (2)*. Oxford, GB: OUP Oxford, 2009. ProQuest ebrary.

Quinlan, Joseph P. *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It*. New York: McGraw-Hill, 2010, ProQuest ebrary.

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage, 2010, Kindle.

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First Footnote:

Note Number. Author First Name and Last Name, Title, *Title of the Source*, Year of publication, DOI or URL.

11. Lee Palmer Wandel, "Setting the Lutheran Eucharist," *Journal of Early Modern History* 17 (1998): 133-34, doi: 10.1163/157006598X00135.

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15. Wandel, "Setting the Lutheran Eucharist," 134.

Bibliography:

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Wandel, Lee Palmer. "Setting the Lutheran Eucharist," *Journal of Early Modern History* 17 (1998): 133-34, doi: 10.1163/157006598X00135.

AN ONLINE NEWSPAPER

First Footnote:

Note Number. Author First Name and Last Name, Article Title, *Newspaper Title*, Month Date, Year of Publication. URL

12. Kirk Johnson, "Health Care Is Spread Thin on Alaskan Frontier," *New York Times*, May 29, 2013. http://www.nytimes.com/2013/05/29/us/health-care-in-vast-alaska-frontier-is-spread-thin.html?hpw&_r=0.

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Johnson, Kirk. "Health Care Is Spread Thin on Alaskan Frontier," *New York Times*, May 29, 2013. http://www.nytimes.com/2013/05/29/us/health-care-in-vast-alaska-frontier-is-spread-thin.html?hpw&_r=0.

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4. Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change Orientated Encounters," *American Journal of Sociology* 109, no. 6 (May 2004), under "Settings" <http://journals.uchicago.edu/AJA/journals?v109n6/050199/050199.html> (accessed May 3, 2006).

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Subsequent Footnotes:

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2. McFarland, "Resistance as a Social Drama: A Study of Change Orientated Encounters".

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McFarland, Daniel A. "Resistance as a Social Drama: A Study of Change-oriented Encounters." *American Journal of Sociology* 109, no. 6 (May 2004). <http://www.journals.uchicago.edu/AJ/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).

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Note Number. *Name of Reference Work Online*, s.v. "Under the word", URL (accessed Access Date)

3. *Encyclopedia Britannica*, s.v. "Sibelius, Jean," <http://www.britannica.com/ebc/article?tocId=9378608> (accessed June 1, 2005).

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Note Number. *Name of Reference Work*, s.v. "Under the Word".

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First Footnote:

6. Paul VI, *Humanae Vitae* (25 July 1968), www.vatican.va/holy_father/paul_vi/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae_en.html (accessed 15 June 2009), 13.

* sometimes you will have to insert a "soft return" (hold down shift and press enter) into the URL to enable it to break appropriately across lines.

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17. Paul VI, *Humanae Vitae*, 13.

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First Footnote:

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John Smith, "Obama inaugurated as President", CNN.com, http://www.cnn.com/POLITICS/01/21/obama_inaugurated/index.html (accessed February 1, 2009).

If no author is available, begin the citation with the website owner.

Cable News Network, "Obama inaugurated as President", CNN.com, http://www.cnn.com/POLITICS/01/21/obama_inaugurated/index.html (accessed February 1, 2009).

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4. Pramod, K. Nayar, "Marvelous Excesses: English Travel Writing and India, 1680-1727," *Journal of British Studies* 44, no. 2 (April 2005): 217.

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2. Nayar, "Marvelous Excesses: English Travel Writing and India, 1680-1727," 228.

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Nayar, Pramod K. "Marvelous Excesses: English Travel Writing and India, 1680-1727." *Journal of British Studies* 44, no. 2 (April 2005): 213-38.

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8. *New Catholic Encyclopedia*, 2nd ed., s.v. "Eucharist (as Sacrament)".

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13. *New Catholic Encyclopedia*, 2nd ed., s.v. "Eucharist (as Sacrament)".

Bibliography:

* Standard reference works, bibles, dictionaries and general encyclopaedias are not usually listed in a bibliography unless of special significance to the essay.

REFERENCE Works – With Author

Some reference works with substantial authored entries (e.g. Bible Dictionaries) should be cited with author details like a book with multiple authors.

First Footnote:

Note Number. Author First name and Last Name, "Title of Article." In *Name of Reference Work*, Edition Number, Publisher, Year, XX.

4. Edmund Dobbin, "Trinity." In *The New Dictionary of Theology*, Michael Glazier Inc., 1998, 1048.

Subsequent Footnotes:

Note Number. Author Last Name, "Title of Article." In *Name of Reference Work*, XX.

13. Dobbin, "Trinity." In *The New Dictionary of Theology*, 1049.

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Author Last Name, First name. "Title of Article." In *Name of Reference Work*, Edition Number, Publisher, Year, XX - XX.

Dobbin, Edmund. "Trinity." In *The New Dictionary of Theology*, Michael Glazier Inc., 1998, 1046-1061.

REFERENCE Works – Church Documents

* References to Church documents which have a Latin title should use the Latin title.

* The numbering at the end refers to the paragraph numbers NOT the page number

First Footnote:

Note Number. *Latin Title of the Document*, in *Title of the Book: Subtitle of the Book*, ed. Editor's First and Last Names (Place of Publication: Publisher's Name, Date of Publication), Paragraph Number.

4. *Lumen Gentium*, in *The Documents of Vatican II*, ed. Walter M. Abbott (London: Geoffrey Chapman, 1966), 28.

Subsequent Footnotes:

Note Number. *Latin Title of Document*, Paragraph Number.

11. *Lumen Gentium*, 28.

Bibliography:

Abbott, Walter M., ed. *The Documents of Vatican II*. London: Geoffrey Chapman, 1966.

REFERENCE Works – Example: The Catechism

First Footnote:

Catechism of the Catholic Church (Citta del Vaticano: CEPAC/Libreria Editrice Vaticana, 1994), 1124.

Subsequent Footnotes:

Catechism of the Catholic Church, 1124.

Bibliography:

Do not include in your bibliography!

REFERENCE Works – Example: A Vatican II document

First Footnote:

2. *Sacrosanctum Concilium in Vatican Council II*, ed. Austin Flannery (Northport: Costello, 2007), 121.

Subsequent Footnotes:

17. *Sacrosanctum Concilium*, 121.

Bibliography:

Flannery, Austin, ed. *Vatican Council II*. Northport: Costello, 2007.

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First Footnote:

2. Benedict XVI, *Sacramentum Caritatis* (Citta del Vaticano: Libreria Editrice Vaticana), 2007, 35.

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REFERENCE Works – Example: A Liturgical Book

First Footnote:

6. Sacred Congregation for Divine Worship, *The Rite of Baptism for Children*, trans. prepared by the International Committee on English in the Liturgy (Sydney: Australian Episcopal Conference, 1971), 11.

Subsequent Footnotes:

17. Congregation for Divine Worship, *The Rite of Baptism for Children*, 13.

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Sacred Congregation for Divine Worship. *The Rite of Baptism for Children*. Trans. prepared by the International Committee on English in the Liturgy. Sydney: Australian Episcopal Conference, 1971.

6.2 Scripture Abbreviations

Gen	Ex	Lev	Num	Deut	Josh	Jgs	Rth	1Sam
2Sam	1Kgs	1Kgs	2Kgs	1Chr	2Chr	Ezr	Neh	Tob
Jdt	Esth	1Mac	2Mac	Job	Ps(s)	Prov	Qoh	Song
Wis	Sir	Is	Jer	Lam	Bar	Ez	Dan	Hos
Joel	Amos	Obad	Jon	Mic	Nah	Hab	Zaph	Hag
Zech	Mal							
Mt	Mk	Lk	Jn	Acts	Rom	1Cor	2Cor	Gal
Eph	Phil	Col	1Th	2Th	1Tim	2Tim	Tit	Philm
Heb	Jas	Pet	2Pet	1Jn	2Jn	3Jn	Jude	Rev

Scripture References – Examples

Gen 49:8 1Sam 22:13 Mk 5:1-20, 35-43, 6:1-6 Rom 9:1-10:12

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

A single scripture reference should not be a footnote, it should appear in brackets in the body of the text. A scripture reference should look as follows, “In the beginning was the word” (Jn 1:1)

Acceptable Abbreviations

Anon.	Anonymous
c. OR ca.	about, approx (dates)
cf.	compare
ch.(s)	chapter(s)
comp.	compilers
ed.	one editor, edition, edited by
eds.	two or more editors
2nd ed.	second edition
rev. ed.	revised edition
e.g.	for example
et al.	and others (persons and things)
ff.	and the following page(s)
ibid.	in the same place (refers to the previous note)
ibid., 9.	referring to a different page of the same work
i.e.	that is
intro.	introduction, introduced
MS, MSS	Manuscript(s)
n.	note
n.d. , n.n.	no date, no number
no.(s)	number(s)
p. pp.	page(s)
passim	throughout the work mentioned
q.v.	which see (“and look this up too”)
rev.	review, reviewed by, reviewed in, revised, revised by
(sic)	thus (used to indicate that the text is quoted exactly despite appearances, e.g. with wrong spellings)
s.v.	under the word (for encyclopaedia articles)
trans.	translators, translation, translated by
v. vv.	verse (s)
viz.	namely
vol.(s)	volume(s)