



MOORE
THEOLOGICAL
COLLEGE
AN AUSTRALIAN UNIVERSITY COLLEGE

2022 STUDENT HANDBOOK

DIPLOMA OF BIBLICAL THEOLOGY

Diploma of Biblical Theology

Student Handbook
2022

Preface

The Diploma of Biblical Theology Student Handbook applies to the Diploma of Biblical Theology students only. It outlines the currently agreed ways of achieving the aims of the College and describes the course.

Information on the following accredited College programs study may be found in *The Student Handbook 2022*.

Undergraduate

Bachelor of Divinity

Bachelor of Theology

Advanced Diploma of Bible, Mission and Ministry

Postgraduate

Master of Arts (Theology)

Master of Theology

Doctor of Philosophy

Information on the unaccredited Preliminary Theological Certificate may be found in *the Preliminary Theological Certificate Student Handbook*.

Moore College

ABN 47 746 452 183

In accordance with the *ESOS Act 2000*, Moore College is a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

CRICOS Provider Code 00682B

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ISSN: 1447 – 7009

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***The MOD (Moore Online Diploma) is the Moodle system through which DBT students access study and deliver assessments.**

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1 Key Points for 2022 (changes from 2021)

Section 2
Change of Vice Principal.

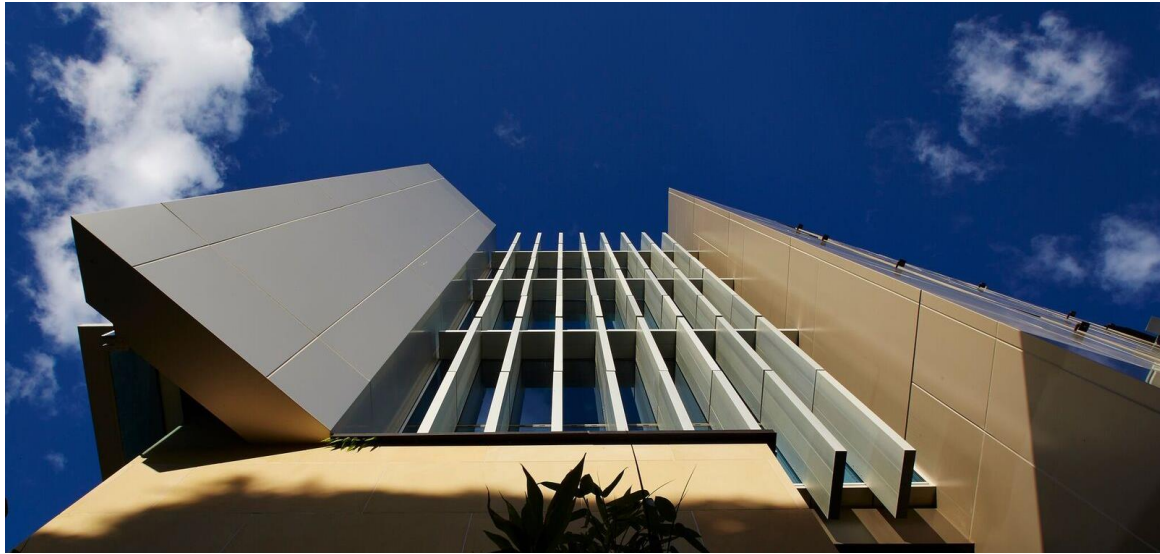
Section 8
Removing Author-Date system of referencing.

Section 5
Biblical references are now excluded from assignment word lengths.

Section 5
Assessment items are now due at midnight Sydney time instead of 10:00pm Sydney time.

Section 5
Articulation into the Advanced Diploma of Bible, Mission and Ministry has been approved, advanced standing will be given for the two core units of BS141 Biblical Theology and CT120 Church History 1.

2 Introducing the College



2.1 Our Vision, our Mission, our Priority and our Distinctive

Our **Vision** is to see God glorified by men and women living for and proclaiming Jesus Christ, growing healthy churches and reaching the lost.

Our **Mission** is to provide excellent evangelical theological education.

Our **Priority** is to seek to be faithful as an Anglican evangelical theological college that is biblically and theologically directed in all we do as we service the churches.

The **Distinctive** of our full-time programs is the integration of a deep, broad and sustained immersion in the text of Scripture with attention to Christian character and ministry skills development, in the context of a residential community of teachers and students, and in partnership with local churches.

2.2 Strategic Objectives

The College has developed four long-term Strategic Objectives:

Quality – we aim to provide:

- the best theological formation for evangelical ministry
- inspirational teaching
- scholarship and research that enriches learning and extends theological knowledge

Influence – we aim to develop:

- a fellowship of faithful pastor-teachers serving the churches and other ministries in the Diocese of Sydney, around Australia and throughout the world
- resources to shape Christian thinking and witness in the wider Christian community
- theological educators for seminaries both in and beyond Australia

Capacity – we aim to grow:

- a learning community that serves the needs of gospel mission in Sydney and around the world
- the College as a global resource for study and ministry training
- suitable facilities to enable the College's mission to be achieved in community

Sustainability – we aim to progress:

- a responsible and sustainable business plan
- proper stewardship of the College's resources
- minimisation of risk in a changing cultural and fiscal environment

2.3 Values

The College seeks to achieve its mission in a manner consistent with its longstanding values, which are:

- Christian faith – trust in God and his purposes as these are revealed in Jesus Christ and conveyed to us by the Holy Spirit in the canonical Scriptures of the Old and New Testament
- Integrity – honesty, transparency, fairness and accountability in all personal behaviour and community practices
- Grace – generosity and compassion in dealings with each other reflecting the undeserved mercy of God in Christ
- Service – placing the welfare of others above personal interests and convenience, using the gifts and talents that God has graciously given
- Community – loving personal relationships, developed through regular meeting and a common focus, as the proper context for learning about the triune God and his purposes
- Scholarship – rigour of thought characterised by a careful use of the primary evidence, breadth of research and appropriate inferences, resulting in fresh and readily accessible approaches to both classic issues and contemporary questions
- Gender complementarity – affirmation of the fundamental equality and mutual dependence of men and women as image bearers of God, while recognising proper differences in roles and responsibilities in life and Christian ministry
- Freedom of inquiry – the freedom to subject all ideas to honest inquiry
- Integration – growth in the knowledge of God is best conducted for, and in the context of, life application and active participation in Christian service.

2.4 Graduate Attributes & Capabilities

As a result of their time as a student of Moore College, every graduate should have acquired a number of characteristic qualities, or attributes.

These attributes will make themselves felt in the graduate's attitudes towards God, the world and themselves; the attitudes in question will find expression through a combination of abilities and skills. The course is set within a Reformed and Evangelical framework and, in the context of the whole program, aims to impart the College's Graduate Attributes at a level appropriate to the length and level of study of the Diploma.

Some of the qualities or attributes developed by graduates of the College through their studies are narrowly focused on becoming good practitioners in Christian ministry contexts, but many if not most attributes will stand them in good stead in any life situation they may encounter. It is in this sense that attributes such as creative analysis, intellectual independence, research skills, communication skills, the capacity for independent research with its associated problem solving and critical thinking skills, acquired through the specific study of Theology, can be said to be generic.

2.5 Principles of Teaching and Learning

1. We accept the Christian Scriptures (constituted by the Old and New Testaments) as the written word of God, authoritative, clear, sufficient, without error in all that they teach, and containing all that is necessary for salvation and the informed practice of the Christian life of discipleship. We confess that God can only be known in Jesus Christ as he is presented to us in the Scriptures and therefore the study of Scripture and its ancillary disciplines is indispensable in training for Christian ministry, since the central function of such ministry is to make God known. We are therefore committed to:
 - the Christian scriptures as the basis and discerning norm of all that we teach;
 - our students gaining a coherent, integrated and extensive knowledge of the Christian Scriptures including principles of sound exegesis of the biblical text in the original languages, and an understanding of the basic unity of the Bible being found in the person of Jesus Christ and his proclamation and inauguration of the Kingdom of God;
 - the study of Christian systematic theology as an integrating discipline in which the knowledge of God given in Christ through the Scriptures is reflected upon humbly, attentively and rationally, and articulated systematically. We therefore aim to equip our students with a coherent, integrated and extensive knowledge of Christian doctrine that gives due attention to appropriate theological method; and
 - a core of units of study throughout the curriculum that cohere and build on one another to reflect the sense of unity and coherence that we acknowledge to exist in our foundational text, the Christian Scriptures.
2. We believe the teaching of the Christian Scriptures is faithfully reflected in the historic creeds and in the Protestant Reformed Tradition as expressed in the Thirty-Nine Articles of Religion. We are therefore committed to:
 - our students gaining a coherent knowledge of the history of reflection upon the Scriptures from both a biblical and theological perspective. This will include the history of biblical interpretation and of key doctrines, particularly from a Protestant, Reformed and Evangelical point of view,
 - our students gaining an understanding of the major periods of Christian history, especially the Patristic period, the Reformation and the Modern Evangelical Movement, all with particular reference to Anglicanism.
3. We are committed to the integration of theoretical and applied aspects of knowledge. We understand that the knowledge of God cannot be isolated from the application of this knowledge to all aspects of life, thought, and conduct, and that the proper expression of the knowledge of God is found in a life lived in accordance with his will, seeking to extend the reach of his kingdom through teaching and proclamation.

We acknowledge that the life of Christian discipleship is lived in the midst of, and engaging with, a diverse and complex world. We are therefore committed to:

 - Exploring and demonstrating the relevance and application of the material learnt to contemporary society and the practice of Christian ministry.
 - Encouraging and equipping our graduates for effective teaching and proclaiming ministries in a diverse and complex world. We acknowledge that this needs to be done at both a theoretical and practical level. This means giving proper attention to Christian Mission and its history.

- Teaching Christian Ethics as an integral component of the knowledge of God, and an essential contribution to a life lived in service of others, and engaged with the contemporary culture.
 - Exploring and providing learning opportunities that demonstrate and encourage an integrated and holistic personal response to the gospel of God's grace in Christ.
4. Our conviction is that, in keeping with the personal nature of Christian truth and the relational nature of our God expressed in his being and his plans to bring to himself a people described in family terms, theology is best learned in a community that is both a Christian family and an academic fellowship. We are therefore committed to:
 - The understanding that teaching and learning in the college must be accompanied by appropriate application and modelling of the practice of the Christian life in all its facets. This includes respect and care for one another as brothers and sisters in Christ in all matters of teaching, learning and administration, and
 - Exploring and creating opportunities in the context of the learning program to facilitate and express our conviction that theology is best learned as stated above.
 5. We are grateful for the rich diversity of God's gifts to his people and acknowledge that this diversity is expressed in a variety of abilities, interests and learning styles. We are therefore committed to responding to the range of student abilities, interests and learning styles in the planning and implementation of the Units of Study that comprise the curriculum.

2.6 Governance

The Moore Theological College Council is incorporated under the *Anglican Church Bodies Corporate Act 1938* and is constituted by the Moore Theological College Ordinance 2009. Under the Ordinance the Council is charged with the provision of training for ordination candidates and other church workers.

The Council has a Governing Board. The current members of the Governing Board can be found on our website at www.moore.edu.au/about-us/governance

2.7 Academic Structures

The Governing Board of the College has delegated to the Academic Board responsibility for policy formulation and decision making in all academic matters, and maintaining the academic values, quality and standards of the College. The membership of the Academic Board includes the Principal, Heads of Department, Heads of Committees, elected representatives of the students and the Registrar. It is scheduled to meet six times per year. The Academic Board delegates some academic responsibilities to its standing committees. The Learning and Teaching Committee oversees all coursework awards. The Research Committee oversees research awards. The Moore Distance Education Committee oversees the Moore PTC unaccredited course.

Various bodies report to the Academic Board or its standing committees. They include:

Centre for Christian Living

Human Research Ethics Committee (HREC)

Centre for Global Mission
Centre for Ministry Development

Library Committee
Priscilla and Aquila Centre

The Academic Dean in conjunction with the Academic Board and its committees is responsible for the supervision of the studies of theological students.

The Academic Departments and their respective Heads are:

Division of Biblical Studies

Department of Old Testament and Hebrew	A G Shead
Department of New Testament and Greek	P H Kern

Division of Christian Thought

Department of Theology, Philosophy and Ethics	A M Leslie
Department of Church History	M E Earngey

Division of Christian Ministry

Department of Pastoral Ministry	A P Poulos
Department of Mission	S J Gillham

2.8 Courses Offered

Moore College does not use recruitment agents to recruit students to any of the College courses. Moore College does not have any relationships with recruitment agents.

2.8.1 Undergraduate

Course	Abbreviation	AQF level	Minimum Years of study	Full-time or part-time	Accredited
Preliminary Theological Certificate (online study)	PTC	n/a	1	Either	No
Diploma of Biblical Theology (online)	DBT	5	1	Either	Yes
Advanced Diploma of Bible, Mission and Ministry (on campus)	AdvDBMM	6	1	Either	Yes
Bachelor of Theology (on campus)	BTh	7	3	Yr 1: either Yr 2 & 3: F/t	Yes
Bachelor of Divinity (on campus)	BD	8	4	Yr 1: either Yr 2,3 & 4: f/t	Yes

For more information on undergraduate studies, see section 4.1

2.8.2 Postgraduate

Course	Abbreviation	AQF level	Years of study	Full-time or part-time	Accredited
Master of Arts (Theology)	MA (Theol)	9	2-6	Either	Yes
Master of Theology	MTh	9	2-6	Either	Yes
Doctor of Philosophy	PhD	10	3-8	Yr 1: f/t only	Yes

For more information on postgraduate study, see Section 5

2.9 Moore College History

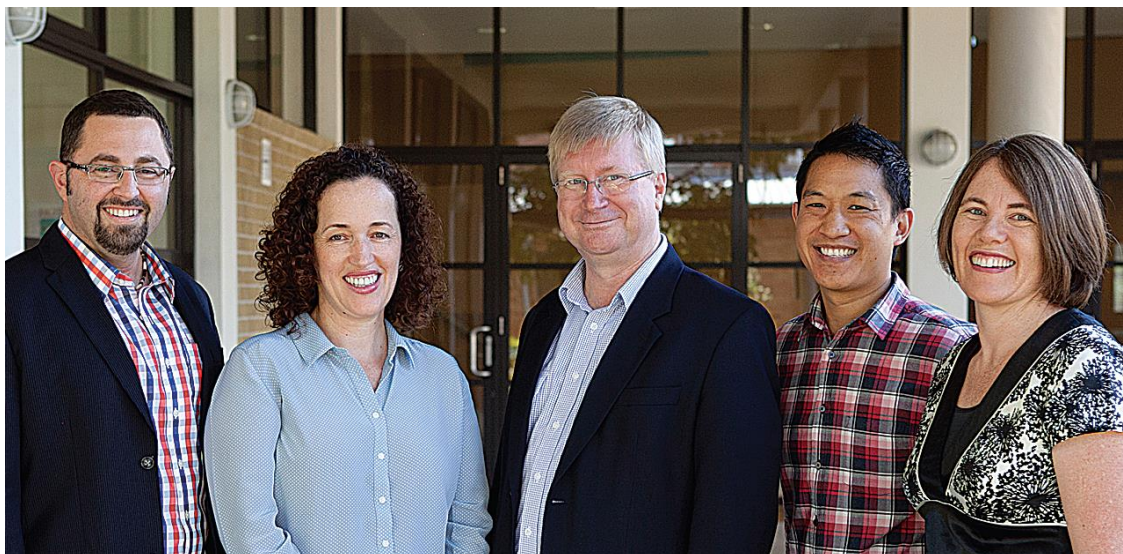
The College opened at Liverpool, NSW in 1856. It owed its existence to two people. The first was an early settler in Sydney, Thomas Moore, who left his estate to the Church of England for educational purposes. The second was the Anglican Bishop of Sydney, Frederic Barker. During its long history, the College has had thirteen principals and close to 4,000 graduates. In 1891 the College moved from Liverpool to Newtown.

It has rendered its chief service to the Anglican Diocese of Sydney, the majority of whose clergy train at the College. However, it has also trained many men and women who have served in other parts of Australia and beyond and in both the Anglican Church and in other Protestant denominations.

The College benefited from a long association with Mary Andrews College (formerly Deaconess House) in the training and encouragement of women in ministry.

From the late 1950s there has been a significant extension of the College campus, the growth the library into a world-renowned theological library, an increase in the numbers and qualifications of faculty, introduction of the four year course for undergraduates and a number of postgraduate programs. Purchases of property on the southern side of Carillon Avenue have made it possible over the years to expand the Library, Administration and Dining Hall facilities and to provide considerable housing for married students and faculty. 1994 saw the opening of the Broughton Knox Teaching Centre. 2017 saw the opening of a new library and other facilities on the College campus.

3 People



Left to right: George Athas, Jane Tooher, Mark Thompson, Dan Wu, Tara Stenhouse.

3.1 Faculty

The Faculty endorses the Protestant Reformed tradition as expressed in the Anglican Thirty-nine Articles of Religion. It therefore accepts the Scriptures as God's written word, containing all that is necessary for salvation and as the final authority in all matters of life and faith. It affirms belief in the summary of the Christian faith as contained in the historic creeds and the Thirty-nine Articles. Full-time members of the Faculty with their chief academic field are:

Mark D Thompson <i>Principal</i>	BA (Macquarie), BTh, MTh (ACT), DPhil (Oxon) (Theology)
Simon J Gillham <i>Vice Principal</i>	BTh (Moore), MA(Theol) (ACT), PhD (SATS) (Missions)
George Athas <i>Director of Research</i>	BA (Sydney), BD (MTC), PhD (Sydney) (Hebrew, Old Testament, Church History)
Chris Conyers	BE (UNSW), BD, PhD (Moore) (New Testament)
Mark E Earngey	BSc (UNSW), BD (Moore), MPhil, DPhil (Oxon) (Church History, Theology)
Paul Grimmond <i>(Dean of Students) (Ministry)</i>	BSc (UNSW), BD (Moore)
David A Höhne <i>(Academic Dean)</i>	BA (UNSW), BD, MTh (Moore), PhD (Cantab) (Theology, Philosophy)

Philip H Kern	BS (EBC), MA, MDiv (TEDS), PhD (Sheffield) (New Testament)
Chase R Kuhn	BAppTheol (California Baptist), MDiv (Samford), PhD (UWS) (Theology) (Director of Centre for Christian Living)
Andrew M Leslie	BCom (UNSW), BD (Moore), PhD (Edinburgh) (Theology)
Peter C Orr	MEng (Nottingham), BD (Moore), PhD (Dunelm) (New Testament)
Archie P Poulos	BE (UNSW), BTh, MA (Theology) (ACT) (Ministry)
Andrew G Shead	BSc(Med) (Sydney), BTh, MTh (ACT), PhD (Cantab) (Old Testament)
Tara J Stenhouse (Dean of Women)	BSc(Psych) (UNSW), BTh, MA(Theology) (Moore) (Ministry)
Chris J Thomson	BA(Hons) (Oxford), MPhil, PhD (Cantab) (Old Testament)
Jane M Tooher	BTh, MA (Theology) (Moore) (Ministry)
Paul R Williamson	BD, PhD (Belfast) (Old Testament)
Lionel J Windsor	BEng (Hons) (UNSW), BD (Moore), PhD (Dunelm) (New Testament)
Dan Wu	BSc (Sydney), BD (Moore), PhD (Sydney) (Old Testament)

3.2 Diploma of Biblical Theology Tutors

To assist you with your studies and guide you through the assessments in each DBT unit, the College provides a tutor who is a graduate of Moore. You will meet your tutor(s) in week one.

3.3 Staff

There are over 40 staff at Moore College. The staff below are listed as you may have interaction with them over the course of your study.

Rhonda Barry, Registrar

Jenny Chevalier, Assistant Registrar

Emma Rook, Academic Administrator

Stuart Jonker, MOD Administrator

William Hood, Manager, IT & Library

Erin Mollenhauer, Library Team Leader

Annabel Bristow, Librarian

Darin Russell, Information Technology

Daniel Higgins, Information Technology

Leanne Veitch, Financial Controller

Ben George, Marketing and Communications

Michael Wu, Finance

4 Diploma of Biblical Theology

Official Abbreviation: DipBTheol
AQF: Level 5

Course Code: DBT0005
CRICOS Code: N/A



4.1 Introduction

The aim of this award is to provide basic training and personal development for service in a local congregation as a volunteer. Other students will want to complete this award with a view to professional development as a teacher in a Christian Education environment or other workplace.

As such, the award is not designed to lead to a specific vocational outcome. However, it may be possible that attainment of the award will equip some candidates to progress to employment in a mission or congregational context from their current situation.

4.2 Duration

The DBT is normally awarded on the basis of the equivalent of one year of full-time study. The expectation is that due to the delivery mode that most students will complete the award part-time.

Full-time candidacy is normally for one year (52 weeks). This is consistent with the AQF statement that 'The volume of learning of a Diploma (level 5) is typically 1 – 2 years'.

Part-time candidacy is normally for a maximum of six years (212 weeks). This extended period is allowed in view of the mode of delivery of the units (online only) and the expected part-time status of the normal candidature.

4.3 Course Structure

The objective of the DBT is best achieved through an integrated course design that aims for competence across the three related fields of Biblical Studies, Christian Theology and Christian Ministry. This has been achieved by establishing core units. The DBT consists of 8 units of study. There are 3 core units and 5 elective units. Each unit is four credit points.

Students are therefore required to pass at least one unit from the three fields (BS, CM, CT) in order to gain their diploma.

Biblical Studies	Christian Thought	Christian Ministry
Core units – must do all three		
BSD01 Biblical Theology	CTD01 Church History 1	
BSD02 Reading the Gospel of Mark		
Electives – choose five		
BSD03 The Twelve Prophets	CTD02 The Written Word of God	CMD01 Engaging with Islam
BSD05 Paul and His Letters	CTD03 The Cross of Christ	CMD02 Making Disciples
BSD04 The Pentateuch	CTD04 Apologetics: Giving a Reasoned Hope	

Unit codes are further qualified to identify semester for the purposes of government reporting. For example the Biblical Theology unit code is BS1D01 in semester 1 and BS2D01 in semester 2.

4.4 Course Sequence

There are three core units:

- BSD01 Biblical Theology (Semester 1 code: BS1D01, Semester 2 code: BS2D01)
- BSD02 Reading the Gospel of Mark (Semester 1 code: BS1D02, Semester 2 code: BS2D02)
- CTD01 Church History 1 (Semester 1 code: CT1D01, Semester 2 code: CT2D01)

Students commence their study with BSD01 Biblical Theology. This is done as the first unit enrolment or with their first enrolments should a student choose more than one unit in their commencing semester. The other two core units, BSD02 Reading the Gospel of Mark and CTD01 Church History 1, are completed at any time within the period of the course duration.

Elective units may be taken in any sequence and combination provided that the student finishes their diploma including a pass in a unit from each field (BS, CM, CT).

4.5 Assessments

1. Each unit in the DipBTheol will have a total of 3,000 words of assessment.
2. The type of assessment will vary from unit to unit, in terms of what is appropriate to fulfil the learning outcomes for the unit, taking into account the online format. A typical unit however normally has an assessment schedule of forum participation, online quizzes and a major piece of writing, usually in the form of an essay.
3. Examinations (other than open book examinations) are not a regular component of the assessment of a unit but where they are included, they are calculated at 750 words per hour.
4. Other types of assessment that may be offered (usually in the form of a workshop/forum) include:
 - Exegetical activities
 - Development Activities
 - Book reviews
 - Critical reflections on practical experience

5 Academic Regulations



5.1 Admission

5.1.1 Academic requirements

The normal academic requirement for admission to the Diploma of Biblical Theology is a completed secondary school, or equivalent, certificate e.g. HSC. Mature age domestic students (21+) can undertake a mature age skills test if no HSC or equivalent is available.

Applicants whose first language is not English may be required to sit an examination administered by the International English Language Testing System (IELTS). Successful applicants must achieve a level of 6.5 or better in each category of the IELTS academic test, or equivalent English language assessment. TOEFL scores of 580 (paper-based) or better are also accepted. For IELTS tests see www.ielts.org. For TOEFL tests see www.toefl.org.

There are no exceptions to the academic admission requirements for overseas applicants, including those for whom English is not their first language.

5.1.2 Other criteria

Applicants for the online diploma will need to possess adequate computer literacy skills.

The Diploma of Biblical Theology is not open to international students in Australia on a student visa, as study is conducted online.

Moore College does not use recruitments agents or education agents.

5.2 Articulation

5.2.1 Credit Transfer

1. Applications for transfer of credit are dealt with in accordance with the College's Academic Credit Policy and the principles outlined in 'AQF Qualifications Pathways Policy', *Australian Qualifications Framework*. 2nd ed. January 2013.
2. Assessment of applications for credit takes account of equivalence of learning outcomes, volume of learning, content and learning and assessment approaches.
3. Determinations of advanced standing to be granted are made by the Academic Board. Decisions are based on formal academic transcripts supplied by the applicant's previous institution and details of subjects set out in the academic handbook of the institution concerned.
4. The decision of the Academic Board is final with respect to applications for credit transfer.
5. Because the DBT is of only one year's duration (equivalent) and because of the integrated nature of the course, no credit from other courses is granted towards the Diploma.

5.2.2 Pathways

1. Pathways to further study are possible with the consequent vocational possibilities. In the case of mature age entry prior learning is a consideration contributing towards entry to the courses where the applicant does not meet the normal admission requirements outlined above. However, such prior learning does not gain credit.
2. Students seeking articulation into the Advanced Diploma of Bible, Mission and Ministry must complete the full admissions process including full application form, references and interview.
3. Students may apply to the Academic Board for permission to proceed from the Diploma of Biblical Theology to the Advanced Diploma of Bible, Mission and Ministry only when they have achieved a pass in all required units of the DBT program.
4. Where articulation into the Advanced Diploma of Bible, Mission and Ministry has been approved, advanced standing will be given for the two core units of BS141 Biblical Theology and CT120 Church History 1. The decision of the Academic Board is final with respect to applications for articulation.

5.3 Requirements for Graduation

The Academic Board recommends to the Governing Board of the College that the diploma be awarded when the following requirements of the course have been satisfied:

1. The requirements for each unit (including participation in all forums, workshops, completion of quizzes and submission of all thematic assessments and/or essays) in which a student is enrolled have been fulfilled; and
2. All core units and five elective units have been passed with a mark of at least 50%.

5.4 Academic Integrity

The Principal writes,

“Moore College is a Christian academic fellowship. Our academic work occurs in the context of Christian discipleship. For that reason, honesty and integrity sit alongside humility, courage, empathy, fairmindedness, evidence-based argument, simplicity and conviction as intellectual virtues The academic rules and regulations against plagiarism are designed to protect intellectual property, i.e. to keep one person from passing off another person’s work as their own (either for academic credit or financial advantage) ... When you use another person’s work, make use of their ideas, arguments or conclusions, and especially when you use their express words, you must acknowledge this ... It does not ultimately matter whether the unattributed use of another’s work is intentional or unintentional. If another person’s work is used it ought to be acknowledged. If it isn’t, that is plagiarism.”

What is plagiarism?

Plagiarism can take a range of forms.

Plagiarism basically means presenting someone else’s work as your own without proper acknowledgement. Common examples of plagiarism include copying, collusion, incorrect citation, and cheating. Plagiarism is one form of academic misconduct.

Plagiarism may also involve a breach of copyright. Copyright law requires that you acknowledge the source material that you use.

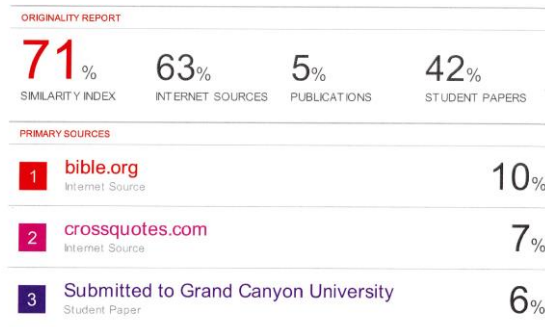
Academic & Assessment Resources

Check out the guides on the MOD under Academic Integrity and Assessment Resources.

These will help you understand how to identify plagiarism and how to avoid it by developing good academic skills

1. Academic misconduct is a serious issue and penalties apply. The College’s Student Academic Misconduct Policy can be found on the College [Policies and Procedures](#) website.
2. Moore College uses Turnitin® to identify phrases that match phrases that it finds on the internet.
3. When a student submits an assignment, Turnitin® generates an “Originality Report” which visually shows all matches of any text in that assignment that have been used elsewhere. The report also identifies the source and online location of that source.

Turnitin Report



4. Section 7 of this handbook provides information on how to correctly acknowledge another person's work when you have referred to it in your assignment.
5. The Quick Reference Style Guide on the MOD provides a summary of this section and some examples.
6. Consult your tutor if you are unsure or don't understand what is involved in academic integrity.

PLEASE NOTE:

- The match(es) that Turnitin® displays may not necessarily be the source(s) that you used. Turnitin® simply returns the FIRST match that it finds. This may, or may not, match your actual source.
- The Originality Report you see is exactly the same as the one the markers see. Please do NOT contact the lecturer/marker/tutor to explain your report.
- Do not wait until near to the submission date and time to check the Originality Report. It is best to upload your draft a few days before the due date, to see if you need to make changes before your final submission.
- You are allowed three resubmission attempts where the Originality Report will generate within an hour. After three attempts, you'll have to wait 24 hours before a new Originality Report can be generated.
- If you submit the same paper more than once, the Originality Report may display a percentage match of 100%. Don't panic if this happens, as your marker will be able to identify that it is matching with your own (previous) paper.

5.5 Passing Units and Assessments

1. All unit requirements must be met in order to pass a unit. A student must fulfil all the requirements of the unit (including submission of all required assessment items and completion of non-assessed exercises, participation in forums, etc.).
2. Results are provisional until they are approved by the Academic Board. Marks awarded during the year for all assessment items are provisional. They may be adjusted due to moderation processes by the Academic Board.
3. The syllabus contains a section called the Progression Statement. This specifically states what must be achieved to pass the unit. Students should take care to read the Progression Statement in the syllabus. A pass overall in a unit does not necessarily mean that the unit is passed.

Example:

Student Smith scored 53% in *Reading the Gospel of Mark* as a total unit result, but only scored 42% in the thematic assignment. The Progression statement in the syllabus indicates that the student must achieve at least 50% in the thematic assignment to pass the unit, even if the overall unit result is a pass.

One thing to note!

The Progression statement (example shown below) in the syllabus overrides all other regulations about what is needed to pass the unit.

PROGRESSION	
Successful completion of this unit requires:	
1.	An overall result equal to or greater than 50%
2.	50% or better in the thematic assignment
3.	Completion of all 20 questions in each quiz and a result of 100% for the quizzes

5.6 Assessment Due Dates

1. Due dates for assessment items are published on the MOD.
2. With electronic submission of assessment items, students are advised to take all precautions to ensure the safety of their assessment items and good functioning of their computer equipment, as **lost files and equipment malfunction are not adequate grounds for late submission.**

5.7 Late Submission

5.7.1 Permission to submit late without penalty

1. The College does not operate with extensions. Every assignment submitted after the due date is deemed late and may attract penalties.
2. Prior permission to submit late without penalty may be given in exceptional circumstances, so long as the student submits an *Application for Late Submission of an Assessment Item* form to the Registrar by three working days before the published assignment due date. Forms are under Assessment Resources on the MOD.
3. Exceptional circumstances include (1) Medical: ill health, as demonstrated by a Medical Certificate attached to the *Application for Late Submission* form; or (2) Compassionate: serious compassionate reasons may include bereavement or other such matters beyond a student's control.
4. When applying for compassionate late submission the student must ensure that his or her tutor is informed of the situation.

5. There may be times, due to unforeseen circumstances, when it is physically not possible to submit an Application for Late Submission form by three working days before the due date. In such extreme cases, the form may still be accepted, up until the expiry of the two-week deadline.
6. If an assignment is submitted late without prior permission AND also fails at the original marking, or fails as a result of the late downgrade, then the option of a re-submit will not be offered.
7. Applications for Late Submission should be sent to the Registrar registrardept@moore.edu.au
8. For Workshop Activities, students will not be able to submit late without prior approval. Students seeking late submission for a workshop activity must apply at least three days before the end of the Submission Phase. If they are approved for late submission, they will not be able to take part in the Assessment Phase of the workshop activity. This is because access to other students' assessment before submitting their own work would unfairly advantage them. However, if approval is given for a late submission, the submission phase mark given will be the total mark given for the workshop activity i.e. students will not be penalised for not completing the Assessment Phase. Please note this only applies to Workshop Activities.

5.7.2 Penalties for late submission

1. A late assessment is one submitted after the published deadline. The Learning and Teaching Committee reserves the right to refuse to mark such items. It is the student's responsibility to submit on time and slow internet connection speeds or technical issues do not excuse students from this responsibility.

One thing to note!

Assignments are due at midnight Sydney, NSW Time Zone
This is to ensure that all students, no matter where they live, submit their
assignments at the same time.

Any assignment submitted later than midnight sharp (Sydney time) will be deemed late and attract downgrades.

2. Work submitted past the due date and time without prior permission being granted attracts the following penalties: 5 marks for the first day, then 3 marks per day, including weekends and public holidays up until two weeks (14 days) after the due date.

First day or part thereof:	5 marks
Second and subsequent days:	3 marks per day

Example: Essay submitted 10 days after the due date.

Essay awarded 82%

Marks Lost: Day 1 = 5 marks Days 2-9 = 24 marks TOTAL = 29

Essay now scores 53%

3. Deductions of marks can result in an overall fail in the Unit.

4. Unless prior permission has been granted, no work will be accepted more than two weeks after the due date. The assessment will not be marked, and the unit will be deemed incomplete. This will normally result in failure and the need to repeat the unit.
5. If an assignment is submitted late without prior permission AND also fails at the original marking, or fails as a result of the late downgrade, then the option of a re-submit will not be offered. If the downgrade for being late causes the student to receive a fail grade, the student will not be offered the option of resubmitting.

5.8 Failed Assessments

Where the following regulations refer to assignment results it is the raw result, before application of any late penalties, which is meant.

1. It is the student's responsibility, having made an honest attempt at an assessment, to submit it in a timely manner. If, in the judgement of the marker, a serious attempt to answer the question has not been made, the assignment will fail with no opportunity to resubmit. Assessments which fail for other reasons are dealt with according to the following regulations.
2. Essays and assignments awarded a Fail Level 1 may be resubmitted if the student so desires. Essays and assignments awarded a Fail Level 2 must be resubmitted. Resubmitted assignments will not be awarded more than 50%. They must be resubmitted no later than 4 weeks after return of the result, or the first day of college examinations. In some units a Fail Level 1 requires a mandatory resubmit as indicated by the unit syllabus Progression Statement.
3. If an assignment is submitted late without prior permission AND also fails at the original marking, or fails as a result of the late downgrade, then the option of a re-submit will not be offered.
4. In the event that a student is unable to submit an essay as the final part of their thematic assignment by the due date, the normal policy for late submission should apply with the tutor serving the role of the chaplain.
5. In the event that a student is unable to submit a response to a workshop or forum within the given time period they forfeit the allocated marks for the response.
6. Unit syllabi contain a Progression Statement. This states what must be achieved, in terms of matters such as attendance and assessment results, in order for that unit to be successfully passed. Where a syllabus does not have a Progression Statement the regulations of this Handbook apply, in terms of what is required to pass the unit.
7. Students re-enrolling in a unit which was previously failed are required to undertake all assessment components of the unit.

5.9 Re-Marks and Appeals

For information on re-marks see the Academic Grievance (Appeals) Policy.

Policies and Procedures can be found on the College website.

The link for requesting a Re-mark Appeal can be found in Academic and Assessment Resources on the MOD and is submitted electronically.

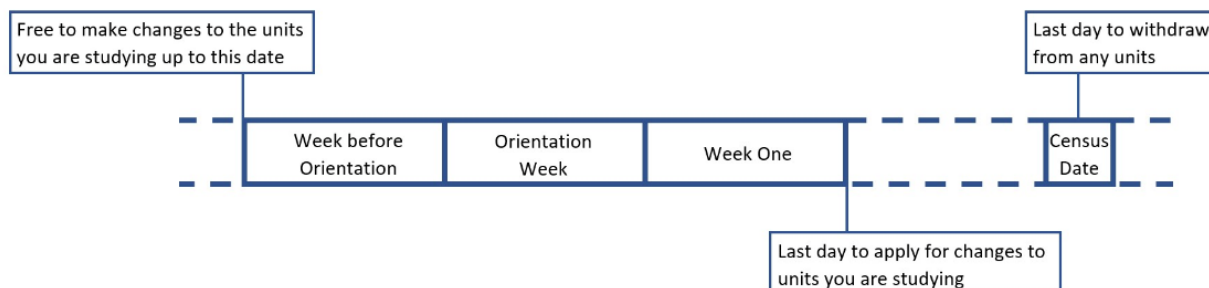
5.10 Student Policies and Procedures

The College seeks to embody the principles of Christian faith and life in all its dealings with students. Policies are in place to ensure fairness in treatment of students. The policies and procedures comply with the requirements of Higher Education Providers whose students are eligible for FEE-HELP assistance. Policies and Procedures can be found on the College website.

All inquiries about policies and procedures should be sent to the Registrar. All student academic appeals and non-academic appeals are sent to the Registrar in writing. Email: registrardept@moore.edu.au.

5.11 Changing or Withdrawing from Units of Study

- 1 **Changes** to which unit/s you want to study can be made *prior to two weeks before the start of the semester*. Changes can be made by redoing registration or by sending an email request to registrardept@moore.edu.au
- 2 From *two weeks before the start until one week after the start of semester*, **changes** to which unit/s you want to study can be **applied** for by sending an email to registrardept@moore.edu.au. These changes are not guaranteed.
- 3 **Withdrawals** from a unit/s can be made up to the Census date for that unit.
- 4 Any **withdrawal** from a unit after the Census date for that unit will mean that the unit is considered a fail and it will be recorded as such on the student's academic transcript.



5.12 Guidelines for Written Assessments

5.12.1 Presentation

1. One PDF file of all assessment items submitted electronically on or before the due date. The submission time for assessment items submitted electronically is determined by the server time displayed digitally on the MOD.
2. The essay or assignment should be presented in A4 format in black ink and must be double spaced with a 3 cm margin. Page numbering should be inserted and should be consecutive throughout the document.
3. All submitted assignments must commence with an Assignment Title Page as a separate page. The template is available on the MOD, under the Assessment Resources section. This must be used.
4. In some units a brief (100 – 200 word) learning exercise, synopsis, reflection or other piece of preliminary writing should preface the essay on a separate page following the title page. Where this may be required it will be stated on the MOD.

5. The essay must be written in prose and should reveal clear thinking and careful organisation, with an introduction and conclusion. The introduction should identify the issues to be discussed in the essay together with the method of approach, while the conclusion should summarise the argument of the essay and draw any necessary conclusions. While the essay will be marked mainly on content, the format is important and careful attention should be given to spelling, grammar and punctuation.
6. The maximum number of words for the assignment must be carefully adhered to. See 5.12.2 for more information.
7. Diagrams, charts, literary structures, etc. are considered as illustrative material and should be included in an appendix. Such illustrative material should not replace argument, or be a substitute for argument, in an assessment item, that is, the marker will mark the written argument of the assignment or essay. These kinds of illustrative material are therefore not included in word count but any commentary or notes accompanying them is counted.

5.12.2 Word Limits

1. The prescribed length of an assignment is both a guideline for the amount of work to go into the topic and part of the educational objectives for the unit. It is an exercise in self-discipline which involves the selection of the appropriate material to develop the argument of the essay or assignment and support its conclusions. For this reason, word length limits are taken seriously.

One thing to note!

Assignments must not exceed the stated word length

2. If an assignment fails as a result of the word count downgrade, then the option of a re-submit will not be offered.
3. All written assignments should be kept to the prescribed word length. The word length must not be exceeded. If written work exceeds the maximum length, it will not be returned to students but **will be downgraded at 5% per 100 words or part thereof**.
4. The prescribed word length excludes:
 - Title page,
 - Synopsis,
 - Bibliography,
 - Bibliographic references (e.g. ¹¹ Chavalas, "Did Abraham Ride a Camel?," 64),
 - Biblical references:
 - In text and in brackets (e.g. "(Rom 1:16)". Note: If you type, "In Romans 1:16 it says...", it will be counted)
 - In footnotes (However, 8.2.1 of the Style Guide says, "References to biblical texts (e.g., Rom 1:16) should be placed in parentheses within the text of the essay and not relegated to a footnote.")

Any other text not specifically excluded is included.

5. Footnotes should not exceed 25% of the prescribed assessment length.
6. See Section 5.7 for information on downgrades for late submission.

5.12.3 Format and Style of Academic Writing

Formal academic writing is a discipline that must be learned and practised. It is the language of academic conversation throughout the world, and it is an important skill for sharpening a writer's powers of reasoning and argument.

All written assessments will be expected to conform to academic standards of writing and referencing. This includes the way sources are quoted, referred to and formatted in bibliographies. The conventions adopted by Moore College for these things are set out in Section 8 Style Guide.

5.12.4 Grade Descriptors for Assignments

Grade descriptors and the corresponding % result range can be found on the MOD under Academic and Assessment Resources.

6 Resources and Services



6.1 Student Support

The Diploma of Biblical Theology Course Coordinator is Dr David Hühne.

However, specific contacts are as follows:

- General academic concerns: Registrar
- Unit-specific academic concerns: Tutor or Registrar
- Pastoral concerns: Tutor
- IT matters: helpdesk@moore.edu.au

If you are not sure whom to contact for a particular matter, please contact the Registrar's Department registrardept@moore.edu.au

6.2 The Library

As DBT students, your readings will be located on the MOD, but you are still welcome to use the Library at 1 King Street, Newtown. You will need a student card to borrow from the library.

6.2.1 Overview

The Library holds the largest collection of theological works in Australia with over 300,000 items, as well as 800 current journal subscriptions and a wide range of online resources. The Library includes the Rare and Australiana collections, an online repository (The Ark) and the Samuel Marsden Archives. The Library's catalogue of all print and online material, as well as guides and other resources, can be found at library.moore.edu.au. To find out anything about the Library, or for help with using our services and resources, contact the Service Desk at servicedesk@moore.edu.au or call (02) 9577 9895. For a general guide to Library facilities, go to userguide.library.moore.edu.au.

6.2.2 Discovery Tools and Online Resources

One search of the Library catalogue retrieves references and/or full text from the library collection, and a wide range of e-resources including databases and journal articles. Students can then limit their search results according to format, language, date, collection or location.

The e-resources page on the Library website lists databases, online reference works and e-book collections. Students are required to enter their universal login and password to access most online material.

The Ark, the Library's online repository, holds digitised material, audio recordings and College publications. Search or browse at ark.moore.edu.au.

6.2.3 Library Skills Training Sessions

Regular sessions are held on topics such as how to find resources, using reference management software, time management, and writing academic papers. Sessions are advertised on the Library website and video screens.

6.2.4 Research Skills

Research and writing guides are available on the Library website. See also the Support and Resources section of the MOD.

6.2.5 Samuel Marsden Archives

The Samuel Marsden Archives contain College and collected archives relating to the Anglican Church of Australia and general Australian church history. For more information and to search the archives catalogue, visit atom.library.moore.edu.au or contact the Team Leader – Library and Archives, Erin Mollenhauer at erin.mollenhauer@moore.edu.au

6.2.6 Borrowing and access

Borrowing and access to electronic resources entitlements are provided to currently enrolled Moore undergraduate students; to Moore candidates for MTh or PhD; and to university students resident in John Chapman House. MA(Theology) students enjoy borrowing and access privileges during the six month period of the semester of their enrolment in an MA unit and are liable to fees at other times. Please check the Library's homepage for details on joining the Library.

Borrowing conditions	No. of items at one time	Loan period
DBT and Undergraduates Years 1-3	20	One week
Fourth-year students	30	Four weeks
MA students	30	Four weeks
MTh and PhD	50	Six weeks

Students should note that the loan period of an item that is wanted by several students might be reduced. Overdue items incur a fine at the rate of \$1.00 per day per item. Accrued fines of \$15 or more suspend borrowing privileges until fines are paid in full. Late fees may be paid online on the Library website. Log in to your account from the top menu.

Students may renew books in certain collections online twice if another borrower has not placed a hold.

6.2.7 Unit Readings

Set and/or recommended readings for each unit of study are available on the MOD. The complete reading is scanned when this complies with the Copyright Act. When we are unable to scan the complete reading, as much as possible is scanned and the print book placed in the High Demand collection, or links to an e-book are listed on the MOD.

6.2.8 High Demand Collection

Items may be borrowed for up to two hours or overnight if borrowed in the last two hours of the day. Overdue High Demand items incur a fee of \$2.00 per hour (or part thereof). Borrowing privileges are suspended when the fine accrues to \$15.

6.2.9 Opening Hours

As opening hours vary according to the time within the academic year, please visit www.library.moore.edu.au

6.2.10 Open Access Collections

The following collections are available on open access and are available for browsing.

CD/DVD

Folio

High Demand

Open

Pamphlets

Reference (Not for loan)

Serials (Not for loan)

6.2.11 Offsite Collections

To request access to items in Offsite, click *Request Item* on the catalogue record. Requests made by 2pm are available for collection in the Library from noon on the next working day. An email is sent to your college email account when the item is available for collection.

Material in the Samuel Marsden Archives is retrieved as soon as possible after the request has been made.

6.2.12 Interlibrary Loans Service

An interlibrary loans/document delivery service is available free of charge to all Moore students. Email docdel@moore.edu.au giving full bibliographic details of the requested item. For further details, email Rod.Benson@moore.edu.au

6.2.13 Scanning, Printing and Copying Facilities

Multifunction devices which copy, print and scan to OCR and email are available. Charges for printing and copying are 11c per page for A4 black and white. Higher charges apply for colour printing. Scanning is free. Credit may be added to your Papercut account at papercut.moore.edu.au/user. Mobility printing from anywhere on the College network to the Library's devices is available. Information sheets are available in the Library.

For more information go to faq.library.moore.edu.au

6.2.14 Copyright

Most items in the Library, including all lecture notes and digital material, are subject to copyright. Students are expected to abide by the current copyright legislation when using the Library's equipment. Information on the copyright provisions is available at copyright.org.au

6.3 Internet and Email

6.3.1 Email

Email is the primary source of official communication between the College and students. All enrolled students are provided with a College email account.

One thing to note!

All College correspondence is only via your student email account.

Activate and use your student email account.

Example: 10012345@student.moore.edu.au

Example: john.smith@student.moore.edu.au

Students are requested to check their College email account regularly. You will not be able to forward your student email to another email address. Official communication via student email is standard and some departments use email only.

The email address assigned to each student is 'Preferredname.Lastname@student.moore.edu.au' as well as StudentID@student.moore.edu.au. No other aliases are provided (except in the case of duplicate names). All email communication from the College will use that address.

College email accounts may be accessed using any web browser.

Go to: <http://webmail.moore.edu.au>

6.4 Technical Requirements for Online Learning

When studying online with Moore, you will be using a computer to access learning materials, prepare assessments and communicate with tutors and other students. The following are recommendations about the technical requirements of accessing online learning.

6.4.1 Internet Connection

To access online lecture content and assessment, you will require access to Broadband Internet (LAN, Cable or DSL). Many libraries offer fast internet.

6.4.2 Computer (Recommended)

For a PC the following specifications are recommended:

- Processor: Intel Core 2 Duo
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: Vista, Windows 7, 8 or 10

For a Mac the following specifications are recommended:

- Processor: Intel Core 2 Duo
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: 10.7 or better

While some parts of the course can be completed on other devices, they are not guaranteed to work in all areas. To that end students will need to have access to a PC or Mac based computer system to complete the coursework.

6.4.3 Software for PC and Mac

For PC the recommended software is as follows:

- Office Suite: MS Office 2007 or newer. The college will provide each student with Office 365 (Word, Excel, PowerPoint, Outlook)
- Browser: The most recent version of the following: Chrome, Firefox, Internet Explorer or Microsoft Edge

For Mac the recommended software is as follows:

- Office Suite: MS Office 2011 or newer. The college will provide each student with Office 365 (Word, Excel, PowerPoint, Outlook)
- Browser: The most recent version of the following: Chrome, Firefox or Safari
- Plug-Ins: The most recent version of Adobe Reader and Java

Most of your online learning will be accessed within your web browser. Since there is audiovisual material, you will also require a set of speakers or headphones.

Certain assessment tasks will require you to compose an assignment using the word processor of your choice (we recommend and provide each student with Microsoft Word). You will then need to save/export your major assessment items as PDF documents for online submission.

6.4.4 Computer Skills

The following computer skills are required in order to successfully undertake the course:

- Use of word processor and web browser
- Sending and receiving email
- Ability to communicate on a social media platform like Microsoft Teams
- Upload documents in your browser
- Copy and paste

6.4.5 IT Help Desk

Unfortunately, the IT department is not able to help students with individual computer problems. However, we are able to help you if the problem is with one of the College systems. Please contact the HelpDesk (email helpdesk@moore.edu.au)

6.4.6 College Web Sites

https://www.moore.edu.au/	Moore College Website
https://www.moore.edu.au/library/	Library
https://www.moore.edu.au/about/policies/	Moore Policy Library
https://my.moore.edu.au/	My Moore Website
http://webmail.moore.edu.au	Student Email system
https://mod.moore.edu.au/	MOD

7 Ethical Conduct of Human Research



Human Research Ethics Committee (HREC)

The Human Research Ethics Committee comprises the Academic Dean, the Dean of Students, the Director of Postgraduate Studies, two laypersons with no affiliation with the College, a person with knowledge of and current experience in the professional care, counselling or treatment of people, a lawyer and a minister of religion.

Review by HREC

Review by the College's HREC may be required of any activity by a student, in relation to a course offered by the College, which involves:

1. The collection of data from or about identifiable individuals or groups; or
 2. The observation of identifiable individuals or groups,
- with the sole intention of contributing to knowledge and of presenting the findings in a public document. In this context, public document means published or deposited in the College library for open access.

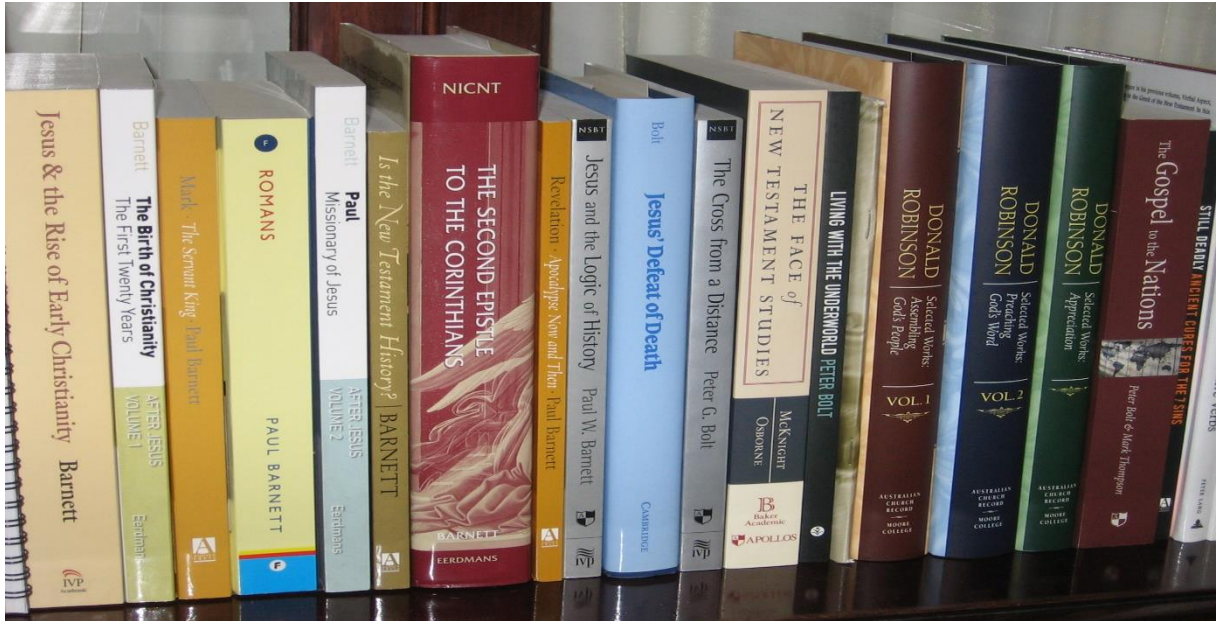
This includes the use and/or collection of personal, collective or cultural data from participants or from their records, which may include their oral testimony, or observed cultural activities or the testing of responses to conditions devised by the student.

All such activities must be conducted in conformity with the College's Guidelines for the Ethical Conduct of Research.

A student considering any activities involving human research subjects must contact the Registrar Department (registrardept@moore.edu.au) before contacting any individual in connection with the intended research.

Research involving human subjects is part of CMD01 Engaging With Islam and CTD04 Apologetics. Further information is given on the MOD, in the Assessment Overview of this unit.

8 Style Guide for Written Assessments



8.1 Introduction

This guide concerns the correct way to quote other writers, to abbreviate, to use punctuation, and to construct footnotes and bibliographies.

The following style guide follows Billie Jean Collins, Bob Buller, and John F. Kutsko, *The SBL Handbook of Style*, 2nd ed. (Atlanta, GA.: SBL, 2014), hereafter abbreviated the *SBL Handbook*. The book is held in Reference in the Library. The *SBL Handbook* is a modified version of the Chicago-Turabian style, and a helpful resource, especially for electronic media, is “Chicago (17th ed.)/Turabian (9th ed.),” EasyBib, 2018, <http://www.easybib.com/guides/citation-guides/chicago-turabian/>.

8.2 Main Body of the Essay or Thesis

8.2.1 Quoting

Quote only words you have read yourself, and always identify the place where you have read them.

- i. All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. If the quotation contains a misspelling, this should be indicated by typing [sic] immediately after the error.
- ii. Quotations must be enclosed within **double** quotation marks, with **single** quotation marks for quotes within quotes.
- iii. Punctuation in quotations falls into three categories. (1) Full stops and commas always go *inside* the quotation marks; (2) colons and semicolons always go *outside* the quotation marks; (3) exclamation marks and question marks go inside the quotation marks only if they are part of the quote.¹ Consider the following examples:

Barr does not mention “evangelicals”; instead, he uses the term “fundamentalists.”

“Did he actually say, ‘My shout’?”

“No, he said ‘Watch out!’”

- iv. Raised numerals referring to footnotes must not separate a word from any punctuation that follows it (e.g. quotation marks, commas, full stops). They should be placed, if at all possible, at the end of the sentence.
- v. If it is desirable to omit several words from the original text, such an omission (ellipsis) is indicated by three dots, with a space before and after. The remaining words must both make sense and be true to the intent of the original. For example:

“He arrived from England in his early childhood ... never to return.”

- vi. Quotations of four or more typewritten lines should be typed as a separate, indented paragraph (a “block quotation”). Quotation marks should not be used around block quotations. If a citation is included, it should be in parentheses and follow the final punctuation mark.

Then all the officials of the king of Babylon came and took seats in the Middle Gate: Nergal-Sharezer of Samgar, Nebo-Sarsekim a chief officer, Nergal-Sharezer a high official and all the other officials of the king of Babylon. When Zedekiah king of Judah and all the soldiers saw them, they fled. (Jer 39:3–4 NIV)

- vii. References to biblical texts (e.g., Rom 1:16) should be placed in parentheses within the text of the essay and not relegated to a footnote.
- viii. When discussing a particular term, it is best to set it in italics rather than quotation marks. For example:

Hope occurs three times in this verse.

- ix. When citing Hebrew or Greek do not use quotation marks. In the case of Hebrew, vowel points and Massoretic accents are optional.

¹ In close textual studies Rule 1 may be broken if it is necessary to signal that the punctuation is not part of the quote.

8.2.2 Commas

Incorrect use—or non-use—of commas is the most common grammatical error made by students. Pay particular attention to points i. and ii. (The next most common error is the insertion of an apostrophe into the possessive word “its”, as in the incorrect example, “*it’s use is significant.*”) Commas should enable fluent reading. They should, for example, be used in cases of syntactical ambiguity where otherwise the reader would not construe the text correctly on a first reading. Two problematic uses should be noted:

- i. When a pair of commas does the job of parentheses, be sure not to omit the second of the pair:

On the third time of asking, however, he accepted.

She was offended when, for example, he asked intrusive personal questions.

- ii. Essential (defining) clauses should not be set off with commas. In the following example the specific book in question is being defined (Metzger wrote many others):

Bruce Metzger’s book *The Text of the New Testament* was first published in 1964.

Nonessential clauses (clauses that may be omitted without affecting the meaning of the sentence) should be set off with commas. In the following example the book in question is already fully defined:

Bruce Metzger’s introduction to textual criticism, *The Text of the New Testament*, was first published in 1964.

8.2.3 Abbreviations, Full Stops, Spaces and Capitalization

Whatever decision is taken about abbreviations, consistency should be maintained. As a general rule, the first word of a sentence should never be abbreviated.

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

Mr Mrs Dr

- ii. Abbreviations are normally followed by a full stop (“e.g.” has two full stops):

Rev. Vulg. ed. mg. cf.

- iii. When plural abbreviations are formed by repeating a letter, the full stop appears after the final letter only. When they are formed by adding an s, a full stop is still required. For example:

p./pp. v./vv. n./nn. ch./chs. vol./vols.

- iv. The full stop is omitted in abbreviations for chronological eras, divisions of the Canon, and Bible versions and editions, which are printed in all caps:

BC AD OT NT NIV ESV MT LXX

The full stop is likewise omitted in abbreviations for publishing houses and series titles (printed in capitals) as well as journal and reference book titles (italicised capitals):

IVP JSOTSup JSOT TDNT BHS

For abbreviations of secondary sources (journals, periodicals, major reference works and series), see the *SBL Handbook*, 171–216 (alphabetized by source) and 216–60 (alphabetized by abbreviation).

- v. A space is inserted between the initial letters of personal names when occurring before the surname. Likewise, a space is required between a verse, page or chapter number and the abbreviation v(v)., p(p)., or ch(s). For example:

F. F. Bruce D. W. B. Robinson v. 1 pp. 12–22

- vi. Abbreviations for biblical (and apocryphal) books should follow those used by the *SBL Handbook*, 124–5. Full stops are not used.

Gen	2 Sam	Ps (Pss)	Hos	Hag	1 Cor	2 Tim	3 John
Exod	1 Kgs	Prov	Joel	Zech	2 Cor	Titus	Jude
Lev	2 Kgs	Eccl (or Qoh)	Amos	Mal	Gal	Phlm	Rev
Num	1 Chr	Song (or Cant)	Obad	Matt	Eph	Heb	
Deut	2 Chr	Isa	Jonah	Mark	Phil	Jas	
Josh	Ezra	Jer	Mic	Luke	Col	1 Pet	
Judg	Neh	Lam	Nah	John	1 Thess	2 Pet	
Ruth	Esth	Ezek	Hab	Acts	2 Thess	1 John	
1 Sam	Job	Dan	Zeph	Rom	1 Tim	2 John	

However, if the biblical book is the first word in the sentence, or cited without chapter or verse number, it should be written in full: “First Samuel 2:10 is a key messianic text”; “Paul wrote 2 Timothy near the end of his life.”

A colon separates chapter and verse; a comma and space separates verse and verse; a semicolon and space separates chapter and chapter. Thus: Deut 4:4, 15; 10:20; 11:16, 22–25; 30:20.

For extensive lists of technical abbreviations and abbreviations of Bible texts and versions, apocryphal books, Dead Sea Scrolls, works by Philo and Josephus, Mishnah, Talmud, Targumic and other Rabbinic works, Apostolic Fathers and other classical and ancient writings, see the *SBL Handbook*, 141–68.

- vii. While capital letters should be used for proper nouns such as *Bible*, *Christ*, *Christology* and *English*, adjectives derived from such nouns only retain the capital letter when the nouns were personal or national names. Hence a *Christian woman* and an *English pub*, but a *biblical principle* and a *christological argument*.

8.2.4 Hyphens, En Dashes, Em Dashes, Numbers and Dates

- i. Hyphens join words whose elements combine to give a single, compound sense, such as:

pre-emptive strike bias-free language Judaeo-Christian ethics

- ii. En dashes join words which retain their separate meanings, such as:

Author–Date style Jewish–Christian dialogue

En dashes should also be used to indicate a range of page numbers, dates or biblical chapters and verses. Note that, for page numbers only, the second number in a range is shortened where appropriate down to two digits (but not to one digit for numbers greater than 10); but the second number of the range is not shortened if the first ends in a zero:

pp. 65–68, 100–102, 201–2, 309–56, 462–68

AD 154–157

502–500 BC

1951–1952

Psalms 1–2; 89

Rom 1:1–2:11

Ezek 16:1–5, 30–33

- iii. Em dashes are used to mark strong disjunctions. They are not spaced:

“Take three—and only three—samples.”

8.3 Notes and Bibliographies: General Rules

8.3.1 Footnotes and Endnotes

Your essay should be accompanied by subsidiary material printed in footnotes (at the foot of the page) or endnotes (at the end of the essay). Footnotes and endnotes are used: (1) to give references to sources (books, articles or unpublished documents) from which you have derived facts, opinions or quotations; (2) to add comments, evidence of facts stated in the text, allusions to the differing views of other authors, and similar material which is not part of the argument but which supports it indirectly, and which would interrupt its flow if included in the main text.

Note: Failure to acknowledge sources is a serious breach of academic standards and may be considered plagiarism.

If you are quoting already-quoted words (e.g. when the book you are reading quotes an ancient source), do not pretend that you were reading the original source, but describe it, and indicate that it was “cited by” or “translated by” [place where you read it]. See §8.4.9 below.

Notes are to be indicated in the text by a superscript numeral. Where practicable, the numeral should be placed at the end of the sentence (after the final punctuation) rather than after the first word to which it applies in the text.

Complete publication data must be supplied in the first note to a particular source. As a concession to space, standard abbreviations for journal and series titles should be used, and the phrases “edited by” and “translated by” abbreviated. Subsequent references to that source should use a short title and omit the author’s initials (as illustrated below).

Please note: Any commentary or text other than references in footnotes or endnotes is counted in the word count of the assignment.

8.3.2 Bibliographies

The essay must be accompanied by a bibliography of books, articles and other sources which have been consulted by the student for writing the essay (the Bible need not be included).

The bibliography should be entitled a “Bibliography of Sources Cited,” and any work not cited or engaged with in the body of the essay should not appear there. However, students may append a secondary list of “Other Works Consulted,” with discretion used to ensure that works listed there directly pertain to the topic of the essay.

The main differences between the presentation of an entry in a bibliography and a reference appearing in a note is that in the former the author’s surname is placed first, which facilitates the listing of the bibliography in alphabetical order. For other differences see the examples in §8.4.

Bibliographies should be listed alphabetically (see below), though it is customary to separate primary and secondary documents where relevant. Multiple works by a single author are listed alphabetically by title in the author–title system, and by date in the author–date system. There is no need to retype the author’s name; a five en line followed by a full stop will suffice.

For example:

Vanhoozer, Kevin J. *First Theology: God, Scriptures and Hermeneutics*. Leicester: Apollos, 2002.
———. *Is There a Meaning in this Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Grand Rapids: Zondervan, 1998.

8.3.3 Arranging Bibliographies Alphabetically

The capitalization and alphabetization of entries in indexes and bibliographies can be very complicated, especially when compound and foreign names are involved. See the *SBL Handbook*, 73–76, 112–116. Three helpful hints are:

- i. Surnames that include the particles *de*, *van*, *van der* or *von* are not listed under the particle unless the name belongs to an English speaker. Compare the following two alphabetical series:

De Boer, Willis Peter Van Seters, John Van Til, Cornelius
Ploeg, J. P. M. van der Rad, Gerhard von Selms, Adrianus van Vaux, Roland de

- ii. Note that Du, La and Le are always considered the first part of the surname:

Du Buit, F. M. La Mésangère, Pierre Le Déaut, R.

- iii. Most Spanish authors and some English-speaking authors have double surnames:

Alonso Schökel, Luis Díez Macho, Alejandro Lane Fox, Robin

8.3.4 The Key Elements of a Reference

The sequence of information in a reference is as follows. Most references will only include some of this information. There must be enough to enable the reader to find the exact source quickly in a library.

◇ Author or (if no author) editor; ◇ title of chapter or article; ◇ title of book or journal; ◇ editor and/or translator; ◇ edition (if not the 1st); ◇ no. of volumes; ◇ series title and number; ◇ city; ◇ publisher; ◇ date; ◇ electronic source information; ◇ full stop.

- i. Author or Editor

Full names rather than initials should be used if possible; a space should be left between initials; ancient works may be listed under the name of either the ancient author or the modern editor, with the same practice adopted for all ancient works cited.

- ii. Title

Regardless of the way it is printed in the source, a colon should precede every subtitle unless the title ends with a question or exclamation mark. Titles and subtitles in English should be fully capitalized (i.e. all words except articles, coordinating conjunctions, and prepositions).

For the capitalization of titles in foreign languages, see the *SBL Handbook*, 73–76.

Primary sources should be cited, parenthetically, inside the final punctuation, except in the case of a block quotation (§8.2.1). If the translation is important, insert it following the reference. For example:

From Luke's point of view, "the kingdom of God is among you" (Luke 17:21 NRSV).

- iii. Series Title

Series titles are capitalised but not italicised. In units with a CT prefix, e.g. Doctrine, Ethics, Church History, it is not customary for series titles to be included in references. If there is a series title, it should be omitted.

- iv. Publisher

The publisher's name should be abbreviated—unless ambiguity or awkwardness would result—by the omission of *Press*, *Publishing Company*, and the like, and by the use of an ampersand instead of and (e.g., T. & T. Clark). Hence: Hendrickson (not, Hendrickson Publishers); Cerf (not, Editions du

Cerf); Eerdmans (not, William B. Eerdmans Publishing Company). Exceptions: Oxford University Press (and other university presses); Scholars Press; Free Press; JSOT Press. See the *SBL Handbook*, 76–82.

v. Place and Date of Publication

List only the first place when several are mentioned, even if the second is linked to a second publisher. If the place is not well known, add a reference to the state or country. The decision you make will depend on the readership. Thus, “Homebush Bay, N.S.W.” would suffice for local readers; “Chico, CA” would be necessary for most readerships. (For abbreviations of the states of the U.S.A. use the two-letter postal abbreviations as given in the *SBL Handbook*, 118).

Where the place of publication cannot be found, the abbreviation “n.p.” (no place) is used. Where the date of publication is unknown, use “n.d.” (no date), or else estimate the century or decade, e.g. “18--?” or “196-?” Where there are no page numbers, also use “n.p.” (no pages).

vi. Volume and Page Numbers

All numerals should be Arabic, with volume and page numbers separated by a colon (e.g., 1:96–97). Do not use f. and ff., but give actual page ranges. Examples of such ranges—separated by an en dash—can be found in §8.2.4 above. **NOTE:** because pages numbers in electronic books are not stable, you should always quote from a paper copy where one is available.

vii. Electronic source information

Information about the electronic format cited (PDF e-book; Kindle edition, etc.) always goes at the end of a reference. For online publications a DOI (Digital Object Identifier) is preferable to a URL. There is no need to provide an access date, and URLs must never be hyphenated. Divide them at a dot or slash if necessary.

Finding the DOI for an article. Many articles do not have a DOI, but if they do it should be printed on the first page of the article PDF. Alternatively, go to CrossRef.org and click on the “search metadata” tab on the homepage. Enter details of the article’s title and author into the search box. A DOI is a number beginning with 10. To convert it to a URL, <http://dx.doi.org/> is placed in front of it (e.g., <http://dx.doi.org/10.1086/660696>).

8.4 Examples

How to use this section, in four steps:

- Step 1 What type of source are you referring to? Find it in the list below and go to the appropriate section, then go to Step 2.
- Step 2 Is this the first time you have used this particular source?
If yes, create a footnote with the full reference, in the style of the first example.
Then go to Step 4.
If no, go to Step 3.
- Step 3 Have you footnoted this source earlier in your essay/thesis?
If yes, create a footnote with a shortened title, in the style of the second example
- Step 4 Are you constructing the bibliography? Create a reference in the style of the third example, and place it in its proper alphabetical order.

In some of the examples that follow, the prescribed sequence of information is given in a [template](#). Following the template are either two or three examples: a first reference, a second or subsequent reference, and a bibliographic entry.

Print Media

1. Journal Article ([with template](#))
2. Books and Edited Books ([with template](#))
3. Recent Reprint Title
4. Full History of a Translated Volume
5. Article in an Edited Volume ([with template](#))
6. Book Review
7. Unpublished Dissertation or Thesis
8. Article in a Lexicon or Encyclopaedia
9. Other Special Cases

Electronic Media

1. Electronic journal article
2. CD-ROM (or similar) electronic reference with a corresponding print edition
3. Digitized versions of printed books (digitized libraries, AcCordance modules, etc.)
4. Online databases
5. Book published electronically or online with no print counterpart (on Kindle, etc.)
6. Material published informally online: websites, blogs, social media
7. Online audiovisual material

8.4.1 Print Media

1. Journal Article

First reference: John D. Author, "Title," *Journal* volume/issue (year): page(s).

Bibliography: Author, John D. "Title." *Journal* volume/issue (year): page(s).

Note that, According to SBL convention, double quotation marks are used and the comma (or full stop) goes **inside** them. A closing question mark or exclamation mark replaces the full stop of a bibliography, but not the comma of a reference (see the second example). The issue number should only be included if the pagination starts afresh in each issue (compare the examples). The page numbers are preceded by a colon. In second and subsequent references, only the author's surname, an abbreviated title, and the relevant page(s) need be supplied. In the bibliography, full stops follow author and title, and the journal title is fully written.

¹⁵ Stephen K. Williams, "The 'Righteousness of God' in Romans," *JBL* 99 (1980): 261.

²¹ Williams, "Righteousness," 270.

Williams, Stephen K. "The 'Righteousness of God' in Romans." *Journal of Biblical Literature* 99 (1980): 241–90.

¹⁰ Mark W. Chavalas, "Did Abraham Ride a Camel?," *BAR* 44.6 (2018): 52, 64–65.

¹¹ Chavalas, "Did Abraham Ride a Camel?," 64.

Chavalas, Mark W. "Did Abraham Ride a Camel?" *Biblical Archaeology Review* 44.6 (2018): 52, 64–65.

2. Books and Edited Books

First reference: Author(s)[or, Editor(s), ed(s).], *Title*, ed. editor, trans. translator, number of volumes vols., edition ed., series-title number (place: publisher, year), page(s).

Bibliography: Author(s)[or, Editor(s), ed(s).]. *Title*. Edited by editor. Translated by translator. number of volumes vols. edition ed. series-title number. place: publisher, year.

The main change from the old SBL style is that **ONLY** the publication details (place: publisher, year) are included within parentheses in footnotes. When there are two or three authors or editors, list them all and separate the last two by "and". When there are more than three, list just the first followed by "et al." in the first reference, but list all of them in the bibliography. The page numbers (omitted in the bibliography) are preceded by a comma. In the bibliographic version, all elements before the place of publication are separated by full stops, and "edited by" and "translated by" are fully written.

¹⁷ James Robinson and Helmut Koester, *Trajectories Through Early Christianity* (Philadelphia: Fortress, 1971), 23.

²⁵ Robinson and Koester, *Trajectories*, 23.

Robinson, James, and Helmut Koester. *Trajectories Through Early Christianity*. Philadelphia: Fortress, 1971.

² John F. Oates et al., eds., *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets*, 4th ed., BASPSup 7 (Atlanta: Scholars Press, 1992), 10.

⁵. Oates et al., *Checklist*, 4.

Oates, John F., William H. Willis, Roger S. Bagnall, and Klaas A. Worp, eds. *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets*. 4th ed. Bulletin of the American Society of Papyrologists, Supplements 7. Atlanta: Scholars Press, 1992.

Note that “eds.” is omitted in the second reference; and in the bibliography, the series title is written in full. It is not necessary to include the names of the editors of the series, if given. Do not confuse impressions, printings, or reprints with editions. A second edition represents a change in the text from the first edition, whereas an impression is merely a reprinting of the same edition. A book which is styled the fifth printing of the first edition is cited by the date of the first edition, not the date of the printing. Do not use a reprint date.

⁴⁸. Adolf Harnack, *History of Dogma*, trans. Neil Buchanan, 7 vols. (Boston: Little, Brown, 1896–1905).

⁵⁸. Harnack, *History of Dogma*, 2:126.

Harnack, Adolf. *History of Dogma*. Translated from the 3rd German ed. by Neil Buchanan. 7 vols. Boston: Little, Brown, 1896–1905.

Note that in the second reference the volume number is in Arabic numerals, and separated from the page numbers by a colon. Note also the fuller information provided in the bibliography regarding the translation.

3. Recent Reprint Title (N.B.—where possible, cite from the original)

¹⁶. John Van Seters, *In Search of History: Historiography in the Ancient World and the Origins of Biblical History* (New Haven: Yale University Press, 1983; repr., Winona Lake, IN: Eisenbrauns, 1997), 35.

¹⁷. Van Seters, *In Search*, 70.

Van Seters, John. *In Search of History: Historiography in the Ancient World and the Origins of Biblical History*. New Haven: Yale University Press, 1983. Repr., Winona Lake, IN: Eisenbrauns, 1997.

If a reprint is old (public domain), the original place and publisher—but not date—may be omitted.

4. Full History of a Translated Volume

For research students it will normally be desirable to include details of the original if a work is cited in translation.

⁷¹. J. Calvin, *Institutes of the Christian Religion*, ed. John T. McNeill, trans. Ford Lewis Battles, 2 vols., LCC 20–21 (Philadelphia: Westminster, 1960), III.ii.2; trans. of *Institutio Christianae religionis, in libris quatuor nunc primum digesta, certisque distincta capitibus, ad aptissimam methodum: aucta etiam tam magna accessione ut propemodum opus novum haberi possit* (Geneva: Robert Estienne, 1559).

⁷³. Calvin, *Inst.* II.vi.4.

Calvin, J. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. 2 vols. Library of Christian Classics 20–21. Philadelphia: Westminster, 1960. Translation of *Institutio Christianae religionis, in libris quatuor nunc primum digesta, certisque distincta capitibus, ad aptissimam methodum: aucta etiam tam magna accessione ut propemodum opus novum haberi possit*; Geneva: Robert Estienne, 1559.

⁵. Julius Wellhausen, *Prolegomena to the History of Ancient Israel* (New York: Meridian Books, 1957), 296; repr. of *Prolegomena to the History of Israel*, trans. J. Sutherland Black and Allan Menzies, with preface by W. Robertson Smith (Edinburgh: Adam & Charles Black, 1885); trans. of *Prolegomena zur Geschichte Israels*, 2nd ed. (Berlin: G. Reimer, 1883).

¹⁷. Wellhausen, *Prolegomena*, 55.

Wellhausen, Julius. *Prolegomena to the History of Ancient Israel*. New York: Meridian Books, 1957.
Reprint of *Prolegomena to the History of Israel*. Translated by J. Sutherland Black and Allan Menzies, with preface by W. Robertson Smith. Edinburgh: Adam & Charles Black, 1885.
Translation of *Prolegomena zur Geschichte Israels*. 2nd ed. Berlin: G. Reimer, 1883.

Undergraduate students who cite a work that has been translated and/or reprinted from an older original may omit the full history of the volume and simply add the original date of publication in square brackets after the date:

⁷¹. Calvin, J. *Institutes of the Christian Religion*, ed. John T. McNeill, trans. Ford Lewis Battles, 2 vols., LCC 20–21 (Philadelphia: Westminster, 1960 [1559]), III.ii.2.

⁷². Calvin, *Institutes*, IV.i.1.

Calvin, J. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. 2 vols. Library of Christian Classics 20–21. Philadelphia: Westminster, 1960 [1559].

5. Article in an Edited Volume

First reference: Author(s), "Title," in *Book Title*, ed. editor(s), trans. translator, number of volumes vols., edition ed., series-title number (place: publisher, year), page(s).

Bibliography: Author(s). "Title." Pages page(s) in *Book Title*. Edited by editor(s). Translated by translator. number of volumes vols. edition ed. series-title number. place: publisher, year.

¹¹. William J. Dumbrell, "Paul's Use of Exodus 34 in 2 Corinthians 3," in *God Who is Rich in Mercy: Essays Presented to Dr. D. B. Knox*, ed. Peter T. O'Brien and David G. Peterson (Homebush West, N.S.W.: Lancer, 1986), 179–94.

¹⁷. Dumbrell, "Paul's Use of Exodus," 181–82.

Dumbrell, William J. "Paul's Use of Exodus 34 in 2 Corinthians 3." Pages 179–94 in *God Who is Rich in Mercy: Essays Presented to Dr. D. B. Knox*. Edited by Peter T. O'Brien and David G. Peterson. Homebush West, N.S.W.: Lancer, 1986.

6. Book Review

The publication details of the reviewed work may be omitted:

¹³. Georg Sauer, review of *Die Prosareden des Jeremiabuches*, by Helga Weippert, *ThZ* 30 (1974): 172–73.

¹⁴. Sauer, review of *Die Prosareden des Jeremiabuches* (by Weippert), 172.

Sauer, Georg. Review of *Die Prosareden des Jeremiabuches*, by Helga Weippert. *Theologische Zeitschrift* 30 (1974): 172–73.

7. Unpublished Dissertation or Thesis

The title is not italicised, but placed in quotation marks:

⁸. G. A. Cole, "Cranmer's Views on the Bible and the Christian Prince" (MTh thesis, University of Sydney, 1983), 58.

⁹. Cole, "Cranmer's Views," 19.

Cole, Graham A. "Cranmer's Views on the Bible and the Christian Prince." MTh thesis, University of Sydney, 1983.

8. Article in a Lexicon or Encyclopaedia

For a lexicon or theological dictionary entry (i.e. which discusses a word or family of words), you should give the title and whole page range of the entry in the first reference, but just the dictionary abbreviation and page in subsequent references. In the bibliography, cite only the dictionary. Note the Arabic numeral for the volume number, followed by a colon.

⁹⁰. Ceslas Spicq, "ἁγιοβή," *TLNT* 1:95–96.

¹⁰². Spicq, *TLNT* 1:95.

Spicq, Ceslas. *Theological Lexicon of the New Testament*. Translated and edited by James D. Ernest. 3 vols. Peabody, MA: Hendrickson, 1994.

An article in an encyclopaedia or dictionary (i.e. which discusses a theme, person, idea, etc.) should, however, be specifically cited in the bibliography.

³¹. K. Stendahl, "Biblical Theology, Contemporary," *IDB* 1:418–32.

³⁴. Stendahl, "Biblical Theology," 1:419.

Stendahl, K. "Biblical Theology, Contemporary." Pages 418–32 in vol. 1 of *The Interpreter's Dictionary of the Bible*. Edited by G. A. Buttrick. 4 vols. Nashville: Abingdon, 1962.

9. Other Special Cases

Quoting already-quoted words (e.g. when the book you are reading mentions or quotes an ancient or foreign-language source). *If possible, go back to the source and cite it for yourself!* If the source is unavailable or unintelligible, do not include it in your bibliography, as you did not consult it. In footnotes, imitate the following examples:

¹². J. G. Eichhorn, *Einleitung in das Alte Testament*, 3rd edn (Leipzig: Weidmannischen Buchhandlung, 1803), 3:154, cited by Andrew G. Shead, *A Mouth Full of Fire: The Word of God in the Words of Jeremiah*, NSBT 29 (Leicester: IVP, 2012), 79.

¹⁷. Hadad-yith'i inscription (800 BC), translated by Sandra L. Richter, *The Deuteronomistic History and the Name Theology*, BZAW 318 (Berlin: de Gruyter, 2002), 203.

²⁷. Sefire Inscriptions, Stele I, Face B, trans. Joseph A. Fitzmeyer, in William W. Hallo and K. Lawson Younger, Jr., eds., *The Context of Scripture* (Leiden: Brill, 2003), 2:214.

Beyond this there remain complex examples for which, at an undergraduate level, consistency and common sense should be the guide rather than strict adherence to the letter of the law. If further help is necessary, refer to the *SBL Handbook*, 95–102, for examples of citations from conference papers, magazine articles, *ANET*, *COS*, the Loeb Classical Library, papyri, ostraca, ancient epistles and homilies, the Ante- and Post-Nicene Fathers, J.-P. Migne's *Patrologia Latina and Patrologia Graeca*, and *Aufstieg und Niedergang der römischen Welt*. Before citing texts from the Judean Desert, see the *SBL Handbook*, 176.

There is no need to list references to the Bible. Likewise, there is no need to list references to well-known documents from church history or antiquity. Like biblical references, these can be cited in parentheses within the main body of the text. For example:

(Josephus, *Ant.* 2.233–235)

(*b. B. Bat.* 12a)

(Calvin, *Inst.* III.ii.2)

(Barth, *CD* IV/1, 128)

When you come across other works which are referred to by similar such abbreviations (e.g. Luther's works or the Mishnah), imitate the usage of your source in your own referencing. Note that when you cite the exact words of a translation of ancient or classic modern works, the translator should be acknowledged. In this case, the source should be included in the bibliography.

(Calvin, *Inst.* III.ii.2 [Battles])

(Josephus, *Ant.* 2.233–235 [Thackeray, LCL])

Josephus. Translated by H. St J. Thackeray et al. 10 vols. *Loeb Classical Library*. Cambridge: Harvard University Press, 1937.

8.4.2 Electronic Media

NOTE: The attention of students is drawn to the variable quality of material available on the Internet. Much of it is “informal,” i.e. it has not been subject to review by publishers or normal academic peer review. Accordingly care should be exercised in the citing of such material.

The internet is volatile; old links (URLs) often break. Include a DOI where possible—see §8.3.4, part vi.

As a general rule, *digitized material* may be cited like the print copy that was photographed to produce it. *Material with no print counterpart* may change over time, and the date of latest release or revision should be included.

1. Electronic Journal Article

Electronic journals have fixed page numbers, like print journals. If you consulted the article in a library or commercial database, you may give the name of the database instead of a DOI.

⁶ Campbell Brown, “Consequentialize This,” *Ethics* 121.4 (July 2011): 752, <http://dx.doi.org/10.1086/660696>.

¹³ Brown, “Consequentialize This,” 761.

Brown, Campbell. “Consequentialize This.” *Ethics* 121.4 (July 2011): 749–71. <http://dx.doi.org/10.1086/660696>.

⁸ Andrew Curtin, “Covenant: The Construction of Identity in Israel,” *Old Testament Research* 8.4 (October 2012): 16, Academic OneFile.

¹⁷ Curtin, “Covenant,” 18–19.

Curtin, Andrew. “Covenant: The Construction of Identity in Israel.” *Old Testament Research* 8.4 (October 2012): 15–28. Academic OneFile.

2. CD-ROM Reference with a Corresponding Print Edition

Cite a book on CD-ROM as you would if it was the print edition. You do not need to specify the medium of the book in your citation.

3. Digitized Version of Printed Book (digitized libraries, Accordance modules, etc.)

If the book is readily available, cite it as if it were the print edition. You do not need to specify the medium of the book in your citation. Bible software programmes should provide you with the relevant citation details. For example, <https://www.accordancebible.com/Accordance-Citations>.

If it is a rare book, provide the DOI/URL or the name of the database you accessed. Two bibliography entries may serve as examples:

Abbott, George. *The Whole Booke of Iob Paraphrased, or, Made Easie for Any to Understand*. London: Printed by Edward Griffin for Henry Overton, 1640. <http://rarebooks.dts.edu/viewbook.aspx?bookid=1206>.

Coverdale, Miles. *Goostly Psalmes and Spirituall Songes Drawen out of the Holy Scripture, for the Comforte and Consolacyon of Soch as Loue to Reioyse in God and His Worde*. London: Iohan Gough, 1535. Early English Books Online.

4. Online Database

When citing databases with formally published content, the author of the content or the owner of the site should be referenced, plus the title of the content, the name of the database, and a release or revision date. Two bibliography entries may serve as examples:

British Museum. "134322: Ivory plaque depicting a winged sphinx." British Museum Collection Database. Oct 2017. https://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=30770001&objectId=369007&partId=1.

The ETCSL Project, Faculty of Oriental Studies, University of Oxford. "Regularised Forms of Proper Nouns in the ETCSL." The Electronic Text Corpus of Sumerian Literature. Updated 17 Oct 2006. <http://etcsl.orinst.ox.ac.uk/cgi-bin/etcslpropnoun.cgi>.

5. Book Published Electronically or Online with No Print Counterpart

NOTE: cite e-books only if a print or digitized copy with stable page numbers is not available. If an e-book is available in more than one format you should cite the version you consulted. For books consulted online, include an access date and a DOI/URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.

¹. Stanly Johny, *The ISIS Caliphate: From Syria to the Doorsteps of India* (New Delhi: Bloomsbury India, 2018), ch. 1, EPUB ebook.

¹⁷. Johny, *ISIS*, ch. 6.

Johny, Stanly. *The ISIS Caliphate: From Syria to the Doorsteps of India*. New Delhi: Bloomsbury India, 2018. EPUB ebook.

6. Other Material Published Online: Periodicals, Blogs, Social Media

Citations should include all of the following that are known and relevant: the author of the content; a title or phrase (e.g. the first 160 characters of a post) describing the content; the name of the magazine or blog

(italics) or platform (Facebook, Instagram, etc., non-italics); the owner or sponsor of the site; the date the content was generated; and the URL. Access dates are not required.²

Informal online material should be referenced in notes and, if formally (commercially) published and of sufficient substance, in the bibliography. Blog entries are typically not included in a bibliography, as they are informal comments. Social media content need not even be referenced in a note, if a brief description in the text can suffice (see example).

⁵ Charles Truehart, "Welcome to the Next Church," *Atlantic Monthly* 278 (August 1996): 37–58, <https://www.theatlantic.com/magazine/archive/1996/08/the-next-church/376646/>.

⁹ Truehart, "Next Church," 57.

Truehart, Charles. "Welcome to the Next Church." *Atlantic Monthly* 278 (August 1996): 37–58. <https://www.theatlantic.com/magazine/archive/1996/08/the-next-church/376646/>.

⁴ Paul Helm, "Review of Oliphant's Aquinas: II," *Helm's Deep: Philosophical Theology* (blog), 30 Dec 2018, <http://paulhelmsdeep.blogspot.com/2018/12/>.

⁸ Helm, "Review."

³⁴ "What Does It Mean to Find Joy in Christ?" Facebook post, Moore Theological College, 16 Jan 2019 at 21:00, <https://www.facebook.com/mooretheologicalcollege/posts/10156240638502523:0>.

³⁸ "What Does it Mean," Facebook post.

A sample text that cites social media content, both with and without a note:

Lost on many readers was the fact that Obama's tweet was a quotation from Nelson Mandela: "No one is born hating another person because of the color of his skin or his background or his religion..." (@BarackObama, Twitter, 12 Aug 2017). Visual symbolism, as when the face of Martin Luther King Jr. looms large over Obama in a photograph, can portray a relationship between two authors with considerable sophistication.¹⁶

¹⁶ @obamawhitehouse, "Life's most persistent and urgent question is, 'What are you doing for others?'" Instagram photo, 17 Jan 2017, https://www.instagram.com/p/BPWgvHeDo_y/?utm_source=ig_web_copy_link.

7. Online Audiovisual Material

As relevant or available, the following information should be included: Author, "title of content," directed by, date filmed/recorded, owner or sponsor of content, medium and duration, date posted, URL. Normally there would be a reference in a note, but not in the bibliography. Again, use the most stable URLs possible, e.g. by going to the site of the company that creates the content (vimeo.com, soundcloud.com), not the site where it is hosted. These media would not normally be included in a bibliography.

¹² Channel 4 News, "Jordan Peterson debate on the gender pay gap, campus protests and postmodernism," YouTube video, 29:55, posted 16 Jan 2018, <https://www.youtube.com/watch?v=aMcjxSThD54&t=18s>.

¹⁷ Phillip Jensen, "Spirit-Inspired Christian Living," Moore College Centre for Christian Living, Vimeo video, 1:02:27, posted 6 Dec 2018, <https://vimeo.com/286099598>.

² The specific URL for a Facebook post is found by clicking on the three dots on the upper right-hand corner of the post, selecting "embed," then selecting "advanced settings."

³³. Tony Payne, "Podcast Episode 022: Enjoying God," Moore College Centre for Christian Living, Soundcloud, 35:18, posted 6 Dec 2018, <https://soundcloud.com/user-410568914/podcast-episode-022>.

8.4.3 Archival sources

Archival sources include correspondence, meeting minutes, unpublished papers or lectures, oral history recordings and photographs, which are held in an institutional collection. Include enough information so that another person can find the same document or collection. Use square brackets to indicate information not recorded on the document. Publications of limited circulation (e.g. newsletters) are cited in the same way as published periodicals. Digitised audio and video recordings may be cited in the same way online audiovisual material.

1. Letter from an archive

First reference: Author to recipient, date, repository, series no.

¹. W.G. Broughton to George Gilbert, 24 June 1844, Samuel Marsden Archives, Series 033-20-2.

². Broughton to Gilbert, 1844.

W.G. Broughton to George Gilbert. 24 June 1844. Samuel Marsden Archives. Series 033-20-2.

2. Unpublished paper or lecture from an archive

First reference: Author, title, date, collection, repository, series no.

¹. T.C. Hammond. "Lighter moments in a long life." 1960. T.C. Hammond Papers, Samuel Marsden Archives, Series 044-7-1.

². Hammond, "Lighter moments."

Hammond, T.C. "Lighter moments in a long life." 1960. T.C. Hammond Papers, Samuel Marsden Archives, Series 044-7-1.

3. Unpublished document with group author

¹. Moore College Women's Auxiliary. Minutes of meeting of Moore College Women's Auxiliary. 7 July 1945. Samuel Marsden Archives, Series 017-1.

². Moore College Women's Auxiliary, Minutes.

Moore College Women's Auxiliary. Minutes of meeting of Moore College Women's Auxiliary. 7 July 1945. Samuel Marsden Archives, Series 017-1.

4. Citing multiple documents from the one collection

¹. W.G. Broughton to George Gilbert, 24 June 1844. Samuel Marsden Archives, Series 033-20-2.

². W.G. Broughton to Sarah Broughton, 29 December 1848. Samuel Marsden Archives, Series 033-2-58.

³. W.G. Broughton to Edward Coleridge. 25 February 1839. Samuel Marsden Archives, Series 033-1-5. Broughton, W.G. Correspondence. Samuel Marsden Archives, Series 033.

5. Oral history interview recording

¹. Mary Andrews, Interview by Margaret Lamb. 7th February 1992. Digital recording, 01:17:13, https://moorecollege.access.preservica.com/IO_4ff01cbf-736b-4805-af59-2c6b04ff6419/

². Andrews, Interview by Margaret Lamb.

Andrews, Mary. Interview by Margaret Lamb. 7th February 1992. Digital recording, 01:17:13, https://moorecollege.access.preservica.com/IO_4ff01cbf-736b-4805-af59-2c6b04ff6419/

6. Transcription of an interview

¹. Leon Morris. Interview by Stuart Piggin. 1988. Oral History Interview Transcripts. Samuel Marsden

Archives, Series 287-1.

². Morris, Interview by Stuart Piggin.

Morris, Leon. Interview by Stuart Piggin. 1988. Oral History Interview Transcripts. Samuel Marsden Archives, Series 287-1.

7. Photographs (known photographer)

¹. Australian Church Record. "Deaconess visiting maternity ward." 1958. Australian Church Record Photograph Collection. Samuel Marsden Archives, Series 001-16-7-23.

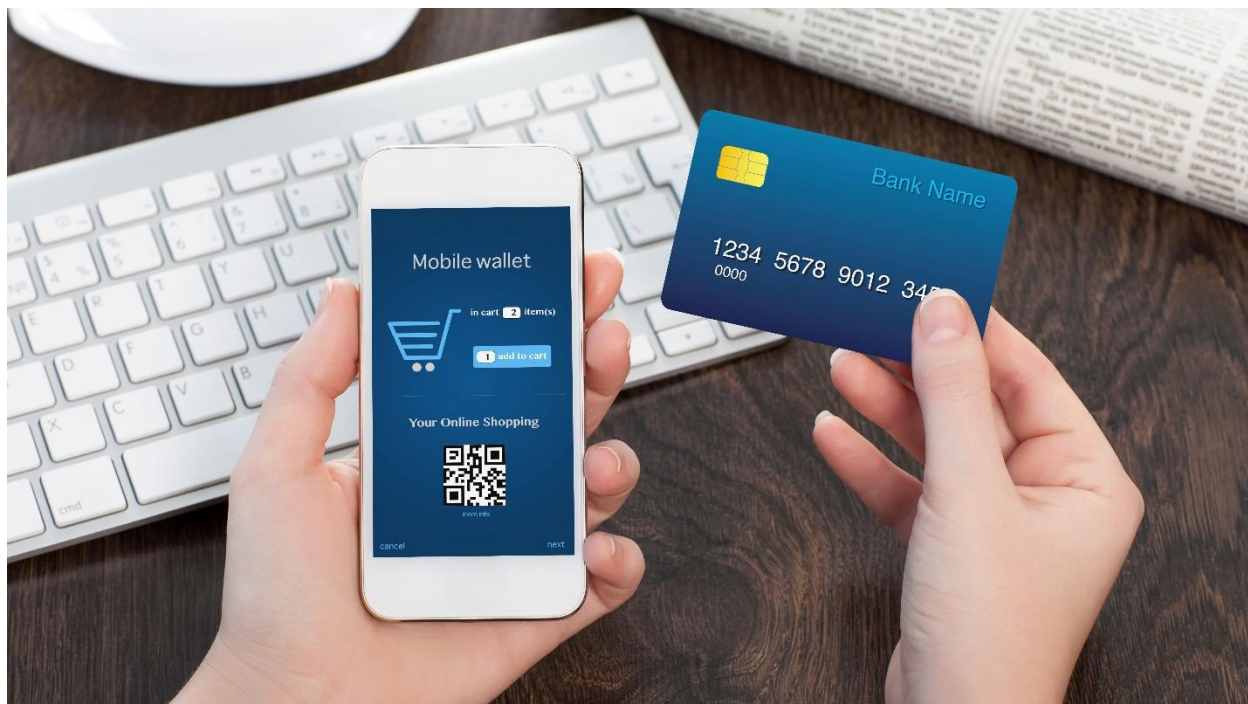
Australian Church Record. "Deaconess visiting maternity ward." 1958. Australian Church Record Photograph Collection. Samuel Marsden Archives, Series 001-16-7-23.

8. Photographs (unknown photographer)

¹. [Photographs of Nathaniel Jones]. Ca. 1886-1910. Nathaniel Jones Papers. Samuel Marsden Archives, Series 041-13.

[Photographs of Nathaniel Jones]. Ca. 1886-1910. Nathaniel Jones Papers. Samuel Marsden Archives, Series 041-13.

9 Financial Matters



9.1 Fees

1. Students elect their tuition fee payment option, either FEE-HELP (for eligible domestic students) or Upfront, at registration each year. For information on FEE-HELP see the Australian Government's [Study Assist](#) website. There is a loan fee charged.
2. FEE-HELP may cover all or part of the tuition fees for a unit of study.
3. For students applying for FEE-HELP assistance, any upfront portion of tuition fees is payable by the week immediately preceding the Census Date of each semester. Any enrolled student who is eligible for FEE-HELP and has not paid up-front tuition fees before the Census Date for applicable units of their course is required to apply for FEE-HELP if they wish to continue with their studies for that semester.
4. About two weeks before the Census Date students will receive a financial statement from the Finance Department for any units of study for that semester.
5. For students not applying for FEE-HELP assistance, tuition fees are payable by the week immediately preceding the Census Date of each semester.

Census Date for Semester 1 Units

30 April

Census Date for Semester 2 Units

31 August

6. Students who are not able to pay in full tuition fees when they are due during an academic year should contact the Financial Controller to make alternative arrangements finance@moore.edu.au.
7. Students who have outstanding debts including tuition fees due to the College may be excluded from units of study and may not receive results of assessments. If a debt is still outstanding by the time end of year results are released the student will not be eligible to receive these results and will not be permitted to enrol in the following academic year or graduate (whichever is applicable). Any exceptions to this regulation must be approved by the Principal.
8. Fees and other amounts payable by students are determined by the Governing Board of the College after the preparation of the College financial budget in the August/September prior to each academic year.
9. Certain charges are subject to the Goods and Services Tax (GST).
10. Each year Moore College receives a grant from the Synod of the Diocese of Sydney to cover some general running costs of the College. Fees charged to students for tuition and for some single accommodation are the main other source of College income. Fees are set at a level which seeks to recover the costs of the College teaching program.
11. Supporters of the College frequently give money to provide assistance for needy students. Any student who is experiencing financial difficulties should discuss their situation with the Finance Department.

9.2 Australian Government Financial Assistance

9.2.1 AUSTUDY Benefits

All Moore College accredited courses are approved courses for Centrelink student-related payments.

Moore College's institution code with Centrelink is 2P002.

Australian residents, over 25 years old, taking at least 75% of the full-time load of an approved course and meeting the means test, may be eligible for AUSTUDY benefits.

See <https://www.servicesaustralia.gov.au/individuals/services/centrelink/austudy/who-can-get-it> to see if you are eligible for Austudy.

See <https://www.servicesaustralia.gov.au/individuals/services/centrelink/austudy> for more information on Austudy, including how to claim it if you are eligible.

10 Calendar

10.1 Semester Dates 2022

FIRST SEMESTER	14 FEBRUARY – 10 JUNE
Orientation week	7 - 11 February
Units commence	14 February
Census Date	30 April
Final Assessment week	6 – 10 June
<i>Mid-Year Break</i>	<i>11 June – 10 July</i>
SECOND SEMESTER	11 JULY – 4 NOVEMBER
Orientation week	5 – 10 July
Units commence	11 July
Census Date	31 August
Final Assessment week	31 October – 4 November
End of Year Chapel (live stream)	11 November

10.2 Semester Dates 2023

FIRST SEMESTER	13 FEBRUARY – 9 JUNE
Orientation week	6 - 12 February
Units commence	13 February
Census Date	30 April
Final Assessment week	5 – 9 June
<i>Mid-Year Break</i>	<i>9 June – 9 July</i>
SECOND SEMESTER	10 JULY – 3 NOVEMBER
Orientation week	3 – 9 July
Units commence	10 July
Census Date	31 August
Final Assessment week	30 October – 3 November
End of Year Chapel (live stream)	10 November

11 Document History

Diploma of Biblical Theology Student Handbook		
To be read in conjunction with: Moore College Policies and Procedures	Version: 5.1	Date of issue: 4 April 2022
	Implementation: Registrar	Next review: Dec 2022
Supersedes	Version 5	

Version	Date	Amendment
1.0	01/01/2017	New document
2.0	10/01/2018	Revised. New assignment word length regulations §4.12.2
2.1	14/01/2019	Updates for 2019: §3.2 DBT Tutors, §10 Calendar dates. Correct error at §5.3.2 “five elective units” not “two”.
2.2	30/01/2019	Style Guide section updated by AGS.
2.3	30/08/2019	Update of incorrect numbering in Section 5 5.12 changed from “length of essay” to “length of assignment” and added explanation about Biblical referencing within a written assignment being excluded from the word count. 5.11 Added clarity about changing or withdrawing from units.
3.0	20/01/2020	Updates for 2020 including changes to word count (biblical referencing is text now counted).
4.0	5/1/2021	Updates for 2021.
4.1	27/5/2021	Clarification of dates for changing or withdrawing from unit/s of study (§5.11).
5	30/11/2021	Updates for 2022 including no longer using the Author-Date system for referencing, biblical referencing is now excluded from the word count and updating dates for 2022 and 2023.
5.1	4/04/2022	Assessments are now due midnight (12:00am) Sydney time instead of 10:00pm.
5.2	25/08/2022	8.4.3 corrected the ‘Letter from an archive’ bibliography section. 5.2.2 Clarity around articulation into the Advanced Diploma of Bible, Mission and Ministry.

