

Guidelines for Written Assignments

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1 Submission of Assignments

Laidlaw College requires the electronic submission of assignments (by upload to the Moodle online system) **except** in the case of assignments that are designed to be submitted manually (e.g. portfolios of work, tests, exams, assignments where it is impractical to upload them electronically). In such cases the relevant lecturer will advise students when manual submission is to be undertaken.

1.1 Electronic Submission of Assignments

Instructions for uploading assignments into Laidlaw's online learning management system, Moodle, are available from Moodle, <http://learn.laidlaw.ac.nz>. Support is also available from the IT Helpdesk. It is the student's own responsibility to ensure that assignment work is not lost. Students must save all their assignments and back them up: either on the cloud, or on a flash drive, or with some other method, in case of computer malfunction or the loss of the assignment. We recommend also that they retain a hard copy (a print out) of the assignment for themselves.

Note that all uploaded assignments are automatically checked for plagiarism (copying) through the Turnitin.com service (see also section 2 below).

1.2 Assignment Due Dates

Assignments handed in past their due dates, without properly granted extensions, will result in grade penalties. Extensions may be applied for using the online form on the relevant course Moodle page. Please see the "General Information and Regulations" on the penalties for lateness and for details on applying for extensions.

2. Plagiarism

Students are expected to acknowledge the source of ideas and expressions used in their written work (using the appropriate citation conventions, see section 3.4. This is not only an indication of academic honesty but also a courtesy enabling the marker to consult sources with ease. Deliberate failure to do so may constitute plagiarism, and will be dealt with as outlined in the "General Information and Regulations".

In submitting an assignment for evaluation, a student is declaring that:

- The work is his/her own, and that it has not been previously submitted at Laidlaw College or another institution in NZ or overseas.
- Four or more words that are copied from another piece of writing, including published material, websites and the work of other students, must be enclosed in quotation marks (" ") and the source noted appropriately. Where significant ideas are borrowed from other sources, these too must be acknowledged. If you are in doubt as to whether material needs acknowledgement, consult your lecturer, the library staff, or academic support staff.

All online submission points contain the following declaration which students must agree to before submitting the assignment:

Disclaimers of plagiarism and collusion

This assignment is my own work, except where I have acknowledged the use of the works of other people, or where collaboration has been authorised by the course teacher.

I have not sought prior knowledge of the contents of time-limited assignment questions (e.g. exams) and will not share details of such assignments with others.

3. Length and Presentation

Style and format are important elements of the assignment. In addition, careful attention should be given to spelling, grammar and punctuation.

3.1 Length

For all assignments, the length of the assignment has been chosen with care and should be adhered to by the student. Any variation in length of more or less than 10% will incur a penalty in the grading of the format criteria. An assignment whose word-length is considerably outside these margins may be returned for re-submission. In calculating the number of words in an assignment, the bibliography and footnotes should be excluded, but in-text citations and appendices should be included. However, for undergraduate students, footnotes should not exceed 25% of the number of words in the text.

3.2 Page layout

Unless you are otherwise instructed by your lecturer or tutor or by specific assignment instructions, written assignments should be presented in Microsoft Word format, in a black 11 or 12-point standard font. Set up pages as portrait A4.

School of Theology students: You should use 1.5-line spacing. Your assignments should have a heading stating your name, student ID number, and your assignment name. If you are using Hebrew or Greek script, use the Cardo font for it.

3.3 Additional style requirements for School of Social Practice students

The School of Social Practice follows the style guide standards set by the American Psychological Association (APA) for all assignments, research, and published materials. APA is a commonly accepted formatting style for the Social Sciences (e.g. Counselling), and it provides a global uniform style for reading and for presenting one's work.

All assignments should have a header stating your name, student ID number, and the finished word count. Give your assignment a title, and remember to include an introduction and conclusion.

For the **body of your assignment**:

- Double space the entire document (including the reference page).
- Indent the first line of each new paragraph
- Align the text to the left-hand margin, leaving a 'ragged' right margin, and have margins of 1" or 2cm.
- If you use headings within your paper:
 - Level 1 is centred, boldface, and title case (upper case at the start of each word and lower case for the rest)
 - Level 2 is flush left, boldface, and title case
 - Level 3 is indented within the text, boldface, title case, and ends with a full stop

Other notes

- The title of your paper is placed at the top of the page where your text begins, and is centred. It is not a Level 1 heading, therefore it is not in boldface.
- The introduction does NOT need a heading.
- The title for your reference page is placed at the top of the page where your references begin, and is centred. It is not a Level 1 heading, therefore it is not in boldface.

3.4 Referencing

The reason we reference (= cite) sources is because it honours people's voices and their work; it gives credit to the originator of ideas we use in our work. Referencing positions us in the conversation or discussion. It shows that we have researched and used sources to create a solid argument in our work. Referencing also allows for the facts (or thoughts) we have presented to be checked by our readers because it leads our readers back to the sources we used. It also avoids plagiarism.

Students enrolled in School of Social Practice qualifications should use the APA Referencing system detailed in section 5.

Students enrolled in School of Theology qualifications should use the 'Turabian' system for footnotes and bibliography, detailed in section 3.9, which is a summary of the more detailed:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago Press, 2013.

or

Collins, Billie Jean. *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*, 2nd ed. Atlanta, Georgia: SBL Press, 2014.

However, note that Theology students need not follow the strict formatting given in the handbooks above for the formatting of the *body* of their essay.

3.5 Quotations

All quotations must be cited using the appropriate bibliographic style.

Quotations of five or more lines should be a separate, indented paragraph. Such quotations should be single-spaced, without quotation marks.

Quotations appearing within the body of the essay should appear within double quotation marks ("..."), and quotations within quotations should appear in single quotation marks ('...').

All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. Retain the emphasis (italics, bold, underline) of the original. If this is altered, the student must indicate this in the referencing, e.g., (Italics mine).

A quote may be modified to fit into your sentence in various ways. You may add a final full stop or a final comma as required without comment. For textual studies, if you need to capitalise or make lower case, enclose the changed letter in square brackets; for other quotations it is not necessary. Indicate using square brackets where a quotation has been modified to give context or make the quote fit grammatically into the essay. For example:

"For what I [Paul] received I passed on to you as of first importance" (1 Cor 15:3).

If it is desirable to omit several words from the original text (normally to shorten the quote), such an omission is indicated by three dots that are separated, preceded and followed by single spaces. If the omission misses out sentence endings, add an extra dot. If it includes the end of a sentence, but not immediately after it, add a full stop with no gap after the first sentence. The remaining words must both make sense and be true to the intent of the original.

For example:

“Beyond question, evangelical intellectual life is being strengthened by developments in these six areas. Yet when assessing the current situation, realism is also required, as well as precision about what is actually taking place.”

could become:

“[E]vangelical intellectual life is being strengthened by developments in these six areas. . . . [But] realism is also required.”

If the original quote is misspelled and the misspelling reveals something of your source or is useful for your argument (not simply a typography error, which you can correct without comment), you can include *sic* in square brackets after the misspelling. For example:

“I warn’t [*sic*] too drunk to get there.”

3.6 Non-Discriminatory Language

Languages are constantly changing and developing, so it is important to be alert to forms of speech that have acquired exclusive or discriminatory meanings or connotations. Make an effort in both written and oral presentations to use inclusive and non-discriminatory terms.

For example, the terms "man", "men", "mankind", and the masculine pronoun "he", are no longer acceptable as *generic* terms (i.e., terms for people irrespective of gender). These terms now carry exclusive (i.e., male-only) connotations for many. Inclusive substitutes, such as "human being", "human", "humanity", "humankind", "people", "person", etc., should therefore be used.

Alternatives to "he" include the use of both gender pronouns together ("he/she", "s/he", "his/her", "himself/herself"), recasting the sentence in the plural ("they", "their"), use of the formal impersonal pronoun ("one/one's"), or use of the passive voice.

In direct quotations from other sources, the exact language of the source should still be quoted verbatim (exactly as written), even if discriminatory. For example,

“I warn’t too drunk to get there; but when they told me there was a State in this country where they’d let that nigger vote, I drew out.”

3.7 Abbreviations

3.7.1 Common General Abbreviations

Essays should not include contractions such as: don’t, won’t, shouldn’t, can’t, aren’t, etc., replacing them with the full: do not, will not, should not, cannot, are not.

Contractions should not be followed by a full stop, unless they end a sentence:

Mr Mrs Ms Dr Rev 2nd 3rd PhD

The full stop is normally omitted in references to widely used terms, such as:

NT OT MT IVP RSV NIV *TDNT*

3.7.2 Biblical Books

Citations of Biblical books beginning a sentence and without chapter and verse references should be spelled out fully. Those with chapter and verse should be abbreviated as below. This is required regardless of whether the citations occur in the text body or footnotes, in the sentence structure or in parentheses. For example:

Isaiah states that it is “the vision of Isaiah son of Amoz” (Isa 1:1), but Isa 1:2 says to its audience, “Hear...”.

OT	Old Testament	NT	New Testament
Gen	Genesis	Matt	Matthew
Exod	Exodus	Mark	Mark
Lev	Leviticus	Luke	Luke
Num	Numbers	John	John
Deut	Deuteronomy	Acts	Acts
Josh	Joshua	Rom	Romans
Judg	Judges	1-2 Cor	1-2 Corinthians
Ruth	Ruth	Gal	Galatians
1-2 Sam	1-2 Samuel	Eph	Ephesians
1- 2 Kgs	1-2 Kings	Phil	Philippians
1-2 Chr	1-2 Chronicles	Col	Colossians
Ezra	Ezra	1-2 Thess	1-2 Thessalonians
Neh	Nehemiah	1-2 Tim	1-2 Timothy
Esth	Esther	Titus	Titus
Job	Job	Phlm	Philemon
Ps/Pss	Psalms	Heb	Hebrews
Prov	Proverbs	Jas	James
Eccl (or Qoh)	Ecclesiastes (or Qoheleth)	1-2 Pet	1-2 Peter
Song (or Cant)	Song of Songs (or Canticles)	1-2-3 John	1-2-3 John
Isa	Isaiah	Jude	Jude
Jer	Jeremiah	Rev	Revelation
Lam	Lamentations		
Ezek	Ezekiel		
Dan	Daniel		
Hos	Hosea		
Joel	Joel		
Amos	Amos		
Obad	Obadiah		
Jonah	Jonah		
Mic	Micah		
Nah	Nahum		
Hab	Habakkuk		
Zeph	Zephaniah		
Hag	Haggai		
Zech	Zechariah		
Mal	Malachi		

Other notes about using Biblical references

- There is no full stop after the book abbreviation.
- Single references should remain in-text, strings of references should be put in a footnote.
- There is no space after the colon: Rom 3:15 (not Rom 3: 15).
- There is a space after the book number: 1 Cor (not 1Cor).

- Strings of references are separated with commas within the same chapter, or semicolons otherwise and ending in a full stop: Gen 1:1-2, 6; 2:1; Ps 8:4; John 1:1, 15.
- Chapter or verse number referenced without the book in the immediate context should have 'chapter' or 'verse' spelled out. E.g. "In chapter 3 we see that..."

3.8 Numbers

3.8.1 General Rule

If you use only a few isolated numbers:

- Spell out numbers in words from one through one hundred, and use numerals thereafter, e.g. forty-five; 4,567.
- Use numerals for percentages and decimals, but spell out 'percent', e.g. 0.2 or 20 percent.
- Spell out numbers if they begin a sentence, even long numbers. In this latter case, leave out 'and': e.g. instead of 520, write "Five hundred twenty..."
- Spell out round numbers (hundred, thousand ...) e.g. three million. Here numerals and round numbers can be mixed, e.g. 52 million.
- Spell out currency when the number is spelled out, otherwise not, e.g. five dollars, \$245 trillion.

For several numbers in one sentence, or if you are presenting numerical data, use numerals, with currency and percentage signs.

E.g. "About 20% of the growth came from \$3.4b of US foreign aid."

3.8.2 Line, Verse, Page, Chapter and Section References

These are presented using numerals without commas, e.g. chapter 21, section 5, page 1356.

For citing inclusive references, either of the following is acceptable:

a) Use all digits, e.g. 3-10, 71-72, 96-117, 1115-1123.

b) The second number can be changed only in the part it differs from the first number, e.g. 123-5, 601-13, 1922-33. Except use all digits for when:

- The numbers are less than 100, e.g. 45-48.
- The first number is in multiples of 100, e.g. 200-204.
- Three digits change in a four digit number, e.g. 1391-1572.

3.9 Greek and Hebrew Fonts

The Tyndale Unicode font kit is recommended by the College for typing Greek and Hebrew characters and accents. This free installation kit includes a Greek and Hebrew keyboard mapping, and the Cardo font. For Hebrew, these allow vowel pointing and Masoretic punctuation; for Greek they allow breathing marks, accents and ancient forms. The installation kit can be accessed from the Tyndale website:

(<http://www.tyndale.cam.ac.uk/greek-hebrew-fonts>). Please note that the Right to Left language feature needs to be activated before the Hebrew font is installed. Full instructions can be found on the Tyndale website.

English transliterations of Greek and Hebrew words should be typed in *italics*, in the same way as other foreign language terms.

4. Turabian Footnote and Bibliographic style

The Turabian bibliographic style is required for footnotes and other references used in essays by School of Theology students.

For an online version of this guide, with quick access links to relevant examples, please go to: <http://learn.laidlaw.ac.nz/mod/page/view.php?id=85841>. (From Moodle, access this using the menu option “Information / Rules and Regulations”.)

4.1 Footnotes

References to sourced material, whether of quotations or ideas, are footnoted in the body of the text. Use should be made of writing app features such as “Insert Footnote” under the “References” menu or ribbon in Microsoft Word.

The number of the footnote reference will be represented by a superscript number (raised above the line of writing), with the associated citation reference appearing at the bottom of the page, e.g.

Miller claims that Israel is destined to experience failure.¹

Footnote references are to be placed outside punctuation (normally after the full stop), and at the end of the sentence or quotation, e.g.

McClaren affirms “I have experienced the love of God through Jesus, and as the old hymn says, ‘love so amazing, so divine, demands my heart, my life, my all.’”⁶

Several notes can appear in one sentence, and may be to references and/or comments, e.g.

Particularly significant here is its usage to convey the entrusting of something into the care of another²² and the granting of authority²³—senses which imply the authority of the giver over the receiver.²⁴

4.2 Bibliography (= page of references)

Bibliographies are placed at the end of the work, starting on a new page, and entitled ‘Bibliography’. For example:

BIBLIOGRAPHY

Fleming, Don. *Bridge Bible Commentary*. Brisbane: Bridgeway, 1994.

Gaebelein, Frank E, ed. *The Expositor’s Bible Commentary*. Vol. 5. Grand Rapids: Zondervan, 1991.

Keck, Leander E., ed. *The New Interpreter’s Bible*. Vol. IV. Nashville: Abingdon, 1996.

Kidner, Derek. *Psalms*. Leicester: Inter-Varsity Press, 1973.

¹ J. Gary Millar, *Now Choose Life: Theology and Ethics in Deuteronomy* (Leicester: Apollos, 1998), 161.

Bibliographies are arranged in alphabetical order, hence the author's surname appears first in bibliographical format. Titles should be in 'capitals and small letters' format wherever possible, following general usage (see examples below). When referring to publishers, use only the publisher's distinctive name, not the fact that it is a press or publishing house. The exception to this is university presses, for example: The University of Chicago Press, Oxford University Press or Cambridge University Press.

The particular state in the United States (e.g. Indiana) should be used if indicated in the book's title page information, using the state's abbreviation (e.g. Ind.). If it is not in the book's title page information then it is not necessary (but it is not wrong either). For example:

Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990.

If the bibliography includes articles obtained with search engines such as EBSCO or Proquest, any details of the online access tool and the date of access should be removed.

4.3 Examples of footnote and bibliography entries

In the examples that follow, **N** refers to formatting of items in the footnotes. **B** refers to formatting in the bibliography.

WHOLE BOOKS

- 4.3.1 Book** **N** ⁵ J. Gary Millar, *Now Choose Life: Theology and Ethics in Deuteronomy* (Leicester: Apollos, 1998), 161.
- B** Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Leicester: Apollos, 1998.

For **Kindle and ebook versions**, if a page number is used the following format should be used:

- N** ⁹ J. Gary Millar, *Now Choose Life: Theology and Ethics in Deuteronomy* (Leicester: Apollos, 1998), Kindle edition: 322.
- B** Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Leicester: Apollos, 1998. Kindle edition.

Note however, that instead of page numbers, you will often need to specify section names or chapters:

- N** ² J. Gary Millar, *Now Choose Life: Theology and Ethics in Deuteronomy* (Leicester: Apollos, 1998), Kindle edition: Chapter 4.
- B** Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Leicester: Apollos, 1998. Kindle edition.

4.3.2	Book One author In a series	N	⁷ R. T. France, <i>The Gospel of Mark: A Commentary on the Greek Text</i> , New International Greek Testament Commentary (Grand Rapids, MI; Carlisle: W.B. Eerdmans; Paternoster Press, 2002), 444.
		B	France, R. T. <i>The Gospel of Mark: A Commentary on the Greek Text</i> . New International Greek Testament Commentary. Grand Rapids, MI; Carlisle: W.B. Eerdmans; Paternoster Press, 2002.
4.3.3	Multivolume book One author In a series	N	⁵ N. T. Wright, “The Letter to the Romans,” vol. 10 in <i>The New Interpreters Bible: A Commentary in Twelve Volumes</i> (Nashville: Abingdon Press, 2002), 82.
		B	Wright, N. T. “The Letter to the Romans.” Vol. 10. Pages 393-771 in <i>The New Interpreters Bible: A Commentary in Twelve Volumes</i> . Nashville: Abingdon Press, 2002.
4.3.4	Secondary quotation in book Not in a series	N	²⁹ Clark H. Pinnock, <i>A Defence of Biblical Infallibility</i> (Philadelphia, PA: Presbyterian & Reformed, 1967), 372, quoted in Avery Dulles, <i>Models of Revelation</i> (Garden City, NY: Doubleday & Co., 1983), 45.
		B	Pinnock, Clark H. <i>A Defence of Biblical Infallibility</i> . Philadelphia, PA: Presbyterian & Reformed, 1967, 372. Quoted in Avery Dulles, <i>Models of Revelation</i> . Garden City, NY: Doubleday & Co., 1983, 45.
4.3.5	Book Two [or three] authors Not in a series	N	³ Bruce K. Waltke and M. O’Connor, <i>An Introduction to Biblical Hebrew Syntax</i> (Winona Lake, Ind.: Eisenbrauns, 1990), 343-50.
		B	Waltke, Bruce K. and M. O’Connor. <i>An Introduction to Biblical Hebrew Syntax</i> . Winona Lake, Ind.: Eisenbrauns, 1990.
Note that in <u>bibliographical references</u> the second (and third) author’s initials or first names are given <u>first</u> .			
4.3.6	Book More than three authors Not in a series	N	⁶ Bernard Brandon Scott et al., <i>Reading New Testament Greek</i> (Peabody, Mass.: Hendrickson, 1993), 53.
		B	Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. <i>Reading New Testament Greek</i> . Peabody, Mass.: Hendrickson, 1993.
4.3.7	Book One editor Not in a series	N	⁸ Bernhard Lang, ed., <i>Anthropological Approaches to the Old Testament</i> (Philadelphia: Fortress, 1985), 1-20.
		B	Lang, Bernhard, ed. <i>Anthropological Approaches to the Old Testament</i> . Philadelphia: Fortress, 1985.
4.3.8	Book Multiple editors Not in a series	More than one editor follows a similar pattern to those of authors, above.	

4.3.9 SUBSEQUENT REFERENCES IN FOOTNOTES

Normally subsequent references will be author plus shortened title. For a book:

N ²⁸ Miller, *Now Choose Life*, 161.

For an article, essay or chapter:

N ²⁹ Jackson, "Running," 180.

It is also possible to use the terms *ibid.* to refer to subsequent references when these follow with no intervening references. In this case, *ibid.* is used in place of as much of the succeeding material as is identical. Indeed, it may be thought of as the academic equivalent to a 'ditto' mark, functioning in a similar way. For example, if we had:

N ²² Richard Jackson, "Running down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Then when the next reference is to the same page of the same work and page number:

N ²³ *Ibid.*

And when the following reference to the work is to a different page:

N ²³ *Ibid.*, 178.

ARTICLES, ESSAYS, CHAPTERS

4.3.10 Essay in a Book

N ⁴ Stanley E. Porter, "How Can Biblical Discourse Be Analyzed?: A Response to Several Attempts," in *Discourse Analysis and Other Topics in Biblical Greek*, eds. Stanley E. Porter and D. A. Carson, Journal for the Study of the New Testament Supplement Series 113 (Sheffield: Sheffield Academic Press, 1995), 22.

B Porter, Stanley E. "How Can Biblical Discourse Be Analyzed?: A Response to Several Attempts." Pages 107-16 in *Discourse Analysis and Other Topics in Biblical Greek*. Vol. 113. Edited by Stanley E. Porter and D. A. Carson. Journal for the Study of the New Testament Supplement Series. Sheffield: Sheffield Academic Press, 1995.

- 4.3.11 One chapter in Multivolume work with a General title and editor(s)**
- N ²² Terence Fretheim, "The Book of Genesis," in *The New Interpreters Bible Commentary*, ed. Leander E. Keck, et. al. Vol. 1, (Nashville: Abingdon, 1994), 349.
- B Fretheim, Terence. "The Book of Genesis." In *The New Interpreters Bible. Commentary*, ed. Leander E. Keck, et. al. Vol. 1. Nashville: Abingdon, 1994.
- 4.3.12 Article in Dictionary or Encyclopaedia**
- N ⁹ Duane A. Garrett, "Type, Typology," in *Evangelical Dictionary of Biblical Theology*, ed. Walter A. Elwell (Grand Rapids: Baker, 1996), 786.
- B Garrett, Duane A. "Type, Typology," in *Evangelical Dictionary of Biblical Theology*. Edited by Walter A. Elwell. Grand Rapids: Baker, 1996, 785-790.
- 4.3.13 Article in a Journal**
- N ²² Craig A. Smith, "A Study of 2 Timothy 4:1-8," *Tyndale Bulletin* 57/1 (2006): 153.
- B Smith, Craig A. "A Study of 2 Timothy 4:1-8." *Tyndale Bulletin* 57/1 (2006): 151-15.
- 4.3.14 Book Review in Journal**
- N ¹⁴ Francille M. Firebaugh, "Review of The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley," by Maresi Nerad, *Isis* 92 (March 2001): 237.
- B Firebaugh, Francille M. "Review of The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley," by Maresi Nerad. *Isis* 92 (March 2001): 236 - 237.
- 4.3.15 Internet Publication (with no printed counterpart)**
- N ¹⁵ Edna Erez, "Domestic Violence and the Criminal Justice System: An Overview," *Online Journal of Issues in Nursing* 7, no 1 (January 2002), n.p. Online: http://www.nursingworld.org/ojin/topic17/toc17_3.htm (accessed 22 March, 2004).
- B Erez, Edna. "Domestic Violence and the Criminal Justice System: An Overview." *Online Journal of Issues in Nursing* 7, no 1 (January 2002), No pages. Online: http://www.nursingworld.org/ojin/topic17/toc17_3.htm (accessed 22 March, 2004).

UNPUBLISHED TEXTS

- 4.3.16 Unpublished Lecture**
- N ⁹² Julia Jones, "Squeezing Life" (lecture, Laidlaw College, Christchurch, NZ, October 2016), www.laidlaw.ac.nz/news/2016/smith-2016 (accessed November 2016).
- B Jones, Julia. "Squeezing Life." Lecture, Laidlaw College, Christchurch, NZ, October 2016. www.laidlaw.ac.nz/news/2016/smith-2016 (accessed November 2016).

**4.3.17 Unpublished
Lecture notes,
Essay, Blog,
Website etc.**

N ²¹ Peter Smith, "Relationality" (Laidlaw College course 561.615, 16th July 2014), 15, <http://tinyurl/ofwzpwE9lZQ> (accessed November 2016).

B Smith, Peter. "Relationality." Laidlaw College course 561.615, 16th July 2014. <http://tinyurl/ofwzpwE9lZQ> (accessed November 2016).

Include as many details as possible of: author, purpose, type, date, source; this latter will preferably be accessible by the grader. Include when you accessed it. If page numbers are present, use these, otherwise use section headings. Wording that can be used:

- Assignment submitted for...
- Lecture notes ...
- Personal communication...

4.3.18 UNTRANSLATED TEXTS

Untranslated books and articles should be cited in their original language (handwritten if non-romanised font cannot be electronically inserted) with an English translation in parenthesis.

5. APA Note and Bibliographic style

This bibliographic style is required for School of Social Practice students.

5.1 In-text citations

In-text citations consist of the surname(s) of the author(s) and the year of publication in brackets. If the author's name has been used in the body of the text, just insert the year in brackets. If it is a direct quote, insert "p." and the page number in brackets. For example:

Volf (2005) writes that giving and forgiving "are a particular sort of lens" (p. 235) through which we might view our faith.

If there is no author, use the title as italicised in the reference list (or a short form of the title) instead. If there is no date, use "n.d." (without quotation marks).

5.2 Reference Page

Most of your assignments will have a reference page. If you have questions about how many sources to reference, check with your lecturer. You will reference all material. These include books, journals, electronic resources, web pages, and non-print sources.

Please note that the reference page begins as a new page after the last page of text. The title for this page is References (NOT Reference List, Reference Page, or Bibliography). All citations used in the body of the assignment (except the Bible and personal communication) are listed on the reference page in alphabetical order by the author's (or first author) surname. A hanging indent is used for all references.

References

Broom, B. (2007). *Meaning-full disease: How personal experience and meanings cause and maintain physical illness*. London, United Kingdom: Karnac.

Engel, G. L. (1977). *The need for a new medical model: A challenge for biomedicine*. Science, 196(4286), 129-136.

Hui, E. C. (2002). *At the beginning of life: Dilemmas in theological bioethics*. Downers Grove, IL: InterVarsity Press.

5.3 Publisher Information

If the publisher is located in the United States, include both the city and the state. Example: Grand Rapids, MI, or Belmont, California. If the publisher is located outside of the United States, include the city and country name. Example: Wellington, New Zealand, or London, United Kingdom.

5.4 Class Material

If you cite material from a lecturer's PowerPoint presentation, which is located on Moodle, cite the presentation the same as you would a website. However, if you wish to quote a presenter, cite this as you would a personal communication. Class hand-outs or your own work not located online are cited as personal communication.

5.5 Using References for Reflective Essays

It is helpful to acknowledge how someone else's ideas have influenced your work. It demonstrates how you have been informed. Therefore it is advisable to reference the work of others in your reflective essays. If you have questions about how many sources to reference, check with your lecturer.

5.6 Referencing Personal Communication

Personal communication includes information that your readers may not be able to retrieve directly, such as: conversations, presentations, social media (e.g. Twitter, Facebook), and emails.

5.7 Examples

For an online easily navigable guide please go to:

<https://owl.english.purdue.edu/owl/resource/560/01/> (From Moodle, access this using the menu option "Information / Rules and Regulations".)

Or for a page listing multiple resources, use:

<http://www.waikato.ac.nz/library/study/referencing/styles/apa>