Study Aid

This booklet is to be used for

Higher Certificate in Theology
Diploma in Theology
Bachelor of Theology
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Welcome to TEE College!

This Study Aid covers courses on our Theology programmes – which include the Higher Certificate, Diploma and Degree. The Theology programmes introduce a range of theological disciplines, and are usually used in formal study paths leading to licensing or ordination for ministry.

These programmes are also accredited academic programmes that are recognised on the South African Qualifications Framework, and as such they require you to demonstrate appropriate levels of academic and theological competence. This Study Aid, together with your course materials, will help you achieve that goal.

Your assignment questions, in particular, will refer you to this Study Aid as you prepare to work through the set tasks and then submit your written work.

We advise you to read all the information you have been given very carefully so that you are well-informed.

What you need to know is in:

- The Yearbook for the programme you are studying – issued every year.
- The Assignment Booklet for each of your courses – issued for each course in every year or semester.
- This Study Aid booklet – issued once to each student (and again after major updates). An electronic copy is also available on the College website.
- The Rules, Regulations & Policies booklet – issued once to each student (and again after major updates). An electronic copy is also available on the College website.
- The introductory chapter to each course, where you will find the specific outcomes for the course.
OUTCOMES-BASED LEARNING (OBE)

TEEC uses a variation of outcomes-based education (OBE), in that all programmes and courses have stated outcomes. These describe what you should be able to do (the competence you should have) after completing a specific course or at the end of the programme. OBE assesses what you can do and the values or beliefs you hold, and not only what you know.

Benjamin Bloom identified three ways in which we learn.

- We learn cognitively, gaining mental skills and building knowledge.
- We learn affectively, when we grow emotionally and in our attitudes and values.
- We learn new psychomotor skills, learning to do something physical or manual.

In TEEC’s philosophy, these three areas of study are referred to as training the head, the heart and the hands – or, in the words in the TEEC logo, knowing, being, doing. At TEEC students need to show growth in all three learning areas. Assignments and examinations require you to demonstrate an appropriate level of competence in your knowledge, skills, and values.

Assignments and exam questions ask you to answer the questions in different formats, such as letters, newspaper articles, reports, etc. This is an important part of OBE, and the reason for this is to test whether you can apply academic knowledge to everyday situations, using everyday language and developing succinct logical structure.

EXIT LEVEL OUTCOMES

In the introductory chapter of each of your courses you will find a list of things that you should be able to do once you have completed the course. These are the measure against which your work in the course is assessed. You should also look at these outcomes before you start reading the course material, and before every assignment, to make sure that you understand what is expected of you.

EDUCATION BY EXTENSION

As stated in our name, TEEC is not simply a correspondence college: we work by extension. To achieve your head, heart and hands formation as a student of theology, your local church plays a significant role in extending the work of the College. The founding philosophy of education by extension is that you remain rooted in your local congregation while you study, providing you with the
opportunity to integrate what you learn with what you see and do in the life and ministry of your community.

As a theology student studying by extension, you should also be meeting with your minister or another Christian leader who can mentor you as part of your formation for ministry. In these meetings you should discuss your studies and what you are struggling with in your course material or assignments.

The course material that you receive is written ecumenically by church ministers and academics who have specialised in a certain area of ministry and who hold appropriate qualifications. Rather than being written as textbooks, the course material acts as your teacher and guide. As you work through the course material, you will encounter learning tasks that help you internalise and apply what you are reading.

The assignments assess the extent to which you are engaging and learning from the course material, and will test your grasp of key concepts and your ability to apply them. For each assignment or exam you will receive feedback from your marker. You should read this feedback as if a tutor were sitting next to you, explaining where you went wrong and how you can improve. You may also contact your marker for clarity – but please don’t expect your marker simply to give you the answer!

**REQUIREMENTS TO PASS A COURSE**

The pass mark for all assessments (assignments and exams) on the Theology programmes (Bachelor of Theology, the Diploma in Theology, and the Higher Certificate in Theology) is fifty per cent (50%). You need to pass all tasks marked as ‘Critical’, and then obtain an average mark of at least 50% for the whole assignment. Even if you achieve less than 50% for some tasks, as long as you pass all the critical tasks and obtain an overall average of 50%, you will have passed the assignment. The tasks in an assignment can have differing mark allocations, depending on the size or difficulty of the task.

To pass a course, each assessment must be passed with an average of at least 50%. If you fail any assignment or exam for the year, you will have failed the whole course for the year. Under certain conditions you may be able to register in the following year for the failed components (assignment or exam). Please see the TEE College Rules, Regulations and Policies booklet for more information on component registrations and repeat registrations.

Because of the component registration option, even if you fail an assignment, you should continue to work on the course and submit the remaining assessments. Even if you have failed an assignment, you may still be in a position to write and pass the exam. Don’t give up!
The Rules & Regulations explain how the result of each assignment contributes to the final course mark.

TUTORIALS
In the extension model of theological education, the course material is your teacher. Your marker provides some tutorial support through feedback. Your tutor is your minister or a Christian leader from your community. In some areas, local church leaders arrange tutorial groups, and we encourage this to happen ecumenically. When we hear of local tutoring initiatives we send notifications to students in the relevant area.

Please note that the College does not provide tutorials. In the extension model, tutoring is the role of the churches.

On the registration form you are asked whether your contact details can be shared with other students. Students can request the details of students in their region who are enrolled for a specific course, and when they do so a list is provided of the students who have consented to sharing their contact details. In this way students are able to set up private study groups, which are a great way to share your ideas and to develop an understanding of the perspectives of other people and church traditions. When you attend a private study group or tutorial, do not be tempted to share each other’s assignment answers. You must still prepare and submit your own work.

CALCULATING YOUR STUDY LOAD
Courses have credit values (12, 20, 24, etc.). The South African National Qualifications Framework (NQF) expects you to work for about 10 notional (estimated, average) hours of work for each credit on the course. Therefore a 12-credit course needs about 120 hours of work. This includes reading, researching, reflecting, doing personal tasks, preparing for assessments, writing assignments and exams.

A full-time student normally registers for 120 credits in an academic year (1 200 notional hours of work).

To calculate how much time you have available for study, you need to consider all the commitments on your time – work, family, church, sport, etc. – to see how much time you have available in a week for your studies.

If you register at the last minute, you will have only the minimum available study time available to you. Year-long courses have a 32-week work period, and semesterised courses have a 20-week work period. If you register early in
a registration period, you can add an extra eight to 12 weeks to your available study time.

A 20-credit Diploma course (requiring about 200 hours over 32 weeks) works out to six-and-a-quarter hours per week. A 12-credit Higher Certificate course (requiring at least 120 hours over 20 weeks) works out to six hours per week. Students work at varying speeds and with different abilities, so our courses assume the College’s average demographic: a mature, part-time student who is working in a second language.

Our general recommendation is that, as a part-time student, you should not register for more than 60 credits worth of course work at one time. However, this might be less (or more) depending on your available time, and on your proficiency in English and your readiness to tackle academic work.

If you are unsure what a realistic course load would be then we recommend that you take fewer courses in your first year of study. Once you are up-to-speed (and achieving successful outcomes) the load can be increased in the years that follow. It is better to start slowly and do well than to become discouraged through incomplete or inadequate work on too many courses!

ASSIGNMENTS

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You can submit your assignment as a ‘hard copy’ or as an ‘electronic copy’. Your Yearbook explains the submission options for each type of assignment. Please follow the instructions carefully, as assignments that go astray might not get marked.

ASSIGNMENT COVERS

Printed assignment covers are included with your course material. If you are submitting a hard copy assignment, you must complete the correct assignment cover and staple it to the front of your assignment. Always submit hard copy assignments to the College in good time. Never scan and email a hard copy assignment. Submit according to the hard copy instructions.

For electronic copy assignments, see the submission instructions in your Yearbook for the information to be included on the first page and in footers of the assignment scripts.
ASSIGNMENT COPIES

Make sure you keep a copy of your assignment – this includes backing up and printing out electronic copies. Also keep copies of all forms submitted with your assignment. The Yearbook instructions explain how ‘proof of submission’ works (for both hard copy and electronic copy assignments). Keep the proof of submission with your copy.

When the College receives an assignment script, it is logged. If you have given us your email address, then you are automatically sent a confirmation that the script was received. Markers are not based at the College, and so scripts are batched and sent to them.

Scripts can still go astray at this point, in spite of efforts to track and secure safe delivery. For example, the Post Office might not deliver correctly, or the courier van might be hijacked.

Where the College is informed of such events, and the script batch has become untraceable, then we will ask you to send us your script copy for marking. Please do not simply send us the proof of submission – we cannot mark that.

EMERGENCIES AND UNFORESEEN CIRCUMSTANCES

There are no extensions. Neither the College staff nor markers will grant extensions. Each assignment has a Due Date, and assignments are to be submitted to the College before the Due Date, or on the Due Date at the very latest. The Due Date is indicated in the assignment booklet and in the programme Yearbook.

If the postmark / date-stamp on the hard copy submission is dated after the Due Date, the assignment will be considered late. If the assignment is posted before the Due Date but arrives much later at the College, the assignment is considered to be in time.

An assignment submitted after the Due Date but up to and including the Emergency Date (which is seven calendar days after the Due Date) will still be marked, but 10 (ten) marks will be deducted from the final mark for that assignment.

If the assignment is posted more than seven days after the Due Date (i.e. after the emergency date) then the assignment will be returned to you unmarked. If an assignment is unmarked, you will not receive a mark and will have failed that assignment. You can continue with other assignments on the course, and may qualify for a component registration for the missing work – see the Rules & Regulations.
You are still solely responsible to make sure that your assignments are submitted in time to the College. Unfortunately, assignments do sometimes go astray before they reach the College. Always keep copies, together with your proof of posting.

**WRITING ASSIGNMENTS**

TEE College’s assignments assess your knowledge, skills, and values. They seek to develop your skills and values through real-life application of the knowledge you gain through the course material. You might be asked to write a letter or a talk, conduct a Bible study and report on it, or interview someone and compare what you discovered with what you discovered in the course material.

The assignments are set in the context of your course. Their purpose is to see whether you have read and understood the course material, and done some extra reading about the subject.

Always include your Bible alongside the course material as a source of information. Particularly when completing courses in biblical studies and theology, you will be expected to read the Bible and develop answers from the biblical text, not only from your course material.

You must also use the information in the course material, any additional reading you do, and your personal insights and experiences, in your answers. You cannot demonstrate competence only from your personal experience and general knowledge. Nor should you limit yourself only to the course material. Remember to demonstrate knowledge, skills, and values!

**WHAT CAN I EXPECT IN AN ASSIGNMENT?**

Theological education is not simply about ‘knowing stuff’ or ‘doing ministry stuff’. It is a process of learning that also embraces your own experiences and your local context. It extends and stretches you in your thinking, understanding and attitudes. And it seeks to be rooted contextually and relevantly in ways that bring change and hope to others, and transform the student in the process (becoming Christ-like). The skills and abilities acquired and improved through a process of theological education should also inform and guide future learning and reflection, whether formal or not. You need to know, do, and believe what you are learning so that you come out of the educational process competently prepared for real-life ministry situations.

Learning also takes place at various levels. To ensure that there is consistency between the courses offered by various institutions, South African education is
graded according to the Higher Education Qualifications Sub-Framework (HEQSF) on the National Qualifications Framework (NQF). Each level of the NQF has a number of descriptors (called level descriptors) that clearly define what a student should achieve at each level.

- All of the courses for the **Higher Certificate in Theology** are at NQF level 5.
- The compulsory courses in the **Diploma in Theology** are at NQF level 5, and the electives are at NQF level 6 or NQF level 7.
- The compulsory courses in the **Bachelor of Theology** are at NQF level 5, and the electives are at NQF level 6 or NQF level 7.

Apart from describing a student’s knowledge or skill, the level descriptors also describes the ethical expectations of a student, and how students should be able to manage their time, resources, etc. When TEEC requires you to submit an assignment on time, or to reference your sources correctly, this is because it is a requirement of the NQF for a student studying at this level.

**TIPS FOR TACKLING ASSIGNMENTS**

1. Read all the pages of the assignment booklet at the beginning of the year. This will outline what is expected of you for the course. Learn from any tutorial letters included in your assignment booklet.
2. Plan now for all the ‘away from the desk’ activities you have to do, such as group activities, interviews, preaching appointments, etc. Remember that they need to be done well in advance of the Due Date of the assignment so that you can reflect on the activity and include that in your answer. Give yourself more time when there are practical assignments.
3. Work through the course material, completing the learning activities in the chapters. Keep the assignment questions in mind, making notes in your course material, assignment booklet, and notepad.
4. Find other books and sources on the subject and read them, adding to your notes.
5. Integrate (include and combine) what you have learnt in the practical activities into what you write in the formal answer. What people say in interviews or in the group discussions must be used as examples when you write your assignment answer (the assignment / task question will explain this).

**READ QUESTIONS CAREFULLY**

To answer the questions in the assignment properly, you need to read the question *carefully*. You must be very clear what the question is asking you do.
There are simple questions that require you to only do one thing, e.g. “Summarise Mark 7:1-9”. But in your assignments you will also find complex questions that ask you to do more than one thing, e.g. “Identify the author, date and place of writing for Mark’s Gospel”. That question requires three pieces of information. Often students only answer part of a complex question because they fail to see all that is required. One way to avoid missing part of the question is to underline the keywords. Using the example above: “Identify the author, date and place of writing for Mark’s Gospel”.

Another example of a complex question is: “Explain the See-Judge-Act method of ethical decision-making, and compare it with Philip Wogaman’s model”. Again, in your assignment booklet you can underline each part of the question, so that it looks like this: “Explain the See-Judge-Act method of ethical decision-making, and compare it with Philip Wogaman’s model”. From this you can see that there are two parts to this question, and the required action for each part is clear.

**KEY WORDS**

Assignment and exam questions use words that tell you what you have to do. To answer the task correctly, it is important to understand the exact meaning of the words. For example, if you are asked to compare two biblical texts, you cannot just outline the stories in each text without comparing the one with the other.

The following are some words that you might come across:

- **Compare**: Look for similarities and differences.
- **Contrast**: Bring out the differences.
- **Define**: Make the meaning of a word, phrase, or idea clear.
- **Describe**: Give a detailed account of what something looks like, what happened, etc.
- **Discuss**: Investigate, set out the arguments, weigh the conclusions, examine the implications.
- **Evaluate**: Give your judgement on the issue and give reasons for it.
- **Examine**: Look closely into.
- **Explain**: Make plain, give reasons for.
- **Explore**: Investigate and explain, possibly using a variety of viewpoints.
- **Illustrate**: Show, make plain or clear, give an example.
**Justify**  Show good reasons (good grounds) for a decision, position or conclusion.

**Outline**  Give the points or general principles.

**State**  Present in a clear, precise form.

**Summarise**  Give a short (concise) account of the main points of the argument or discussion or article. Avoid unnecessary detail.

**Trace**  Give an account of the development of a topic.

**GUIDELINES FOR PRESENTING ASSIGNMENTS**

1. **APPEARANCE**
   - Write or type on one side of the page only.
   - Leave a wide margin on the right of the page (about 4 cm) for your marker to write comments.
   - Leave four or five lines between each answer for your marker to give a summary of the feedback for the question.

2. **FORMAT**
   - Present the answer in the format asked for in the question. This may be a letter, report, article, study notes, sermon outline, essay, etc. These formats require the appropriate structure, a logical sequence, and appropriate language.
   - Consider whether an answer should be written as a paragraph, or presented in a table, or perhaps in bullet points. If a question asks for the answer to have several parts – e.g. *Analyse the date, place, and author* – then clearly state which part of the question you are answering, or provide headings for the three parts of the answer.

3. **LABELLING**
   - Use clear headings for each task.
   - Number your answers so that they match the numbers of the assignment tasks, to avoid confusion.
   - Number the pages, and include your student number on each page in case the pages become mixed up or separated.

4. **LENGTH**
   - Length does count! Check the word limit given for each task in an assignment. It is important to stick to word limits so that you give
enough information, or so that you can show that you can pick out the main points and summarise in a few words. Please be careful to stay within a 10% range of the word limit. For example, if the word limit is 100 words, you have freedom to write between 90 words (10% less than 100) and 110 words (10% more than 100).

- At the end of the answer, write the number of words used in your answer in brackets.

5. ACKNOWLEDGING SOURCES

- Use in-text references, and also give a reference list at the end of your assignment. This is compulsory!
- Refer to the section on “Referencing” below. The format for referencing is important!

6. BEFORE FINAL SUBMISSION

Hard copy assignments

- Arrange the pages in order from the first task to the last task, even if you did not prepare the tasks in the order in which they were given.
- Staple the whole assignment together, not individual tasks.
- Staple the Assignment Cover to the front of the script, and ensure that you have filled in your name, registration number, and the number of the assignment. Ensure that you sign the declaration. You must also check the checklist on the back of the Assignment Cover to make sure you have included everything.
- If you are re-submitting an assignment, ensure that the correct re-submission cover is being used.
- Please do not use hard spines, files, flip-files, etc.
- Make a copy of your assignment and of any supporting documents, such as forms, and submit the originals. If you handwrite your assignments and have access to a photocopier, make a copy. If you handwrite your assignment and do not have access to a photocopier, then use carbon paper to make a copy as you write the assignment.
- When posting, have the proof of posting date stamped. Then tear (or cut) it off the assignment cover and attach it to the copy of your assignment (not to the original).

Electronic copy assignments

- See the instructions in your yearbook to be clear about the information to be included on the front page and in the footer.
Electronically submitted assignments should not include scanned text or images or any ‘add-on’ or embedded elements.

Submit your assignment to the correct email address. Do not send it to multiple addresses, and do not send it multiple times.

If you have typed your assignment, print a copy in case your computer crashes.

INCLUSIVE LANGUAGE GUIDELINES

In writing assignments, students need to use inclusive language rather than exclusive language that is sexist, racist, or perpetuates stereotypes.

Sexist language is characterised by the use of male terms when referring to both men and women. For example, using ‘brothers’ when you mean ‘brothers and sisters’, or ‘man’ when you mean ‘men and women’, is sexist language. It also includes using stereotypes or condescending terms such as referring to women as ‘the weaker sex’.

The main reason for requiring inclusive language is that it is theologically correct to do so. Using genderised or racist language is often simply wrong. The heresy of apartheid was that it denied the image of God in people who were not of European descent, creating two types of humanity and dehumanising people. The same can be said for chauvinism or patriarchy, which also divides people into inappropriate groups. This must be avoided.

Here are a few examples to help you write inclusively:

- You can use *humankind* rather than *mankind*, or *human* rather than *man*. “Humankind is created in the image of God” rather than “Man is created in the image of God”.
- “Man is a fallen creature and needs to be redeemed by Christ” should become “*People* are fallen creatures and need to be redeemed by Christ”.
- Use *people* rather than men or the plural rather than he. For example use, “*Christians* show their faith...” rather than “a Christian shows *his* faith...”. You could also say, “A disciple demonstrates *his* or *her* faith...” rather than “A disciple demonstrates *his* faith...”.
- You can use “children of God” rather than “sons of God”.

When speaking of cultural or racial groups, it is rude to speak of “those people”. Be careful only to reference what is appropriate for the point you are making. There is no need to single out or mention race or culture unless a person’s race or culture is necessary to understand what is being said. In the sentence, “My Indian friend who goes to church in Rosettenville ...” is not
enhanced by the word ‘Indian’. Simply say, “My friend who goes to church in Rosettenville...”.

Be very careful not to stereotype people or to generalise. You cannot say, “The people who live in Bryanston are selfish and materialistic”. You do not know all the people who live in Bryanston; so you cannot make such a sweeping generalisation.

These are just a few examples. We have not prescribed how you should refer to God, as this is a personal and often sensitive issue. This does not mean that the masculine pronoun for God is not problematic, as there are many female images of God in the Bible (e.g., Is 42:14, Mt 23:37). Rather than saying, “When God created the earth, He made it good”, you could say, “When God created the earth, God made it good”. Rather than saying “God has revealed Himself to people”, you could say, “God has revealed Godself to people”. While these are guidelines, refer to God as you feel most comfortable, but without causing offence.
FEEDBACK ON ASSIGNMENTS, AND RESUBMISSION OF ASSIGNMENT 1

The first assignment will be marked, and you will receive feedback on a feedback sheet, as well as comment in your assignment script itself. The feedback will show you where you have gone wrong and suggest how you can improve your answer. If you receive less than 50% for Assignment 1, under certain conditions you will have the opportunity to re-work your assignment and resubmit the sections that you failed. Your marker will indicate on the feedback sheet what work can be resubmitted for remarking. Resubmitted tasks will not receive a mark of more than 50%, but can still fail.

A resubmission must either be submitted with your second assignment – or as soon as possible, if you have already submitted your second assignment.

Please note that resubmissions are only possible for Assignment 1, and only for tasks that have been properly attempted but still failed. Your marker will indicate this on the feedback sheet. Students who have not attempted certain tasks or have hardly attempted them are not given permission to submit them as part of a resubmission. You may also not resubmit an assignment that was passed just so that you can get a better mark. The Rules & Regulations explain this.

The only exceptions to the rule that limits resubmissions to Assignment 1 are the Diploma in Theology course ‘Ministry for Transformation’ (87401), and the Bachelor of Theology course ‘Doing Ministry for a Change’ (7001), where resubmissions are permitted for Assignments 1 to 3. If you are doing either of those courses, please refer to the Assignment Booklet for details.

EXTERNALLY-EXAMINED COMPONENT

An ‘externally-examined component’ is the last piece of work in a course. This can be an assignment, an exam, a project, etc. When your marker has marked it, it is sent back to the College, where the Internal Moderators and External Examiners perform various quality assurance tests to ensure fairness and accuracy of marking. Moderators have the authority to adjust the marks given by a marker.

All scripts that have specifically been reviewed are stamped. If a script has been reviewed, the mark is final and is not open to appeal. If a script is not stamped, and the student believes that there are valid grounds for an appeal, then that mark may be appealed. Read the College Rules, Regulations and Policies booklet for details on appeals with respect to the final piece of work. This last piece of work is not returned to you: it is archived, as required by the Higher Education regulations. The feedback sheet is posted to you with the reason for the result you received.
EXAMINATIONS

Preparatory examination themes

Not all courses have exams, but for courses that do have exams, you will be sent preparatory themes that are included in the assignment booklet. The exam themes provide you with a broad outline of chapters or themes to be studied.

You will need to prepare for the exam by working through these themes. On the day you come to write the actual exam, you will receive a final exam paper that will contain a selection of questions from the preparatory themes. Several questions may be set for each theme, but you will only need to complete one question per theme.

Examination centres

Arrangements will be made for you to write exams at an appropriate exam centre. An exam notification letter will be sent to you during August, allocating you to an examination centre and indicating the date and time for each of your exams. Please contact the Student Administration Department at TEE College before the end of August if you have not received this letter – or if you have queries about your examination.
REFERENCING

When answering your assignments, a large proportion of your written work will be based on the ideas of other writers. Many of your assignments will require you to clarify what has been previously said on the subject, and to use the ideas of others to justify and support your own ideas and/or arguments. So it is important to let your marker know where you found your ideas. In other words, you must acknowledge, or give credit to, any words or ideas that come from others. This is called referencing.

Properly acknowledging your sources not only gives credit where credit is due to the people whose work you are using, but it also allows your marker to trace back where you found the ideas that informed your discussion. Moreover, referencing enables the marker to distinguish between your ideas and the ideas of others.

Whenever you insert information you have obtained from another author (that is, taken an author's opinion, ideas, or findings) into your own writing, your marker needs to know not only where your source’s words or ideas begin and end, but also where the original information can be found. This is important, whether or not you use the author's actual words.

To present someone else’s words or ideas as your own is dishonest. The formal name for this offence is plagiarism. To plagiarise is to steal another person’s work or ideas. It is also an attempt to steal a qualification by leading your marker to think that you possess knowledge, skills, or values in which you might not actually be competent. This is not tolerated. Using source references will protect you from accusations of plagiarism.

If your marker finds that your work is copied from another source without proper acknowledgement (referencing), you will be given zero per cent (0%) for that entire assignment. If you have been penalised for plagiarism previously, you will face further disciplinary action, as the matter will be referred to the exam board. This can lead to your courses being cancelled, being suspended or even expelled from the College.

You are required to sign a declaration on the assignment cover, confirming that the work in the assignment is your own. This declaration appears on every assignment cover.
As a student, you study to learn more than you already know, which means you must use sources such as the course material, other books, articles, or web-pages to find this new knowledge. For that reason it is unlikely that you’ll be able write an answer to a question without giving at least one in-text reference, so it is important to understand how to acknowledge sources properly.

WAYS TO PRESENT MATERIAL FROM OTHER SOURCES

1. Acknowledging key ideas or terms

Always acknowledge key ideas or terms from another source, even if the information has been fully expressed in your own words. If what you have written has key ideas or terms from another author, then you need to acknowledge the source by providing an in-text reference.

- For example: Tutu (1997:11-13) believes that God does not remain neutral in situations of injustice, but rather that God always takes the side of the person who is suffering the injustice.
- For example: A deep and living personal faith that is outwards focused is an essential aspect of being effective in mission (Luzbetak 1993: 3).

2. Direct quotations

Any time you copy directly from another source (a book, magazine, newspaper, the Internet, etc.) and do not change the wording, you need to use quotation marks and include the reference in brackets after the sentence.

- For example: “The story of time between the creation of the world” (Deist 1982:62). This acknowledges that you have copied the words from a source.

Quotations should be used when the author has said something so well that trying to use your own words would alter or dilute the meaning. A quotation should generally never be more than a sentence or two. **You may not use direct quotes for more than 10% of the word count of the answer.** By using another person’s words you are not demonstrating your own understanding. If most of your answer simply contains quotations, then you have not shown your ability to write academically or to process information into your own words and ideas.

Ensure that the quotation is relevant to the question that was asked. TEE assignments are designed to look specifically at your situation, and often you are asked to write about your own church and context. Material from other sources will not always be relevant to your situation, and may therefore not answer the question that is being asked in the assignment.
3. Partial quotations

A partial quotation is when you quote a few words from a sentence rather than the complete sentence. For partial quotations, be careful that you do not change the original meaning of the author when you extract only part of the thought or sentence. If you use a phrase from another source, those words need to appear in quotation marks, even if you have incorporated them as part of your own sentence. Take, for example, the following quotation:

“The gospel writers were not simply writing history, nor were they mere collectors of traditions. All of the writers had sources available to them which they used, but the choice of material to include and its shaping into a complete whole which expressed the writer’s overriding purpose(s).”

That can be paraphrased as follows:

The gospel writers were not simply historians, “nor were they mere collectors of traditions,” but were editors of the material communicating their individual purposes (TEEC 2004e: 99).

The reference should come directly after the sentence containing the quote.

4. Paraphrasing or summarising the text you have read

This is the most acceptable way to use material from other sources. Paraphrasing is often defined as putting a section of text or an idea from an author into ‘your own words’. Even if the information has been fully processed into your own words, if what you have written has key ideas or arguments or terms from another author, you need to acknowledge where the information came from.

The purpose of adjusting (paraphrasing) another writer’s words is to condense what they have written into a shorter text, or to access only those parts of their ideas that relate to your answer, or to make their material match the style of what you are writing.

While it is acceptable to adjust the words from a source for a sentence or two, it is not acceptable for most of your answer to be made up of adjusted words from other sources. Markers need to see your ability to process and integrate information fully into your own thinking and ideas. When you paraphrase, pay attention to the original meaning of the text you are working from. At times students accidentally change the meaning of what the author said, even stating the direct opposite of the original author’s intention because of careless paraphrasing. **To paraphrase without referencing is plagiarism.**
An example follows of how students often adjust words from a source. The first paragraph is a quote from a book, and the second paragraph is an example of how students often adjust words, and how such cases would need to be referenced.

**Actual quote:**
“A disciple is a learner. This is the basic meaning of the word *mathetes* in the Bible. The first followers of Jesus were called the ‘disciples’” (Pohsngap 2010:41).

**Paraphrased version:**
Disciples are learners, which is what the word *mathetes* means in the Bible. The first people who followed Jesus were called disciples (Pohsngap 2010:41).

As you can see, the wording is adjusted enough that it can no longer be considered a direct quote. But anyone who reads this can also see that it is close enough to the actual quote not to be the words of the student either. Therefore, the student needs to acknowledge where these words come from by putting the author, date, and page number in brackets after the sentence.

**However,** it needs to be said that adjusting words in this manner is not ideal. It does not show the marker that you have really processed or understood the work that you are writing about. On occasions it is fine to adjust words, but not for two-thirds of your answer! An occasional adjusted sentence in answering a question or doing a task is fine, but not when it makes up a significant proportion of your answer.

Paraphrasing and summarising are skills that need to be practised and developed. Below we explore a better way to write an assignment, using your own words.

**LEARNING TO ‘WRITE USING YOUR OWN WORDS’**

Education is more than just repeating information like a parrot. True education involves learning to process and incorporate new information into your own thinking. It is absolutely vital that as a student you learn to write using your own words.

Assignment answers should be crafted, written, and rewritten to develop the best use of words and the best structure to make the argument. Many students write as the thoughts pop into their heads, and when they reach the word count limit they stop. This only produces a poor answer. You should
make notes, think about the question, read the course material and other books again, and then write a **draft answer**. Generally a draft answer will be much longer than the final answer. You then edit this draft answer, boiling it down until you have all the most important information stated in the appropriate number of words, while keeping the integrity of the answer.

Once you have written a draft answer, read it critically to see whether you could use better words to explain your points. Look at the order in which you have presented the points. Do the points build on each other, developing the argument, or have you simply dumped bits of information together with no rationale? Is there a logical sequence to your answer? Does the structure of your answer make it easy for your marker to see that you understand what you have written? Does your answer cover everything that was asked in the question?

**How do you learn to write in your own words?**

One way you can teach yourself to express what someone else has written in your own words is to do the following:

1. Read the pages or paragraph from the source you are using;
2. Close the book;
3. Imagine you are now talking to a friend;
4. Without opening the book again, try your best to explain what you have just read to your friend;
5. If you cannot do this without looking at the book, then you have not yet grasped the key concepts. You will then have to repeat the exercise by reading the section again (perhaps making notes of important words). When you have finished reading again, go back to (2) and repeat the process.

It is only when you are able to express what you have read without referring back to the book that you have truly learnt something. It is only when you are able to express the main ideas of an author without referring back to the book or the source that the information has found a home in your own mind. When this has taken place, then it will be easy to write something in your own words.

Another way is to make notes while you read. As you make notes also indicate in your notes where the information comes from – this will help you with acknowledging your sources and referencing. Then put the original source aside and arrange your notes in a logical sequence or framework by rewriting them.

You may do this by using an outline or a mind map. While doing this, take note of any words that you do not understand, and look up their meaning. Also
consider the relationships between bits of information: which comes first and which comes afterwards? Which is the cause and which is the effect? Arrange your notes to show the order of these relationships. For example, Isaac, Abraham, Moses, Jacob, Noah and Deborah are all biblical characters, but they did not all live at the same time, so you should order them according to the order in which they lived.

Once you have done this, write out your answer to the question, referring only to your notes or mind map. You should then compare what you have written to the original sources to make sure that you have captured all the relevant information and presented it correctly. Now add the in-text references for where the information came from, and ensure that the sources for your in-text references are shown in the reference list.

ACKNOWLEDGING YOUR SOURCES

How do I give credit for my sources? There are different methods of referencing, and different institutions have different guidelines. TEEC requires students to use the Harvard referencing style. This includes references for your sources of information both within the text (‘in-text referencing’) and at the end of your assignment (‘the reference list’).

IN-TEXT REFERENCING

This section explains how to cite your sources, using a method called ‘in-text referencing’.

In-text referencing answers three questions:

(a) Who?  (b) When?  (c) Where?

They indicate who you are quoting, when the source was written/published, and where in the document your quotation can be located. Therefore, a complete in-text reference has three parts: author, date, and page number(s), without p. or pp. You may not use Latin abbreviations (op. cit., ibid., etc.)

Putting the three parts together, a standard in-text reference would look like this:

(Beckman 2006:212)

A single space separates the author’s name and the date of publication. A colon divides the date and page number.

All referencing needs to happen directly after the other author’s words / idea where there has been a quote, partial quote, paraphrasing, or a key idea. It does not matter if this occurs at the end of a quote or sentence that is in the
middle of a paragraph: you still need to place the in-text reference immediately after the relevant text. Here’s an example:

- Borg summarises what he calls “a five-stroke profile” (Borg 2011:163) that captures who Jesus of Nazareth really was.

More examples are given in the ‘essay’ on the next page.

Incorrect referencing practices

It is incorrect only to indicate the source at the beginning or end of a task. Some students write a heading and then indicate the source they used for what is to follow. Others indicate the sources at the end of the task, next to the word count. Both of these practices are wrong, and will be penalised. In-text source references need to be used at the end of each sentence, quote, or partial quote, or where a key idea has been used.

It is also common for students to add the reference at the very end of the paragraph instead of putting it immediately after the relevant quote. This is not acceptable either, and will be penalised. (See the example of a correct in-text reference on the previous page.) Only where the entire paragraph is a paraphrase of another author’s work can you do this.

Below is a short sample essay in which the Harvard system of referencing is used. The essay itself is rather artificial: it is given just to illustrate how to do in-text source references.
Faith and morals

There is a relationship between faith and morality. “Only he who believes is obedient, and only he who is obedient believes” (Bonhoeffer 1963:69). The deepening of spirituality can lead to living a better life. Albert Nolan (1982:7) defines spirituality as “the whole of one's life insofar as it is motivated and determined by the Holy Spirit, the Spirit of Jesus”. This fits with the African concept of spirituality. "To be disciplined and to be truly human is the basis of African spirituality" (Pato in Kourie and Kretzschmar 2000:92).

"Spirituality gives us the ability to temper rigid rules with compassion and understanding" (TEEC 2005b:16). This follows the biblical concept of love. Jesus says, "This is my commandment, that you love one another as I have loved you" (John 15:12 NRSV). It is by following the law of love that we act in a moral manner. "[i]t is because of what God has done for humankind that human beings are, in turn, to conduct themselves with love and justice toward one another" (Mothabi 1998:138). In this way we see that morality and spirituality are linked, and this in turn combines the vital areas of knowing, being and doing (Kretzschmar 2007:27).

Note that the example above uses quotations for more than 10% of the word count, and would therefore be penalised. The above paragraphs contain many quotations only to illustrate the right referencing techniques!

Explanation of acknowledging sources and in-text references in the sample essay

1. "Only he who believes is obedient, and only he who is obedient believes" (Bonhoeffer 1963:69).

   Any time you copy directly from another source and do not change the wording, you need to use quotation marks and include the reference in brackets after the sentence. The reference should come directly after the sentence that has been quoted, even if it is in the middle of a paragraph. The publication for this reference must appear in your reference list.

2. (Bonhoeffer 1963:69).

   This is the standard way to refer to a book that has one author and where the name of the author is not mentioned in the sentence itself. Note that the reference forms part of the sentence, and so the full stop comes after the brackets.
3. (1982:7)

When the author's name is mentioned in the sentence (as in this case with Nolan), it is not mentioned again between brackets. Only the year of publication and the page number are given. Note that the reference follows directly after the author's name and not, as in the previous example, at the end of the sentence. The publication for this reference must appear in your reference list.

4. (Pato in Kourie and Kretzschmar 2000:92)

The words of the author are not from his own book, but have been quoted in another publication. The word ‘in’ indicates that the reference is to the publication where you found the words. Moreover, since that publication has two authors, both authors need to be named. The publication for this reference (Kourie and Kretzschmar 2000) must appear in your reference list.

5. (TEEC 2005b:16)

When referring to a TEEC workbook, the name of the corporate body responsible for the publication serves as the author – in this case, TEEC. If you were using a corporate body that is not familiar, you would use the name in full the first time, thereafter use an abbreviation. For example: (World Council of Churches 2003:10) and then, after the next quote, (WCC 2003:12).

Because you may be referencing more than one publication by a particular author, or different authors with the same name, or TEEC workbooks from more than one course and with different workbook numbers, a system of letters after the date should be used. As in the example used above, you would assign a letter (a, b, c, d, etc.) to a particular workbook:

- (TEEC 2005a: 10) and (TEEC 2005b:25)
- (Stott 1990a:146) and (Stott 1990b:69)

The corresponding publications in the reference list would be as follows:


6. (John 15:12 NRSV)

The standard way to cite scripture is to indicate the book of the Bible followed by the chapter and verse. Whenever you quote directly from a
Bible translation, you need to indicate which translation you are using. Use standard abbreviations for this purpose, as in the example above – New Revised Standard Version (NRSV).

7. (Motlhabi 1998:138)
This is a reference to an author’s chapter in a book that has been compiled and edited by others. The name of the author is given here, not the editor(s). We show you how to include this in the reference list in the next section.

8. (Kretzschmar 2007:27)
This acknowledges a paraphrase from an article in a journal.

THE REFERENCE LIST
An in-text reference by itself does not provide enough information to enable a reader to find the source. The in-text reference has a companion entry in the Reference List, which provides more complete bibliographical information about the source.

Every source that you have acknowledged in the text of your answer by using an in-text reference must have a matching entry in the Reference List.

Every assignment must have a Reference List at the end of the assignment, not after each task.

So how does one compile a Reference List?
Each entry in a Reference List needs to convey four main pieces of information:

   a) Who wrote it? – the author
   b) When was it published? – the date
   c) What is it called? – the title (and sub-title, if there is one)
   d) How can it be accessed? – the publication details

Thus the entry lists each author by surname and initials, the date, the title (italicised or underlined), and the publication information (place and publisher).

For example, the reference list for the sample essay on ‘Faith and morality’ would look like this:

Reference List


How to format a reference list

1. Arrange the entries in alphabetical order according to the surnames of the authors. If there is no identified author (e.g. it’s an article in an encyclopaedia), then fit the title of the publication into the alphabetical order.

2. If it is an edited book, insert ‘ed.’ (one editor) or ‘eds’ (two or more editors) in brackets after the names of the editor(s).

3. The title of a book or journal is underlined if you are handwritting your assignment, or put in italics if you are using a computer. The title of an article is not underlined or italicised.


5. If the book is a volume in a series, such as a commentary series, indicate this after the title. If the series is well known and has a standard abbreviation (for example, Word Biblical Commentary), you may use the abbreviation (e.g., WBC).

6. As explained earlier, when you use an article/chapter in an edited book, you enter it under the name of the author (not the editor(s)), and the title of the article/chapter. Then give the editor(s), the title of the book, and the page numbers of the article. An example of this is given above in the case of Motlhabi, where the reference is placed under the name of the author of the chapter, not of the editor(s).

7. The place of publication of a book is mentioned first, then the name of the publisher, the two being separated by a colon.

8. Check that each entry in the Reference List matches a reference in the text.

9. Don’t list sources to which you have not referred.

Dealing with exceptions

Here are some examples of how to deal with more complex references. The format for the Reference List and for the in-text reference is given in each case.
Books

1. **Books with two or three authors**: The entry lists each author by surname and initials, the date of publication, the title (italicised), and the publication information (place and publisher). If it is an edited book, insert ‘ed.’ or ‘eds’ in brackets after the editors’ names:


   For the in-text reference, list all of the authors’ names, followed by the date of publication and page number:

   - (Radmacher, Allen and House 2007:509)

2. **Books with more than three authors**: The entry lists each author by surname and initials, the date of publication, the title (italicised or underlined), and the publication information (place and publisher):


   For the in-text reference, list all the names the first time you use an in-text reference; thereafter, cite the first author followed by *et al.*, followed by date of publication and page number:

   - (Moore *et al.* 2010:56)

3. **Chapter/article in a book**: As explained earlier, when you use an article or chapter in an edited book, you enter it under the name of the author (not the editor) and the title of the article or chapter. Thereafter, indicate the editor(s), the title of the book, and the page numbers of the article:


   For the in-text reference, when you use an article or chapter in an edited book, you enter it under the name of the author, followed by the date of publication and page number:

   - (Landman 1998:122)

4. **Works by an author in the same year**: A system of letters after the date should be used. As in the example below, you assign a letter a, b, c, d, etc. to each consecutive book:

The in-text references will be:

- (Laubscher 2009a:25)
- (Laubscher 2009b:75)

5. Kindle book: The reference includes author by surname and initials, the date of publication, the title (italicised or underlined), website, date accessed (website visited):


Often there are no page numbers in a Kindle book; so cite the chapter:

- (Patterson 2012: Chapter 1)

6. TEEC Workbooks from different courses but published in the same year: Because you may be referencing TEEC workbooks from different courses that were published in the same year, a system of letters after the date should be used. As in the examples below, you assign a letter (a, b, c, d, etc.) to a particular workbook:

Example 1:


The in-text reference is:

- (TEEC 2010a:4.5)

Example 2:

- TEEC. 2010b. *Introduction to Theology, Workbook 2*. Turffontein: TEEC.

The in-text reference is:

- (TEEC 2010b:6.5)

7. TEEC Readers: Because you may be referencing different TEEC Readers from the same course, a system of letters after the date should be used:

Example 1:

- TEEC. 2006a. *Celebrating our Faith, Reader 1*. Turffontein: TEEC.

The in-text reference is:

- (TEEC 2006a:6.5)

Example 2:
• TEEC. 2006b. Celebrating our Faith, Reader 2. Turffontein: TEEC.
The in-text reference is:
  • (TEEC 2006b:47)
If there is only one Reader, the referencing is as follows:
• TEEC. 2006. Reading the Faith through Women’s Eyes, Reader 1. Turffontein: TEEC.
The in-text reference is:
  • (TEEC 2006:6.5)

8. Volume in a series: If the book is a volume in a series, such as a commentary series, indicate this after the title. If the series is well-known and has a standard abbreviation (for example, for the Word Biblical Commentary), you may use the abbreviation (that is, WBC):
The in-text reference is:
  • (Aune 1997:210)

9. The Bible: Reference includes: name of the version of the Bible, date of publication. Place of publication: Publisher. Below are some examples:

Journals, magazines and newspapers

1. Journal articles are referenced with these elements: author; date; title of article; name of journal (italicised or underlined); volume (and issue) number; page numbers of the article:
The in-text reference is:
  • (Lombaard 2012:273)
2. **Magazine articles** are cited like journal articles, except that volume and issue numbers do not apply. Instead, the specific edition of the magazine is identified by adding the date of the issue — the month if released monthly, the exact date if released weekly.


The in-text reference is:

- (Gibson 2012:15)

3. **Newspaper articles** need to indicate the exact date, the city of publication, and the page number. If the author is unknown:


The in-text reference is:

- (Southern Courier 2013:3)

If the author is known:


The in-text reference is:

- (Gqubule 2013:14)

**Other sources**

1. **On-line resources/the Internet:**

Author surname, initials. Date of publication. Title of article, website, date accessed (that is, the date you visited the website):


The in-text reference is:

- (Paul:1988)

If the website does not name the author, place the title at the start of the reference list entry. If an organisation is the author, list it as such:


The in-text reference is:
2. **Interviews and oral evidence:**

Interview references need to indicate the person interviewed (under ‘author’), the date of the interview, who conducted the interview, where the interview was conducted, and where the record of the interview can be accessed:


The in-text reference is:

- (Thompson 2008, Johannesburg)

3. **Television / radio programmes:**

References need to indicate the name of the television/radio show, which channel, and the date it aired:


The in-text reference is:

- (*The culture show*: 2008)

4. **Lectures:**

References need to indicate the person giving the lecture, date of the lecture, title of the lecture, details of the audience, and the actual date it was delivered:


The in-text reference is:

- (Du Toit: 2004)
### ELECTRONIC RESOURCES

**General resources**

**NOTE:** The following sites contain materials/resources that might prove useful in studies at TEE College. But it is important to remember that such resources/materials are meant to **supplement and enhance** your learning experience, **not to serve as a substitute** for the TEE College textbooks / workbooks / study guides provided to you. Also, whenever you decide to incorporate and use electronic resources in your assignments, you must reference and acknowledge them as such in your assignments. Please do not merely copy and paste from these sites: that is **plagiarism**, and you know the penalties for that! As mentioned in *Rules and Regulations and Related College Policies*, materials from other sources may not comprise more than 10% of the word count of a task/question.

1. **Digital librarian: Philosophy and Religion**
   
   [http://digitallibrarian.com/religion.html](http://digitallibrarian.com/religion.html)

   This web site covers a wide range of material, including access to on-line dictionaries, encyclopaedias, etc.

2. **NTS Library**
   

   A Christian on-line referral services library project sponsored by Northwestern Theological Seminary & Northwestern Christian University. It covers a wide range of material from an evangelical viewpoint, as well as on-line newspapers and journals, and open-access and non-copyrighted material available for download.

3. **Christian Classics Ethereal Library**
   

   A project sponsored by Calvin College, the CCEL includes hundreds of public domain editions of classic Christian literature.

4. **Global Digital Library on Theology and Ecumenism**
   
   [http://www.globethics.net/web/gtl](http://www.globethics.net/web/gtl)

   This is a multilingual, on-line library offering journals, books, and other materials relating to theology, interreligious dialogue, ethics, and ecumenism...
in world Christianity. Note: you must register for a free account before gaining access to full-text articles and books.

5. Post-Reformation Digital Library
http://www.prdl.org/
The Post-Reformation Digital Library (PRDL) is a select database of digital books relating to the development of theology and philosophy during the Reformation and Post-Reformation/Early Modern Era (late 15th-18th c.). Late medieval and patristic works printed and referenced in the early modern era are also included.

6. Bible Odyssey
http://www.bibleodyssey.com/
It is a peer-reviewed, free website that showcases the diverse interests and approaches of the members of the Society of Biblical Literature. It is a valuable resource for anyone interested in learning about the Bible from a humanistic and academic perspective.

7. Religious Commons
http://network.bepress.com/arts-and-humanities/religion/
This is part of a much wider digital commons network, an open access institutional repository. The site contains a host of scholarly sources on several disciplines. The Religion Commons is broken down for researchers into sub-disciplines ranging from ‘Liturgy and Worship’ to ‘Ethics on Religion’. It includes materials from 173 participating institutions.

8. Religion On-line
http://www.religion-on-line.org/
A collection of essays and books on a wide variety of topics in theology and religious studies, by reputable scholars. Headings: The Bible; Local Church; Communication; Theology; Practical Theology; Theologians; Culture; Social Issues; Religious Sociology; Education; History of Religion; Ethics; Missions; Churches and Society. Also provided are indexes by author and subject, and a search feature. A superb resource.

9. HTS Teologiese Studies/Theological Studies
This is an influential, frequently-cited, accredited and peer-reviewed open access journal, published since 1942, that promotes multidisciplinary, religious, and biblical aspects of studies in the international arena. In 2010 Practical
Theology in South Africa united and merged with HTS Theological Studies / Theological Studies, being permanently incorporated. Each second issue of HTS Theologiese Studies/Theological Studies is dedicated to the publication of articles focused on practical theology.

http://catholic-resources.org/Bible/index.html
Written from a Roman Catholic perspective, it offers varied resource materials relating to the New Testament, as well as links to religious art, music, the Catholic lectionary, etc.

11. Virtual Religion Index
http://virtualreligion.net/vri/index.html
Directory for religious studies, including Christianity and other world religions. This Virtual Religion Index is a tool for students with little time. It analyses and highlights the important content of religion-related websites to speed research. Hyperlinks are provided not only to homepages but to major directories and documents within it. Their purpose is not to circumvent tours of worthy sites, but to cut down the time spent on surfing and sorting of automated searches.

12. Google Books
http://books.google.com

13. Hartford Seminary: Islamic Resources
http://www.hartsem.edu/macdonald-center/information-resources/information-on-islam/
General information relating to Islam.

14. Theological Commons
http://commons.ptsem.edu/
The Theological Commons is a digital library of over 80,000 resources on theology and religion. It consists mainly of public domain books, but also includes periodicals, audio recordings, and other formats.
15. Gateway
A comprehensive academic directory of Internet sites on the Old and New Testament.

http://www.otgateway.com
Here you will find a wide variety of articles and study tools to use in your Old Testament studies.

http://www.ntgateway.com
A very comprehensive and up-to-date website for New Testament research. Here you will find many links for research on the specific New Testament books, Paul, the Synoptic problem, Historical Jesus and the Ancient World. Look for the sub-section ‘Tools and Resources’ – here there are links to lists of journals, available e-books, and bibliographies.

16. Biblical Studies.org.uk

http://www.biblicalstudies.org.uk
This website provides high quality theological material for Bible teachers and pastors. There are over 11 000 free articles and books available to download.

17. Bible Hub

http://www.biblos.com
Search, read and study the Bible in many different languages. Parallel Bible Study Tool. Maps, concordances, dictionaries and encyclopaedias. Access to a Christian library with many writings, including the Church Fathers, Apocrypha, Studies, Children's Bibles and much more.

18. Bible study Tools.

http://www.biblestudytools.com
Over 39 Bible translations as well as a Parallel Bible tool. Commentaries, concordances, encyclopaedias etc.
HOW TO USE (AND NOT USE) WIKIPEDIA

Many students use Wikipedia as one of their primary resources. From an academic perspective, Wikipedia is not a recognised resource. Wikipedia should therefore not be quoted in your assignments. The reason for this is that anybody can post information on Wikipedia; even TEEC students could write a Wikipedia article! Its content, while useful, is not a completely reliable resource.

Many students simply cut and paste from Wikipedia without acknowledging it, hoping the marker will not find out. All our markers have been asked to watch out for this. It is very easy to discover when this has been done. If you do this, the plagiarism penalty will be applied!

Wikipedia can still be useful, though. How?

While Wikipedia is not a recognized academic resource for quoting, it can be a helpful first step in getting a quick overview of a topic. A good Wikipedia article will always have references to other books and to other websites. This is where Wikipedia can be useful: it can give you a quick overview and then point you to more reliable sources.

If this is how you are using Wikipedia, then we encourage you to continue to use it. However, TEEC will not accept Wikipedia as one of your sources.

You should therefore:

- Not quote from Wikipedia.
- Not paraphrase from Wikipedia.
- Not use information from Wikipedia, except to point you in the direction of books or more authoritative website articles by authors who can be properly identified.

If you do use Wikipedia as a reference and as a primary source in your assignments, marks will be deducted from your assignment.
The ‘how to’ section
HOW TO DO EXEGESIS:

TO UNDERSTAND AND INTERPRET THE BIBLE

All Christians are involved in reading the Bible and in trying to:
- UNDERSTAND what it meant when it was written, and
- INTERPRET and EXPLAIN what it means to Christians today.

When we do this we are engaging in “exegesis”. Exegesis may be done at different levels but it always seeks to answer the following three questions:

1. What does the text say?
2. What did the text mean to the first hearers / readers?
3. What does the passage say to us today?

**BIBLICAL / LITERARY CONTEXT**
- What sort of text is it?
- What comes immediately before and after?
- Is it part of a group of parables, sayings, stories etc?
- How does it fit into the author’s general purpose and the wider Biblical context?

**HISTORICAL CONTEXT**
- Who wrote it? Why? When?
- To whom? What were the circumstances?
- What were the things the writer assumed his readers knew?
- OT allusions, cultural practices, history, technical words / ideas (grace, salvation, Kingdom of God, etc)

3. What does the passage say to us today?

to our experience of:
* GOD  * HUMAN BEINGS  * CHURCH  * NATION  * WORLD
HOW TO PREPARE AND LEAD AN ADULT GROUP SESSION / BIBLE STUDY

Questions that need to be thought about before the meeting:

1. What is the purpose of our meeting?
   - Is it to discuss a topic?
   - Is it a Bible Study?
   - Is it prayer and fellowship?

2. How many people are likely to be present?

3. If it is a big group, are there some things that might be better done by breaking up into smaller groups for discussion, prayer etc.?

4. Do they know each other? Do we need an ‘ice breaker’ or time for introductions?

Preparations that I need to make:

1. Research / Bible study etc., so that I have a good overview of the topic / Scripture passage.

2. Preparation of materials, which might include any of the following:
   - Questions for discussion
   - Different Bible translations
   - Poems/prayers/reading/newspaper clippings/video/music, etc. that relate to the topic/Scripture passage

3. Creative ways of introducing, presenting, or following up.

4. Preparation of meeting room.

Leading the session:

- Do not allow any heated arguments.
- Keep to the point. (This is especially true if you have an assignment that requires you to find out different people’s responses to something in a group situation. You could finish the session without the information you need!)
- Do not allow anyone to take over the conversation.
- Encourage those who are quieter to contribute.
Here is an example of how to set out your group session or Bible study. We will look at both a **topical** and a **Biblical** study.

Always plan how much time to give each section.

**Programme for the session**

1. **Opening the session (X minutes)**
   - Welcome
   - Prayer,
   - Introductions

2. **Introducing the topic/Bible passage (X minutes)**
   
   Try to be creative. Here are some ideas to get you thinking:
   - A game or activity that is related to the subject
   - Video/newspaper clips of a topical news item
   - Real-life incident that raised these particular questions – discuss in pairs how they would have dealt with the incident, or how they would answer the questions

3. **Presenting the topic / Bible passage (X minutes)**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>BIBLE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background information</td>
<td>Read passage</td>
</tr>
<tr>
<td>• How has this been viewed in the past?</td>
<td>• Possibly in more than one translation</td>
</tr>
<tr>
<td>• Organisations involved in this area</td>
<td></td>
</tr>
<tr>
<td>Basic information</td>
<td>Explain passage</td>
</tr>
<tr>
<td>• Arguments for and against</td>
<td>• Especially key words and ideas</td>
</tr>
<tr>
<td></td>
<td>Read other relevant passages</td>
</tr>
<tr>
<td></td>
<td>• To understand the passage in its wider context</td>
</tr>
</tbody>
</table>
4. Exploring the topic or Bible passage (? minutes)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>BIBLE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any personal experience / view related to the topic.</td>
<td>What does this mean for me?</td>
</tr>
<tr>
<td>Anything not covered in the main presentation.</td>
<td></td>
</tr>
<tr>
<td>Questions prepared and distributed to the group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Personal life</td>
</tr>
<tr>
<td></td>
<td>● Relationships (family, friends, work)</td>
</tr>
<tr>
<td></td>
<td>● Neighbourhood</td>
</tr>
<tr>
<td></td>
<td>● Church</td>
</tr>
<tr>
<td></td>
<td>● Nation</td>
</tr>
</tbody>
</table>

5. Concluding the session (? minutes)

Group response:

These could lead into many different concluding and/or follow-up activities – e.g.

- To prayer – confession, intercession, reconciliation, praise
- To creative activity – dramatisation, pictures, poems, liturgy, posters, etc., which could then be shared
- To action – suggestions for change of lifestyle, new programmes, activities, etc., that apply what has been learnt.

**NB:** Some assignments require you to prepare for some kind of group meeting. Sometimes they require you to write up the responses and feedback from a topic or to questions supplied in the assignment. Remember to provide an opportunity for feedback from the group members during the meeting. Take notes so that you have all the information you need for your assignment.
HOW TO PREPARE A LESSON PLAN

A lesson plan should include all of the following:

1. **A title**
2. **A description** of the class/group being taught
3. **A list of outcomes**
   You need to say clearly what your learners will know and be able to do at the end of the lesson. Look at your assignments for examples of outcomes.
   Remember the age of your learners. The class or group must be able to understand everything you do and say.
4. **A summary of the content**
   This must include the information and skills that you want to teach, in the order that you will teach them.
5. **Materials or visual aids** that you might use – pictures, symbols, maps, time charts etc.
6. **Activities**
   For example: games, quizzes, treasure hunts...
7. **Summing up**
   You need to conclude the lesson in some way.
8. **Evaluation**
   How would you test to see whether your learners have acquired the skills and knowledge you have taught? This does not need to be a verbal or written test: it could take the form of an activity.
9. **A timetable**
   Show clearly how long the different parts of the lesson will take.
HOW TO SET OUT A DIALOGUE OR CONVERSATION

The simplest way to write up a conversation is to do it as a script – like in a film or TV episode. Put the name of the speaker inside the left margin of your page. Doing this means that you don’t need to use quotation marks.

This is a conversation that a doctor (Dr Molepo) has had with a patient (Mrs Dlamini):

<table>
<thead>
<tr>
<th>Dr Molepo:</th>
<th>Good morning, Mrs Dlamini. I have not seen you for a long time!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Dlamini:</td>
<td>Good morning, doctor. My family is well, and Thato has now recovered fully from his accident.</td>
</tr>
<tr>
<td>Dr Molepo:</td>
<td>That is good news. I am really pleased! But tell me, what brings you here today?</td>
</tr>
<tr>
<td>Mrs Dlamini:</td>
<td>I have been having a lot of pain in my back for the last two or three weeks.</td>
</tr>
<tr>
<td>Dr Molepo:</td>
<td>Where exactly is the pain?</td>
</tr>
</tbody>
</table>

Conversational tone of the dialogue

If you are asked to write a conversation, it is very important that it sounds like a real conversation. The tone and style will differ, depending on the two people who are speaking to each other and the subject of their conversation.

- **Between friends:** The tone will be relaxed and chatty.
- **Between a doctor or a counsellor and a patient/client:** The tone will be more formal.
- **Between an employer and a worker:** The tone will be respectful.
- **Between an adult and a child:** The language of the child will be simple and child-like; the language of the adult will be simple (so that the child can understand) and caring.
HOW TO CONSTRUCT A TIMELINE

A timeline is a diagram that shows the order in which events occurred. A timeline is not written in paragraphs: it is drawn, and then the dates, events, and people’s names are added. Simple timelines show only one line – e.g., the kings of the Southern Kingdom of Israel. A more complex timeline would show the kings of the Southern and Northern Kingdoms of Israel. An even more complex one would show the prophets as well. You could draw a timeline of your life from your birth till today, showing the major events — your matriculation, marriage, the birth of your children, your graduation, etc.

Simple timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.1600 BCE</td>
<td>Abraham</td>
</tr>
<tr>
<td>c.1200 BCE</td>
<td>Moses</td>
</tr>
<tr>
<td>d. 609 BCE</td>
<td>King Josiah</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>d. 64 CE</td>
<td>Paul</td>
</tr>
<tr>
<td>c. 80 CE</td>
<td>Luke’s Gospel</td>
</tr>
</tbody>
</table>

Complex timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingdom splits 922 BCE</td>
<td></td>
</tr>
<tr>
<td>Fall of Samaria 722 BCE</td>
<td></td>
</tr>
<tr>
<td>Fall of Jerusalem 587 BCE</td>
<td></td>
</tr>
</tbody>
</table>

Things to remember when constructing a timeline:

- Events on a timeline are always arranged in date order, from earliest to latest. Even if you are given events that are out of sequence, always rearrange them in date order on the timeline. That is why this is a ‘timeline’.
- The dates for events before the year ‘0’ get smaller as they get closer to the zero, while dates after the year ‘0’ get bigger as they get further away.
- The distance between events on the timeline should be bigger or smaller to represent the amount of actual time between them.
- Use ‘c.’ for ‘circa’ (‘around’), showing an approximate date.
- Use ‘b.’ for the year of birth and ‘d.’ for the year of death.
- Use arrow heads to show that the group of people shown on the timeline existed before, or continued after, events on the timeline.
- Use BCE (‘Before Common Era’ or ‘Before Christian Era’) and CE (‘Common Era’ or ‘Christian Era’) instead of BC (‘Before Christ’) and AD (Anno Domini – ‘The year of our Lord’).
HOW TO WRITE A LETTER

If your assignment asks you to present information in the format of a letter, you need to lay out your work in the same way that you would write a real letter.

Language of the letter

The language must be appropriate for the particular situation described in your assignment question. Here are some examples:

1. **Write to a friend**

   You might be asked to write a pastoral letter to someone who is experiencing difficulty, or a letter that deals with a theological question that your friend wrote to you about. The language should be friendly and informative, as if you are writing to someone you really know.

2. **Write to a newspaper**

   You might be asked to write in response to a newspaper article with which you disagree. The language should be persuasive, the arguments clear, and the style should seek to capture the interest of the reader. Read the letters page in your local newspaper to see some examples.

3. **Write to a politician or other leader**

   You might be asked to write to a politician, a chief, or a church leader about a particular issue of social, political or religious significance. Remember to use appropriate titles and form of address (e.g. ‘The Honourable’, ‘Nkosi’, ‘Bishop’, ‘Rvd’).

Content of the letter

When asked to present assignment questions in the form of a letter, don’t forget that what you have studied in your course material should provide the content which you write about in the letter.

The ideas, concepts, approach, lines of argument, etc. that are needed to deal with the situation should all be drawn out of your careful study of the workbooks or other sources. If these have been properly digested (read thoroughly and understood), it will be easier to write about the real-life situation simply, clearly, and theologically.

In-text references?
EXAMPLE OF A LETTER

Dear Thandi

Thank you for ..........................................................
...........................................................................
...........................................................................

In a recent Bible on the Book of Jonah, I found that ...............
...........................................................................
...........................................................................

Thank you for the opportunity to share this information with you. I look forward to hearing back from you.

Kind regards
Talia
HOW TO WRITE A MAGAZINE OR NEWSPAPER ARTICLE

The guidelines below show you some of the things you must think about when you write an article. Remember that the reader of the newspaper or magazine may not be particularly interested in the subject you are writing about.

You can increase their interest in two ways:

• by writing in a racy, chatty, and interesting way
• by laying out your article in a way that catches the eye.

1. Language style

This is really the most important thing for you to think about. Your article needs to catch the attention of the reader who may not at first be particularly interested in the subject you are writing about. The two paragraphs below are taken from magazine articles, and are good examples of interesting writing.

**The Miracle Maker** is a new visually stunning animation of the story of Jesus through the eyes of Jairus’ daughter. The authentic sets have to be seen to be believed. The death and resurrection of Jesus are sensitively and powerfully portrayed.

**When silence is not golden**

While silence may be golden in certain instances, it is a scandal for the church to remain silent when children are being neglected, abused, exploited, and murdered every day.

2. The title

Use big bold letters. Try to find a catchy title.

3. Sub-headings

Sub-headings may be used:

• For the name of the writer;
• To give a brief idea of what is in the article;
• To divide up the content of the article into shorter sections;

Use letters that are bigger than the text, but smaller than the main heading.
4. **Layout**

This should be set out in two or more columns. These can be broken up with sub-headings taken from the content. Quotations could be put in *bold italics* and indented (set a little from the margin) to emphasise something particularly important that was said.

5. **Photographs, pictures, clip art, drawings**

Any of these may be used to illustrate your article. Please put a caption below each one, saying who the person is or what the picture is about.
HOW TO WRITE A PRESENTATION

What is a presentation?

A presentation is a verbal description of a topic in which the presenter gives information about the topic to a group of people. Sometimes the presenter uses visual aids to make it more interesting, such as pictures, charts, or Powerpoint (a computer program).

The presenter might introduce him/herself and say a little about their interest in the topic. The presenter might tell a story or some jokes at the beginning to help the audience to relax.

There is usually some time during the presentation for questions and/or discussion between the people in the audience. If there is some kind of small group discussion, there is usually a feedback session when one person from each group reports to the whole audience.

What is the structure of a presentation?

This is an example of a possible structure:

1. Welcome
2. Introduction of the topic
3. Input on the topic broken down under key headings
4. Time for questions and discussion
5. Conclusion

The timing of the presentation

Think about the timing of your presentation. Make sure you know how much time you have, and plan the different parts accordingly.

Compiling handouts for the participants

What will you give the participants of your presentation to take home?

Your handouts should be a brief overview of what you did in your presentation. They should be informative, interesting, and attractive. The participants should be able to use them to recall what was covered in the presentation.

Give an outline of the structure of your presentation with bullet points or short paragraphs underneath each part of the programme. If you distribute the
handouts at the beginning of the presentation, you should leave some open spaces for the participants to fill in their own observations.

Here is an example of a presentation’s structure, with bullet points under each heading:

1. Welcome
   - Here you welcome everyone to the presentation
   - Introduce yourself to the group

2. Introduction to the topic
   - Write a short introduction to the topic
   - List Bible texts to be read or studied

3. **Input** on the topic, broken down under key headings
   - Give the first main point of your topic
   - Give the second main point of your topic
   - Give the third main point of your topic

4. Allow time for questions and discussion

5. Conclusion
   - Summarise the conclusion of your presentation in a short paragraph
HOW TO WRITE A REPORT

A report can serve different functions. It can:

- Inform a person about an event, meeting or discussion that took place
- Summarise the findings of an investigation or interview
- Inform a group, meeting, or organisation (such as a church council) of the plans, ideas, insights or suggestions a person or group has.

How to set out your report

1. Introduction

For a verbal report:

Greet the those who are attending the meeting and are receiving the report:

E.g., “Members of the church council, I would like to report on the subject of...”

OR

“Fellow ministers, I am pleased to report that...”

For a written report:

When a report is being presented in written form, use a more formal approach:

E.g., “This report contains information gathered from five members of the Imbali community, and reflects their responses to questions about the acceptability of AIDS testing in the workplace.”

2. The body of the report

- Give details of your research, findings, interviews, etc.
- Integrate (include and connect) the information in your own words.
- Support the point or focus of the report all the way through.
- If the assignment question gives you certain points to include, this does not mean that this is all that is needed on the topic or that you should handle each point separately. Add these points to the others that you have as you go along.
- Include your reading, research, and personal insights you have gained.
- Use fairly formal language. Avoid slang.
- Use short paragraphs and headings to make it easier to follow.
- Keep the report short and to the point.
• For assignments, it is very important to include **references** and **information from the course material** to show that you have been reading and learning from it.

3. **The conclusion**

End your report with:

• A summary of your findings
• Any conclusions you have reached
• Any recommendations you might want to make to those who are receiving your report
• Any decisions that they will need make
• Any ideas or plans for the way forward
HOW TO PREPARE A SERMON/TALK

Choose your subject

This may be any of the following:

- A subject – biblical (e.g. faith), or topical (e.g. violence in our society)
- A passage from the Bible. Ask yourself what the theme(s) of this Bible passage are, and what the text says about this passage.

NB. The subject/passage may be given in your assignment question. When the topic or biblical text is given, you must use that topic or text, and not choose your own.

Think and pray

Once you have chosen your subject, pray for help and guidance as you study this passage. This will help you preach what God wants you to preach from the passage. *Do not do your exegesis without the guidance of God and the Holy Spirit!*

Study the text! (See the section on how to do exegesis to help you.)

Start to collect material

This may include:

- Other biblical passages and references
- Commentaries for the background of your biblical material, the meaning of individual or difficult words, and the meaning of the passage in its original context.
- Relevant newspaper articles
- Personal stories and experiences – your own or others
- Other helpful books, poems, or prayers

NB. This could include visual aids etc.

Plan the sermon

*Introduction*

What can I use to introduce the sermon?

- Something that happened to me recently
- Something that was on the news
- Something that has puzzled me about this subject or passage
- Retell the story in a modern way
**Major points**

- What are the major points I want to make?
- How much background do the hearers need to understand from this subject/Bible passage?
- List your major points – Do not have too many
- Is there any way of fixing these major points in the hearers’ minds?
  - Alliteration (e.g. ‘presence, power, provision’)
  - Key phrases

**Application**

In what ways does the theme or scripture relate to this particular congregation and to their lives in their family, church, job, or community?

**Conclusion**

What do I want the listeners to take away with them? In what ways is God calling them to repent, believe, change, act, minister to those around them?

***

These are only general guidelines. Particular assignments will vary in their specific requirements and in their length. A short question will require headings and note form. A longer assignment question might require more detail.

Please follow the directions in your assignment carefully!
HOW TO WRITE AN OUTLINE FOR A SERMON/TALK

When you are writing an outline for a sermon/talk, you must remember that this should not be written in full text. Rather use bullet points under the following headings, and in this order:

Introduction  Main body  Conclusion

Look at the following example:

Introduction:

• Texts to be used: Luke 18:18-28; Phil 2:1-11 [give biblical references only – not the full text]
• Marikana strikes
• Death and suffering

Main body:

1. Poverty and wealth
   • Jesus and the rich young ruler
   • Rich through oppression / collaboration
   • Challenge to rich people

2. Violence
   • Jesus loved him
   • Jesus as the Prince of Peace

3. Strength and weakness
   • Rich giving to the poor
   • Strong to hold the weak
   • Jesus took on the flesh

Conclusion:

• Pray for the rich – challenge
• Pray for the poor – peace
• Imitate Jesus
HOW TO WRITE NOTES FOR A SERMON/TALK

When you are writing notes for a sermon/talk, you must still not write a full text. But, instead of using bullet points, write a short paragraph under each of the headings in which you explain that that point is about. Use the same outline we gave under ‘How to write an outline for a sermon/talk’ on the previous page.

Look at the following example:

**Introduction:**

Texts to be used: Luke 18:18-28; Phil 2:1-11 [give biblical references only – not the full text]

Strike action that has led to 44 deaths, average salary of rock drill operators is R8,500, whereas the mine bosses earn millions of Rands a year. The disparity between rich and poor is not new.

**Main body:**

1. **Poverty and wealth**

Tell the story of the rich young ruler (RYR). In a time when Jews were oppressed, how could he be rich and a ruler? Disparity between RYR and his fellow Jews. Wealth gained through collaboration with oppressors, rulership gained through accepting and promoting oppressors ideology and rule. Was he using his position for the upliftment of the oppressed and poor? Do wealthy (Christians) today collaborate in oppression for personal gain? RYR asks about “inheriting the life of God”. Can we experience heaven on earth with economic and political disparity? Is disparity even among Christians acceptable to God?

2. **Violence**

Jesus was poor, and yet he loved the RYR. Jesus challenged him to equalise with the poor. Love contains challenge, truth, prophetic voice. Jesus was not hostile, did not insult or assault. Jesus did not (ab)use his power to oppress the RYR. To be the Prince of Peace does not mean Jesus was weak or did not confront wrong.

3. **Strength and weakness**

To see heaven in South Africa, both rich and poor need to play their part. Rich must share out of love, seeing equal value in all people. There is only so much wealth and power, if some hoard it, then others always go without. Strong must care for the weak. Speak for the voiceless, powerless. Jesus is our model,
who stepped away from richness and power, took on flesh, servanthood, even to death, for us.

**Conclusion:**

We need to pray for the rich, that they would be filled with compassion and courage to follow Jesus, unlike RYR.

Pray for the poor, for courage to challenge injustice and greed, but to do so without violence, without insult or assault.

Reiterate the model of Jesus.
HOW TO WRITE THE PLAN OF A WORSHIP SERVICE

It should contain:

- A heading for every element or item of the service, in the right order
- The title of each song / hymn
- The reference to each Bible passage
- The likely focus of prayers
- The title or subject of the sermon or address
- Any ‘stage’ instructions for processions, drama, etc.
- Lists of people involved

See the following example:

<table>
<thead>
<tr>
<th></th>
<th>Call to worship</th>
<th>Psalm 18:3-9</th>
<th>Harry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hymn</td>
<td>Thank you Jesus (197 SoF)</td>
<td>Danie</td>
</tr>
<tr>
<td>2</td>
<td>Prayer of thanksgiving</td>
<td>For rain, healing, blessings</td>
<td>Ndumiso</td>
</tr>
<tr>
<td>3</td>
<td>Hymn</td>
<td>All for Jesus</td>
<td>Danie</td>
</tr>
<tr>
<td>4</td>
<td>Prayer of confession</td>
<td></td>
<td>Ndumiso</td>
</tr>
<tr>
<td>6</td>
<td>Sermon</td>
<td>Honest to God</td>
<td>Mkumbuzi</td>
</tr>
<tr>
<td>7</td>
<td>Prayers of intercession</td>
<td></td>
<td>Veronica Mkuseli</td>
</tr>
<tr>
<td>8</td>
<td>Closing</td>
<td></td>
<td>Harry</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB. You will see from this that a service plan is fuller than an order of service. The order of service simply presents the items of the service. Your service plan includes more detail.

The service plan should not contain:

- The texts of any prayers
- The words of any hymns
The full text of the sermon
Explanations or discussions of the elements of the service

The service plan should look like this:

- It should be a numbered list
- It should be in the order in which the items will take place
- It should be in note form, not in sentence form

**Expand on the service plan**

- When you have drawn up the service plan, you can expand on those items that you regard as important by making additional notes.
- Number each expanded comment with the same number as in the service plan.

See the following example, which you would place below the service plan on the previous page:

### Notes:

3) Veronica’s hip replacement last Tuesday – went well. Mkuseli was promoted at work. This week we had the first rain of summer.

8) Intercessions to pick up themes from the sermon (without repeating the sermon!).

9) Closing – include a collection for the needs of foreign nationals who were made homeless last week.
HOW TO DO AN INTERVIEW, AND REPORT ON IT

Conducting the interview

Make a list of questions

Some guidelines:

- Limit the number of questions you want to ask: keep them to between five and 10, unless directed otherwise.
- Make them open-ended, so they cannot be answered with a simple ‘yes’ or ‘no’. For example: rather than asking, “Do you go to church?” Ask, “How often do you go to church?”
- Avoid questions that influence the answer in a particular direction (often called ‘leading questions’). For example: don’t ask, “Why don’t you like eating pilchards?”. Ask, “What do you feel about eating pilchards?”

If the questions need to be thought through, give them to the interviewees before the actual interview. Discourage them from discussing their answers with others.

Decide who to interview

It is a good idea to get a good mix of people: male and female; young and old; differing cultural and religious backgrounds. Try to choose people who you know will have different viewpoints.

Jot down a few personal details about each interviewee

- You may need to find these out at the beginning of the interview if the interviewee is not known to you personally.
- These will include: Age, gender, religion, job, and anything else that might help you to interpret the answers they give you.
- Assure them that their response is private, anonymous, and will only be read by the marker.

Conduct the interview

- Make a note of the place, date, and time of each interview.
- Explain the purpose of the interview to the interviewee.
- Accept the answers without showing any approval or disapproval.
- Feel free to ask additional questions for clarification only – do not be tempted to get into discussion at that point.
**Write up the results of the interview**

The method of writing up the results will vary according to the number and type of questions asked. There may also be instructions included in your assignment, and these must be followed.

Here are some general guidelines:

*A brief description of interviewees*

How many people were interviewed? Were they selected by gender, age, race, denomination etc? You might need to include your reasons for selecting these particular individuals.

*A list of the questions*

You may be given these as part of the assignment or you may have to formulate your own. If you have to write your own questions, you should list these for the marker.

*A record of the responses*

You may do this in two ways:

1. **A verbal summary of the responses**
   
   Don’t write out all the responses one by one. Look for the things that are the same and the things that are different in the responses you received.

2. **A table of results**
   
   You may use numbers or percentages to record your results. You may need to break the results down by gender, age, etc. if this is appropriate.

*An analysis of the responses*

- What is significant about the responses you received?
- What do the majority of people think? What reasons did they give?
- What were the minority views? Why did they differ from the majority?