

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.

GUIDELINES FOR ASSIGNMENTS

ASSIGNMENT VERBS

Assignment 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 WRITING 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 use.

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. They are explained in the Study Aid.
- 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. If writing in a word processor then use the document footer for this.

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. See the *Rules & Regulations* regarding word counts.
- 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!**

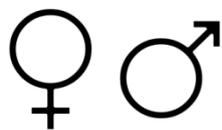
6. BEFORE FINAL SUBMISSION

- Check that you have included everything that is required for the assignment. Include any additional documents or forms. If you are submitting a computer file then make sure it is named correctly

See the How To Submit Assignments section at the back of your Yearbook for various submission options. This is also available on the College website – www.tee.co.za

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 gendered language is often simply wrong. Racist language is unacceptable. 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* or *humanity* 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 RESUBMISSIONS

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. The *Rules & Regulations* explain how this works.

A resubmission must either be submitted with your second assignment – or as soon as possible, if you have already submitted your second assignment. There is a deadline after which re-submissions are not accepted or marked.

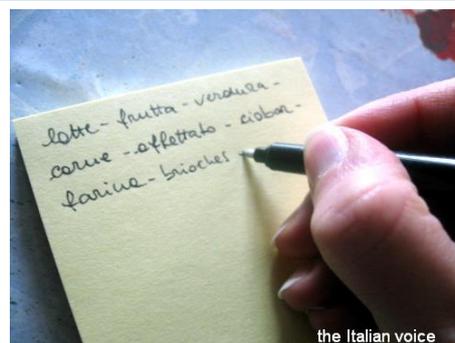
FINAL PIECE OF WORK

The final piece of work is the last assessment on a course in a semester / academic year. This can be an assignment, 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 and feedback sheets that have specifically been reviewed in the quality assurance process 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. The feedback sheet is posted to you with the reason for the result you received.

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 and presenting that as your own. 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 a mark of zero (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.

As a student, you study in order to increase and develop what you already know, which means you must use sources such as the course material, other books, articles, or web-pages to find this new information, for only then does your own knowledge grow. For that reason it is unlikely that you'll be able to 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 ACKNOWLEDGE MATERIAL YOU HAVE USED 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).

Doing this then 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. TEEC 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 from a TEEC workbook:

“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 the source of that information.

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 still 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 the major part 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. 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, and not simply copy words or ideas from others.

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 or ideas). 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.

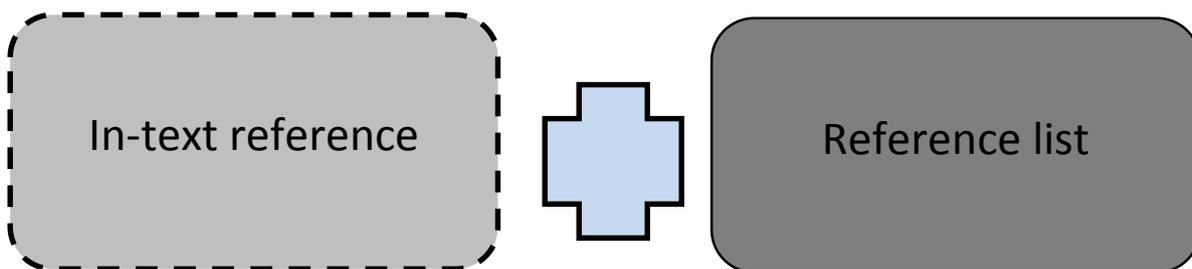
You may do this by using an outline or a mind map. While doing this, take note of any words that you do not understand, and look up their meaning. Also consider the relationships between bits of information: which comes first and which comes afterwards? Which is the cause and which is the effect? Arrange 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.

HARVARD REFERENCING GUIDE

TEE College requires the use of the **Harvard** referencing style. Different institutions use slightly different variations of the Harvard style – and TEEC uses one of the simpler styles. Therefore, please familiarise yourself with the TEEC referencing requirements. It is very important that you use a referencing style consistently – don't mix styles!

The Harvard referencing style is made up to two elements: the description of the source used (which is placed in the 'reference list' at the end of your assignment), and the 'in-text reference' (which appears next to the sourced information within the assignment text).



Harvard Referencing in a Nutshell

It is essential to reference an idea or any information that comes from someone else. You reference this in two places:

1. In the reference list at the end of your assignment - give **full details** of the material that you used.
2. In your assignment where you use the material - give the **key information** (in-text reference) linking to the reference list.

Full bibliographic details in the reference list

In your reference list at the end of your assignment you must only give the full publication details of the material (like books, articles, dictionaries, etc) that you have used and not all the material that you have read.

Full publication details of the material that you use
The reference list only contains the material that has a corresponding in-text reference.

Examples of how to reference different source materials is shown further below.

Key Information as in-text reference: (Author Year: Page number)

The standard in-text reference only includes the key information:

- WHO - the author's name;
- WHEN - the year of publication;
- WHERE - the page number.



The **key information** from the in-text reference must be linked to the **full details** in the reference list otherwise your reference list is incomplete.

In order to answer your assignment questions, you will need to do research using information from various sources. But you might not necessarily make use of these works in answering your assignment questions.

Only if you have quoted directly from or used another author's ideas and you have an in-text reference for it, will you then include the source details in your reference list. Do not include entries of all the works that you have consulted.

The information that you need to give varies a little bit depending on the material. But not to worry, the section that follows will guide you on how to list sources in the 'reference list.' and the corresponding 'in-text references'.

A Reading and Research strategy to use

A helpful approach to use in reading and research a topic is to start with a clear, precise and brief summary written by an expert of any topic that you are researching.

The expert will tell you exactly what the main issues are that you need to be aware of. This is why all research starts with reading articles in Bible Dictionaries or in Bible Encyclopaedias.

After you have understood what the main issues are, then, and only then, should you do further readings in which you consult other works and/or material, or conduct online searches.

Rules for Harvard Referencing

In this section you will find examples of the most common referencing needs that you will need for your assignments. In the second section, we will deal with *Specific Rules for Harvard Referencing* which you also need to familiarise yourself with.

In this section, we will look at the following scenarios:

1. Book by a single author
2. Articles in a book
3. Article in a Journal
4. Articles in a Magazine/Newspaper
5. Online Resources (Internet, YouTube and Podcasts)
6. Interviews and oral evidence
7. Television/radio programmes
8. Citing multiple works by the same author in the same year
9. The Bible

1. Book by a single author

This style only applies to books written by a single author.

Reference list

Note the reference list is organised alphabetically according to author's names.

Author's name, Initials. Publication Year. *Title of the Text in Italics*. Place of Publication: Publisher.

Tutu, D. 2005. *God Has a Dream: A Vision of Hope for Our Time*. London: Rider.

In-text reference

The three parts of a standard in-text reference looks like this:

(Author's name Year:Page)

(Tutu 2005:22)

The in-text citation is in brackets and contains: author's name, a single space, year of publication, a colon followed by the page number but no space after the colon. Note that the reference forms part of the sentence, and so the full stop comes after the brackets.

Example

“You don't choose your family. They are God's gift to you, as you are to them. Perhaps if we could, we might have chosen different brothers and sisters. Fortunately or unfortunately we can't.” (Tutu 2005:22).

2. Articles in a book

An edited book is when an editor (or editors) brings together different authors who each write separate articles often related to the theme of the book. Both the in-text reference and the reference list records the author of the chapter, not the editor(s). For an edited book, insert '(ed.)' (for one editor) or '(eds.)' (two or more editors) in brackets after the names of the editor(s) in the reference list.

Reference list

Author's name, Initials. Year of publication. 'Title of chapter/article', in editor' name/s. and initials (ed./eds). *Title of Book in italics*. Place of publication: Publisher, range of page numbers of the chapter/article.

Landman, C. 1998. 'African Women's Theology', in Maimela, S. and Konig, A. (eds.). *Initiation into Theology*. Pretoria: Van Schaik Publishers, 120-135.

Some dictionaries and encyclopaedias have articles that identify their authors (this is often the case with theological dictionaries), while others do not. If the dictionary entry gives the author, then the citation is similar to an article in a book.

In-text reference

(Author's name Year:Page)

(Landman 1998:122)

A second example where there is one editor.

Reference list

Author's name, Initials. Year of publication. 'Title of chapter', in editor's name/s. and initials (ed./eds). *Title of Book in italics*. Place of publication: Publisher, range of page numbers of the chapter.

Dozeman, T. 2000. 'Exodus, Book of', in Freedman D. N. (ed.). *Eerdmans Dictionary of the Bible*, Grand Rapids: Eerdmans, 443-444.

In-text reference

(Dozeman 2000:444)

3. Article in a Journal

This style applies to articles which are published in an academic journal.

Reference list

Author's name, Initials. Year of publication. 'Title of article,' in *Title of Journal in italic*, volume number (issue number), range of page numbers of the article.

Lombaard, C. 2012. 'Biblical Spirituality, the Psalms, and Identification with the Suffering of the Poor: A Contribution to the Recent African Discussion on Psalm 109', in *Scriptura* 110 (2), 273-281.

In-text reference

(Author's name Year:Page)

(Lombaard 2012:273)

4. Articles in a Magazine/Newspaper

This style applies to articles both with and without a named author which are published in a magazine or newspaper

Reference list

Author's name, Initials. Year. 'Title of the Article'. *Name of Newspaper in italic*, publication date (day and month/period), page number.

If the author is known:

Gqubule, T. S. N. 2013. 'Some thoughts on the Apostle's Creed'. *The New Dimension*, December/January, 14.

If the author is not known, then replace the name of the author with the name of the newspaper and write the name in *italic*.

In-text reference

(Author's name Year:Page)

(Gqubule 2013:14)

An article without an author's name

Reference list

Name of Newspaper in italic. Year. 'Title of the Article'. publication date (day and month/period), page number

Southern Courier. 2013. 'ANC takes a stand against crime.' 28 May, 3.

In-text reference

(*Name of Newspaper in italic* Year:Page)

(*Southern Courier* 2013:3)

5. Online Resources

This style applies to information that is published on the internet. Note that in an electronically submitted reference list all hyperlinks need to be removed before submission. The access date is the date you visited the website.

Reference list

Author's name, initials. Year published or last updated. 'Title of article'. Available at: URL (Accessed: date).

Haber, J. 2020. 'It's Time to Get Serious About Teaching Critical Thinking.' Available at: <https://www.insidehighered.com/views/2020/03/02/teaching-students-think-critically-opinion/> (Accessed 17 November 2020).

Or

Author's name. Year published or last updated. Title of site. Available at: URL (Accessed: date).

Avert. 2020. What are HIV and AIDS? Available at: <https://www.avert.org/about-hiv-aids/what-hiv-aids> (Accessed: 13 May 2021).

Or, if the author is **not** given use the title of the web site and put it in *italics*.

Title of the web site in italics. Year published or last updated. Available at: URL (Accessed: date).

New Testament Gateway. 2013. <http://ntgateway.com> (Accessed 30 May 2013).

In-text reference

(Author's name Year)

(Haber 2020) or (Avert 2020) or (*New Testament Gateway* 2013)

You may also want to include *YouTube* videos or *Podcasts* found on the internet. YouTube videos are often not the most reliable academic source, it is better to cite a book or journal article instead.

Instead of giving page numbers for the in-text reference, you will include the timestamp for the section that you are referencing. The format for the timestamp is minutes:seconds or mm:ss.

YouTube

Reference list

Title of Video in italics. (Year uploaded) YouTube video, added by Username of uploader [Online]. Available at URL (Accessed date).

How to speak so that people want to listen. (2014) YouTube video, added by TED [Online]. Available at <https://www.youtube.com/watch?v=elho2S0Zahl> (Accessed: 14 December 2016).

In-text reference

(*Title of the video in italics* Year:mm:ss)

(*How to speak so that people want to listen* 2014:12:45)

Podcast

Reference list

Author's name, Initials. Year. Title of Podcast. *Title of Website in italics* [Podcast] Date posted. Available at: URL (Accessed: date).

Mackie, T. 2017. The Bible as Divine Literary Art. *The Bible Project* [Podcast]. 17 February 2017. Available at: <https://bibleproject.com/podcast/series/how-to-read-the-bible-series/> (Accessed: 16 April 2017).

In-text reference

Podcast

(Author name Year:mm:ss)

(Mackie 2017:10:52)

6. Interviews and oral evidence

Interview references need to indicate the person interviewed (under 'author' in this example D. Nkala), the date of the interview, who conducted the interview (in this example J. Nkumane), the place the interview was conducted, and if public records exist of the interview than also where you found the interview.

In-text reference

(Nkala 2008, Johannesburg)

Reference list

Nkala, D. 2008. Interview by Nkumane, J. 4 August. Johannesburg.

7. Television/radio programmes

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

Reference list

The culture show. 2008. SABC 2. 28 November.

In-text reference

(*Name of television/radio show in italics* Year)

(*The culture show* 2008)

8. Citing multiple works by the same author in the same year

Sometimes you might cite more than one work from an author (or an institution) published in the same year, then you need to assign a letter to each source so that they can be distinguished. In the reference list, list the author's work in chronological order, if the sources are published in the same year, order them alphabetically by the title.

Reference list

When there are multiple works by the same author, place the citations in chronological order. When sources are published in the same year, place them in alphabetical order by the title.

Stott, J. R. W. 1990a. *Issues facing Christians today* (4th edition). Grand Rapids: Zondervan.

Stott, J. R. W. 1990b. *The Message of Acts*. Leicester: Inter-Varsity Press.

In text reference

(Stott 1990a:146) and (Stott 1990b:69)

When there are multiple workbooks in a course distinguish between them using letters which then makes clear which workbook is being referenced by the in-text reference.

Reference list

TEEC. 2005a. *Living an Ethical Faith, Workbook 1*. Turffontein: TEEC.

TEEC. 2005b. *Living an Ethical Faith, Workbook 2*. Turffontein: TEEC.

In text reference

(TEEC 2005a: 10) and (TEEC 2005b:25)

When there are multiple works by the same author, some in the same year and some in different years – only add letters where years could be confused – the example below the source dated 2017 does not need to be distinguished from the other entries, while the entries for 2016 do require letters to identify them clearly.

Reference list

TEEC. 2016a. *Introduction to New Testament, Workbook 1*. Turffontein: TEEC.

TEEC. 2016b. *Introduction to New Testament, Workbook 2*. Turffontein: TEEC.

TEEC. 2016c. *Introduction to Old Testament, Workbook 1*. Turffontein: TEEC.

TEEC. 2016d. *Introduction to Old Testament, Workbook 2*. Turffontein: TEEC.

TEEC. 2016e. *Theological Study Skills Workbook 1*. Turffontein: TEEC.

TEEC. 2017. *Worship Reader*. Turffontein: TEEC.

In text reference

(TEEC 2016a:12) and (TEEC 2016b:20) and (TEEC 2016c:2)

(TEEC 2016d:12) and (TEEC 2016e:3) and (TEEC 2017:5)

9. The Bible

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

- Good News Bible, 1980. Cape Town: Bible Society of South Africa.
- Holy Bible New International Version, 2006. Cape Town: Struik Christian Bibles.
- New American Standard Bible, 1977. California: The Lockman Foundation.
- New Jerusalem Bible, 1990. London: Darton, Longman and Todd.

Specific Rules for Harvard Referencing

We will now look at some specific rules when we use the Harvard referencing style.

Capitalisations of Titles

When referencing titles capitalise the first letter of all words except for the definite articles and prepositions.

Example

Tutu, D. 2005. *God Has a Dream: A Vision of Hope for Our Time*. London: Rider.

Some books have a title (*God has a Dream*) and a subtitle (*A Vision of Hope for Our Time*). The title and the subtitle are separated by a colon and the first letter of the subtitle is also capitalised.

The title of a book or the title of the journal (not the article name) is put in *italics* if you are using a computer, or underlined if you are handwriting your assignment. The title of the article is not underlined or italicised but given in single quotation marks as 'title of article'.

Multiple in-text references

You can also list more than one reference. You can list more than one reference in brackets if all the authors make the same point. List them like this with the earliest date first and then separate them by semicolons. For example:

Various African theologians (Mbiti 1970; Kunhiyop, 2008; Nkansah-Obrempong 2013) make the point that African Christian ethics makes an important contribution to African Christian reflections.

If you are referencing **the whole book**, as we did in the example above, then page numbers are not required for example (Mbiti 1970). Otherwise, page numbers are always required.

Books in an Academic series

If a 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).

Reference list

Aune, D. E. 1997. *Revelation 1-5*, WBC, Vol. 52a. Texas: Word Books.

In-text reference

(Aune 1997:210)

Names, Initials, Multiple Authors (1-2 and 3 or more)

Authors can be single authors, multiple authors or organisations, they are listed by the author's name. In-text references do not contain first names, initials, or titles. However, in the reference list, the author's name and all his known initials are listed, for each name only the capitalised first letter is given followed by a full stop and a space (as in Fee, G. D.)

References to works by two or three authors: list all the authors and separate them with a comma, the last authors' names are separated with an 'and'.

Reference list

Fee, G. D. and Stuart, D. 2014. *How to Read the Bible for All Its Worth* (4th edition). Grand Rapids: Zondervan.

In-text reference

(Fee and Stuart 2014:34)

Note that the above title is published already in its 4th edition. The information if you are citing from the 2nd edition, 3rd edition, revised edition needs to be included in the reference list, after the book title in brackets but not in italic.

References to work by **more than three authors**: use the first author's name followed by 'et al.' (et al. is Latin for "et alia" and it means "and others") in the

in-text reference. Note et. al. is not in italic. In the reference list all authors with their full details are listed.

Reference List

Moore, S., Neville, C., Murphy, M. and Connolly, C. 2010. *The Ultimate Study Skills Handbook*. Maidenhead: Open University Press.

In-text reference

(Moore et al. 2010:56)

If the author's name is part of your sentence, then you don't repeat the author's name in brackets, instead the citation follows the author's name. For example:

Tutu (2005:22) highlights the importance of family, when he says, 'they are God's gift to you'. Or Moore et al. (2010:56) argue that...

Dates

Sometimes the publication date is not identifiable. If you are unable to find the date use n.d. which means 'no known date.'

In-text reference

(Smith n.d.:25)

For information from a website, you can use the copyright date which is usually found at the very bottom of the page you are viewing.

E-books

Some e-reader platforms (like for example Kindle) do not provide page numbers in their e-books, in that case use the chapter instead.

Reference list

The convention is to include for e-books always the edition as well as the format which could be either [pdf] or [ebook] (and if it is not a pdf then it is [ebook]):

Author's name, initials. Year. *E-book title in italics*. Edition. [format] Place of publication: Publisher. Available at: URL (Accessed: date).

Ray, S. G. 2003. *Do No Harm: Social Sin and Christian Responsibility*. 1st edition [ebook] Minneapolis: Augsburg Fortress Available at: <http://www.amazon.co.uk> (Accessed 13 May 2021).

In-text reference

(Ray 2003: Chapter 1)

Citing a secondary source

Sometimes an author cites a work by someone else, but you are unable to find the original primary source yourself. For your reference list, only use the secondary source that you read and not the primary source that you could not find. Use the words 'cited in' in the in-text citation.

Note that secondary referencing should be **avoided** wherever possible, primary sources are always the better source. Always try to find the original work.

Reference list

Brueggemann, W. 1997. *Cadences of Home: Preaching among Exiles*.
Louisville: Westminster John Knox Press.

In-text reference

(Stevens cited in Brueggeman 1997:30)

Please note: If you need additional guidance with in-text referencing, please feel free to reach out to the librarian at TEEC at library@teec.co.za.

GENERAL RESOURCES

Student's personal resources

The primary resource for every student at TEEC is the course material provided by the College. However, students will also need access to a good Biblical Commentary, Concordance and Dictionary (an English dictionary is also recommended). We have included some recommendations for these below. In addition, access to an atlas is helpful for locating places.

Biblical Commentaries

The TEEC library has a range of Biblical commentaries. Most of these resources are *reference books* which means that they can't be loaned and you will need to request the librarian to scan and email select pages for you on topics that you are exploring.

Here are a few examples of Biblical commentaries that we have available for you to use:

Adeyemo, T. 2006. *Africa Bible Commentary* (General Edition). Nairobi: World Alive Publishers.

Brown, R.E., Fitzmyer J.A. and Murphy R.E (eds). 1991. *The New Jerome Biblical Commentary* (Student Edition). United Kingdom: Continuum International Publishing Group.

Bruce, F.F. (ed). 2008. *Zondervan Bible Commentary: One-Volume Illustrated Edition*. Grand Rapids, Michigan: Zondervan.

Carson, D.A., France, R.T., Motyer, J.A and Wenham G.J (ed). 1994. *New Bible Commentary 4th Edition: IVP Reference Collection*. Nottingham: Inter Varsity Press.

Keck, L. E. et al (eds). 1998. *The New Interpreter's® Bible Commentary*. Nashville: Abingdon Press.

Lange, J.P. 1976. *Lange's Commentary on the Holy Scriptures*. Grand Rapids, Michigan: Zondervan Publishing House.

Watson, D.F. 1994. *Rhetorical Criticism of the Bible: A Comprehensive Bibliography with Notes on History*. Leiden: E J Brill.

Biblical Concordance and Dictionaries

The TEEC library has a range of biblical concordances and dictionaries that you. These are reference books that can't be loaned, but scans and photocopies of relevant parts can be requested.

What is the difference between a concordance and a dictionary? A concordance is an alphabetical list of the main words used in a book or body of work, listing every instance of the word with its immediate context.

A dictionary is a list of words in a specific language, arranged alphabetically which include information on definitions, usage, etymologies, pronunciations, translation, etc.

Atlases

The TEEC library has several atlas resources. Here are a few examples of atlases that we have available for you to use:

Barnes, I. 2014. *The Historical Atlas of the Bible*. London: Quantum Publishing.

Beitzel, B.J. (ed) 2016. *Lexham Geographic Commentary on the Gospels*. Bellingham: Lexham Press.

Drane, J. 2009. *The World of the Bible*. Oxford: Lion Hudson Plc.

Lawrence, P. (ed). 2013. *The IVP Concise Atlas of Bible History*. Downers Grove: IVP Academic.

Tubb, J. 1995. *Bible Lands*. United Kingdom: Dorling Kindersley Limited.

Bibles

The TEEC library has a great range of Bibles that you are able to use in your studies. We recommend the New Revised Standard Version to our students and also have copies of the Bible in other languages.

For example:

Protestant Bible

- New Revised Standard Version
- New International Version
- Revised Standard Version

Catholic Bibles

- Catholic Study Bible
- New Jerusalem Bible

TEEC Library

TEE College operates a lending library from its main office in Gauteng. Technology enables us to extend library services, and this includes:

- Accessing the library catalogue online
- Requesting library items via a student login
- Listing relevant resources for courses by course code
- Accessing online journal collections via SABInet
- Librarian assisted scanning and emailing of appropriate material

The thoughtful acquisition of books and the use of electronic resources is an important priority at the TEEC library and we are passionate about sharing these resources with our students.

The TEEC librarian is able to identify and recommend resources through familiarity with the TEEC course material, and so enrich the student learning experience with additional reading resources.

IN addition to the journal collection in the TEEC library access to high quality theological journals via the online Sabinet platform is also available.

The TEEC library has a broad and well curated selection of books and resources and we are constantly identifying areas where more updated content is needed. The TEEC librarian is available to assist, and students can email queries to library@teec.co.za.

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 there to **supplement and enhance** your learning experience, **not to serve as a substitute** for the TEE College textbooks / workbooks / study guides provided to you. Whenever you 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 there are penalties for doing that! The *Rules and Regulations and Related College Policies*, describe the extent to which you may reference other sources within your assessments.

1. NTS Library

<http://ntslibrary.com/>

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.

2. Christian Classics Ethereal Library

<http://www.ccel.org/>

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

3. Global Digital Library on Theology and Ecumenism

<http://www.globethics.net/web/gt/>

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.

4. 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.

5. 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.

6. HTS Theologiese Studies/Theological Studies

<http://hts.org.za>

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.

7. Electronic New Testament Educational Resources

<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.

8. 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.

THE “HOW TO” SECTION

HOW TO WRITE AN ESSAY

An essay is short piece of writing in which an author gives their opinion on a particular subject. It is an important skill for students to learn. This is because essay writing helps students to sort through the ideas being presented to them, and so to understand the content of their studies better. Secondly, it helps students learn how to structure an effective argument. Lastly, it helps markers to assess students' understanding and give feedback on it.

When you are writing an essay, you need to demonstrate that you have understood the question, that you have understood the relevant course content and that you are able to draw a well-supported conclusion. In order to accomplish this goal there are a number of steps that you should follow.

The first thing that you need to do is to **understand the question**. When starting out, it is essential that you do so carefully. Many students find it helpful to underline key words in the question, so that they don't end up reading about irrelevant ideas or wasting words on irrelevant arguments.

After that, you will need to **gather information** about these key ideas in the course material provided for you by the College. This is also the time to use the library catalogue on the web-site or to make use of the electronic resources listed in the *Study Aid*. Remember to keep track of where you found each piece of information. You will need this for your in-text referencing and reference list.

When you have gathered all the information you need for your topic, you then need to **organise the information** you have collected. You can create a mind-map to link different ideas together, or you can create bullet point lists as you organise the information you have gathered.

Now that you know *what* you want to say, it is time to work out *how* you are going to say it. Every essay needs to be **planned**, so that you can logically build the argument of your essay to a satisfying conclusion. You can then use the plan of your essay to write out a **first draft**.

When you are writing an essay draft, you will need to start with an **introductory paragraph**. In this paragraph, you introduce your topic and provide some background information. Don't forget to end this with a strong statement which shows the main argument of the essay.

Next, you need several **body paragraphs**, each giving evidence to support your main idea. In your essay, try to use one main idea per paragraph. Write in full sentences, and don't use bullet points. There will be a lot of information. Your marker will want to see that you can *select information* for each of your key ideas that is relevant to the essay question.

In the last **concluding paragraph**, provide a summary of the main points of the essay leading to a clear conclusion. Never introduce any new ideas at this point, but do end with a strong clear statement that responds to the question set by the assignment task.

Be careful to always refer to the *Study Aid* for appropriate use of **assignment verbs**, as well as inclusive language and referencing

Don't forget to **proof-read** your draft for spelling and grammatical errors. You will need to check that the argument of the essay is logical and that the final draft addresses every aspect of the question being asked. Only then is the final draft of your essay ready for submission.

SAMPLE ESSAY INTRODUCTION, MAIN POINTS AND CONCLUSION

Essay Question: What are the benefits and drawbacks of Distance Education and how can students make the most of them?

Step One: Understanding the Question

Underling the *key words* will help students to focus their reading when gathering information for the essay. So for example, students could underline the following words: *What are the benefits and drawbacks of Distance Education and how can students make the most of them?*



Let's think about this...

Have I understood what the question is asking?

Step Two: Gathering Information

There are many books about how to make the most of Distance Education. For example, *The Distance Learner* (Roberts and Muir 1997: Nottingham) is available in the College library. Websites such as www.oxbridgeacademy.edu.za and www.chloeburroughs.com also provide helpful resources.

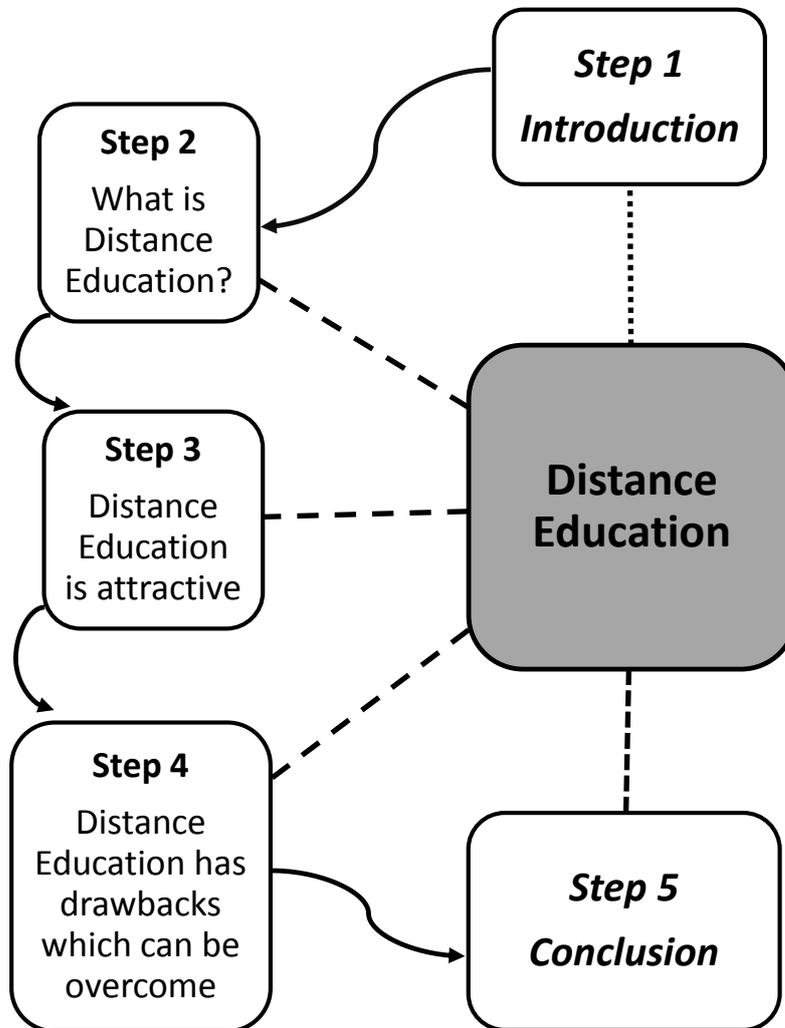


Let's think about this...

Have I kept careful list of where I sourced all the different information I have gathered ready for my in-text referencing and reference list?

Step Three: Organising the Information

Now that you have gathered the information, you need to organise your ideas. For example, you can create a mind map that shows how different information relates to the topic.



Step Four: Planning the Information

1. Introduction: *Why are people interested in Distance Education?*
2. What is Distance Education? *Definitions*
3. Distance Education is attractive to some students
 - *It is a more accessible mode of study for many people.*
 - *You can study part-time, on your own schedule, while still earning*
 - *You can study and still stay involved in your local church*
4. Distance Education has drawbacks which can be overcome
 - *It can be exhausting trying to juggle the demands of work and home life with a busy study schedule.*

- *Studying on your own can be a lonely experience*
 - *If you are studying part-time, it can take longer to complete a qualification*
5. Conclusion: *if students are patient, independent learners, who can manage their time and commitments effectively, they can make the most out of Distance Education.*



Let's think about this...

Has every aspect of the question been addressed in this plan?
Is it logical?

Step Five: The First Draft

Now that you know what you want to say, you can start writing the essay in full. You will need to draft an interesting first paragraph, which grabs the reader's attention and helps the reader to get a sense of what the essay will be about

Sample introduction 1

More and more Christians are deciding that they want to study the Christian faith for themselves (Muir and Roberts 1997: i). However, not all of these people are able to study full time at a College or University. This may be because of work, family or financial commitments. Many of these prospective students want to know what Distance Education is, and whether or not it could help them.

OR

Sample introduction 2

"Isn't studying by yourself at home very difficult?" That is the question which many prospective students ask. When these students are people who have sensed a call to ministry from God, the question becomes more urgent. Many of these people know they need to study in order to be equipped to fulfil the call, but they also have responsibilities to family, work and church communities which they feel they cannot abandon for the sake of their studies. They feel that Distance Education would be a way for them to study and work, and still be available for their families and church communities. They do worry, though, that studying at home could prove too difficult.



Has my introductory sentence grabbed the reader's attention?
Have I outlined the main ideas which this essay will address?

Sample body paragraph 1

So what is Distance Education? According to Oxbridge Academy, "Distance learning... is a form of education where there is little or no face-to-face interaction between students and their instructors. Distance learning students usually study from home, instead of attending physical classes" (Oxbridge Academy 2021). Chloe Burroughs defines it this way: "Distance learning is a method of remote education without regular face-to-face tutor contact." (Burroughs 2017)



Let's think about this...

Have I accomplished what I planned to do with this paragraph? Do the sentences flow logically? Have I written in full sentences? Have I referenced every idea that is not my own?

Sample body paragraph 2

Studying from home, and without the need to attend physical classes (which could be far away and at times that are inconvenient to students) makes Distance Education a more accessible model for many students. This is especially true for students who travel (Burroughs 2017) or live in remote locations. Some students are excited about the idea of Distance Education because it means they can study on their own schedule, while still earning a salary (Burroughs 2017). For others, Distance Education is an attractive option because it means that students don't have to leave their



Let's think about this...

Have I accomplished what I planned to do with this paragraph? Do the sentences flow logically? Have I written in full sentences? Have I referenced every idea that is not my own?

communities of origin to study. Instead, they can stay at home (Oxbridge Academy 2021) and remain invested in their local church community while studying. There are many advantages to the Distance Education model.

Sample body paragraph 3

However convenient it may seem, though, Distance Education is not an easy option. Firstly, it can be exhausting trying to juggle the demands of work, home, church and a packed study schedule (Muir and Roberts 1997: 12). Students who get the most out of their studies are students who create realistic study time tables and stick to them (Muir and Roberts 1997: 14). Studying solo can be a lonely experience (Burroughs 2017), but students who have supportive family and friends can overcome this sense of isolation (Burroughs 2017). For students who are studying part-time, it can take longer to complete a qualification, and these students need to be patient with themselves, and to develop perseverance.



Let's think about this...

Have I accomplished what I planned to do with this paragraph? Do the sentences flow logically? Have I written in full sentences? Have I referenced every idea that is not my own?

Sample Conclusion 1

There are many advantages to the Distance Education model when studying theology. Distance Education makes study accessible both physically and financially. It means that students can remain involved in their work, church and family life. It can, however, be long, lonely and demanding. But with the right attitude and organisational skills, students can be confident in reaching their academic goals.

OR

Sample Conclusion 2

When called by God to ministry in the church, it essential that students are well equipped. Distance Education can assist these students to study and still maintain their financial, family, work and church commitments. With a patient attitude, the support of family and friends, perseverance and good organisational skills students can overcome the difficulties that Distance Education presents. They can accomplish their academic goals and go on to minister faithfully with confidence.



Does this conclusion offer a strong, clear statement that responds to the set question?

Reference List

Burroughs, C. 2017. '33 Top Tips for Distance Learning Students'. Available at <https://chloeburroughs.com/distance-learning/> (Accessed 10 August 2021)

Muir, S. and Roberts, D. 1997. *The Distance Learner*: Nottingham: St John's College

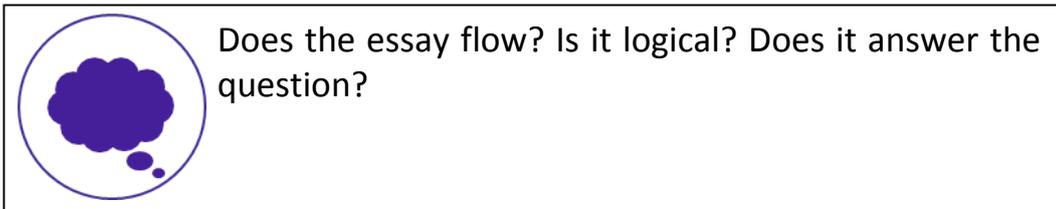
Oxbridge Academy. 2018. <https://www.oxbridgeacademy.edu.za/> (Accessed 10 August 2021)



Does this reference list include every text I have referenced in the essay? Have I checked the *Study Aid* to confirm that I have followed the rules of referencing correctly?

Step Six: The Final Draft

Now that the first draft of essay has been completed, it is time to check that you have answered every aspect of the question being asked. Read through the essay and check that the argument of the essay makes sense, and that there are no spelling and grammatical errors. Check to see that you have used inclusive language.



Essay writing is not an easy skill to learn. It takes time, practice and patience. However, once mastered being able to write an essay will prove invaluable to students, helping them to understand their studies better, and communicate that understanding fluently.

HOW TO UNDERSTAND AND INTERPRET THE BIBLE

All Christians are involved in reading the Bible and in trying to:

- Understand what it meant in the time it was written (exegesis)
- Interpret and Explain what it means for Christians today (hermeneutics)

Reading and exploring the Bible in this way is the work of “exegesis” and uses the following questions of inquiry. Once we are clear about the Biblical message we consider is appropriateness and application to today’s world (the work of hermeneutics).

1. What does the Text say?	2. What did the Text mean to the people who first heard it / read it?
Biblical & Literary context	Historical context
<ul style="list-style-type: none"> • What type of writing is this? (narrative, poetry, prophecy, commandment, etc.) • What happens immediately before and after the Text? (Does this Text stand alone or is it part of a bigger message or idea?) • Is this Text part of a larger body of text (such as parables, community laws, sermon on the mount, healing stories, personal letters, etc.) • How does this Text fit with the author’s general purpose for writing? • How does this Text fit within the wider Biblical context and message? 	<ul style="list-style-type: none"> • Who wrote this? (Does what we know about them influence our understanding of the Text?) • Why did they write this? (Is the purpose specific?) • When / where was this written? (How does that era or locality influence what is said or how it is said or how it is understood?) • What were the circumstances for writing? (Does the author know the hearers personally, responding to a specific issue or question?) • What Biblical or theological ideas are expressed that the hearers would relate to and understand?
3. What is the message that arises from the Text? (as the first hearers or readers would understand it?)	

Do not work on the Sabbath
 Stone to death anyone who commits adultery
 Love your neighbour
 Do not eat pork

4. How are we to understand this message of the Text for various contexts of the world we live in today?

GOD * PEOPLE * CHURCH * COMMUNITY * NATION * WORLD

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):

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

Conversational tone of the dialogue

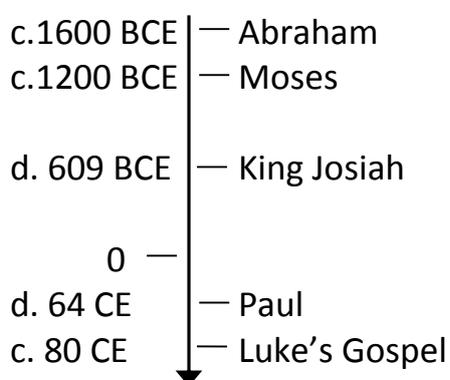
If you are asked to write a conversation, it is very important that it sounds like a *real* conversation. The tone and style will differ, depending on the two people who are speaking to each other and the subject of their conversation.

- **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 CHRONOLOGY

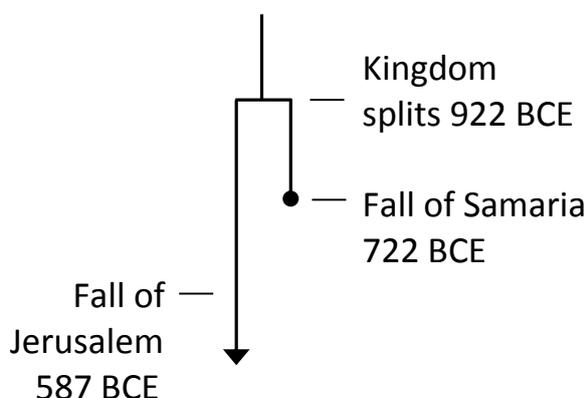
A timeline is a diagram that shows the order in which events occurred. A timeline is not written in paragraphs: it is drawn, and then the dates, events, and people's names are added. Simple timelines show only one line – e.g., the kings of the Southern Kingdom of Israel. A more complex timeline would 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



Complex timeline

South – North



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 re-arrange 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

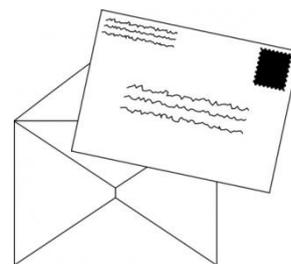
If your assignment asks you to present information in the format of a letter, you need to lay out your work in the same way that you would write a real letter.

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 good and bad 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', 'Revd').

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.

EXAMPLE OF A LETTER

16 Sussex Gardens
Jones Street
Edenvale
1619

16 May 2021

Dear Thandi

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

In a recent Bible study on the Book of Jonah, I learnt 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 powerfully engaging film, one that correctly sees the gospels as spiritual autobiography, and Jesus's skill with parables as an art both fundamental and devastating.

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

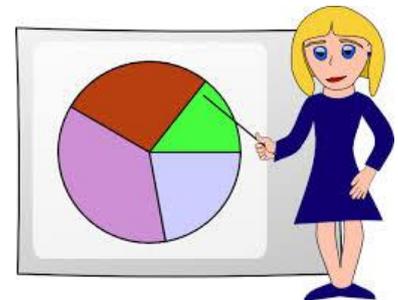
This should be set out in two or more columns. These can be broken up with sub-headings taken from the content. Quotations could be put in ***bold italics*** and indented (set in a little from the margin) to emphasise something particularly important that was said.

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 diagrams.

The presenter might introduce him/herself and say a little about their interest in the topic. The presenter might tell a story or something humorous at the start to engage the audience.



There is usually an opportunity during or after 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. Final conclusion or recommendation
5. Time for questions and discussion
6. Close

The timing of the presentation

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

Compiling handouts for the participants



What will you give the participants to take home?

Your handouts should be a brief overview of what you covered 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 <ul style="list-style-type: none">• Here you welcome everyone to the presentation• Introduce yourself to the group
2. Introduction to the topic <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Give the first main point of your topic
<ul style="list-style-type: none">• Give the second main point of your topic
<ul style="list-style-type: none">• Give the third main point of your topic
4. Allow time for questions and discussion
5. Conclusion <ul style="list-style-type: none">• Summarise the conclusion of your presentation in a short paragraph

HOW TO WRITE A REPORT

Reports are written for different reasons. 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.



Be clear about the purpose of the report that you intend to write.

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 ...”

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 inquiry, 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 casual language or slang.
- Use short paragraphs and headings to make it easier to follow.
- Keep the report short and to the point.

- When writing a report for an assignment, 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 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 not write a full text. But write a **short paragraph** under each of the headings in which you **explain** what 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 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, "Do you skip going to church when it rains?". Ask, "What prevents you from attending church as often as you would like?"

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?