MOORE COLLEGE

DIPLOMA OF BIBLICAL THEOLOGY
STUDENT HANDBOOK

2018

www.moore.edu.au

Diploma of Biblical Theology

Student Handbook

2018

Preface

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

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

> Undergraduate
>> Bachelor of Divinity
>> Bachelor of Theology
>> Advanced Diploma of Bible, Mission and Ministry

> Postgraduate
>> Master of Arts (Theology)
>> Master of Theology
>> Doctor of Philosophy

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

Contacts and Information

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Phone and Fax

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Web

College: http://www.moore.edu.au

Diploma of Biblical Theology MOD: https://mod.moore.edu.au/

Yammer Concierge: https://www.yammer.com/moore.edu.au/

Library: http://www.library.moore.edu.au

My Moore: https://my.moore.edu.au/

Student email: http://webmail.moore.edu.au

Information

Registrar   registrardept@moore.edu.au

Table of Contents

1 Key Points for 2018

➢ Page 15 – New Diploma of Biblical Theology tutors for 2018

➢ Page 22 – Academic integrity

Be sure you know what is required when you use material from another person's writings.
You need to know how to cite that writing correctly.
Check the *Quick Reference Style Guide* on the MOD for examples of how to cite correctly.
Ask your tutor if you are not sure.

➢ Page 23 – Syllabus Progression statement

Know what is required to pass the unit you are enrolled in.
Check the Progression statement in the syllabus. The Progression statement sets out exactly what is required to pass the unit.

➢ Page 27 – Word length of assignments

At the end of 2017 the Learning and Teaching Committee of the College established a new regulation that all assignments must not exceed the stated word length.
Before, an assignment could be 10% over the word length.
Now the assignment must not exceed the word length.
If the stated word length is 2,000 words, the assignment must not exceed 2,000 words.

➢ Page 33 – Student email account

All College correspondence is via the student email account.

2 Introducing the College

2.1 Mission

Moore College exists to enable men and women to deepen their knowledge of God, through higher education in the field of theology, so that they might faithfully and effectively live exemplary Christian lives, proclaim and teach the Word of God, and care for others in the name of Jesus Christ in all the world, to the glory of God.

2.2 Aims

The College aims to foster the knowledge, skills and attitudes/attributes appropriate to the task of Christian ministry. Graduates of the College should possess:

- basic knowledge – an understanding of God's revelation;
- basic skill – that of the good teacher who is able to facilitate learning and who offers a deep pastoral and evangelistic concern for those in his care, and
- basic attitude – a love that expresses itself in service and prayer.

2.3 Values

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

- Christian faith – trust in God and his purposes as these are revealed in Jesus Christ and conveyed to us by the Holy Spirit in the canonical Scriptures of the Old and New Testament
- Integrity – honesty, transparency, fairness and accountability in all personal behaviour and community practices
- Grace – Generosity and compassion in dealings with each other reflecting the undeserved mercy of God in Christ
- Service – placing the welfare of others above personal interests and convenience, using the gifts and talents that God has graciously given
- Community – loving personal relationships, developed through regular meeting and a common focus, as the proper context for learning about the triune God and his purposes

- Scholarship – rigour of thought characterised by a careful use of the primary evidence, breadth of research and appropriate inferences, resulting in fresh and readily accessible approaches to both classic issues and contemporary questions
- Gender complementarity – affirmation of the fundamental equality and mutual dependence of men and women as image bearers of God, while recognising proper differences in roles and responsibilities in life and Christian ministry
- Freedom of inquiry – the freedom to subject all ideas to honest inquiry
- Integration – growth in the knowledge of God is best conducted for, and in the context of, life application and active participation in Christian service.

2.4 Graduate Profile

2.4.1 Body of Knowledge

On completion of the course graduates in this Diploma will have, consistent with the equivalent of one year of full-time study:

1. A foundational knowledge of the contents, themes and theology of the Old and New Testaments, knowledge of the relevant history, cultures and literatures of the ancient world, and a firm and basic understanding of the disciplines of exegesis and hermeneutics, as well as awareness of the main currents in orthodox scholarship, in the field of Biblical Studies.
2. A foundational understanding of the biblical teaching about God, humanity, Christ, eschatology, grace, church, ministry and sacraments in the light of orthodox theological reflection in the Reformed Anglican tradition.
3. An understanding of a biblical theology of mission, and of contemporary missiological issues arising in cross-cultural and multi-faith societies, and the theory and practice of culturally sensitive approaches to defending truth and persuading others.
4. An appreciation of the biblical bases of personal growth in Christian faith, its foundations, expression and nurture, together with awareness of the principles of educational theory, relating and listening skills, public preaching and leadership of small and large groups that will facilitate the nurturing of Christian faith in others.

2.4.2 Statement of Generic Graduate Attributes

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

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

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

2.5 Principles of Teaching and Learning

1. We accept the Christian Scriptures (constituted by the Old and New Testaments) as the written word of God, authoritative, clear, sufficient, without error in all that they teach, and containing all that is necessary for salvation and the informed practice of the Christian life of discipleship. We confess that God can only be known in Jesus Christ as he is presented to us in the Scriptures and therefore the study of Scripture and its ancillary disciplines is indispensable in training for Christian ministry, since the central function of such ministry is to make God known. We are therefore committed to:
   - the Christian scriptures as the basis and discerning norm of all that we teach;
   - our students gaining a coherent, integrated and extensive knowledge of the Christian Scriptures including principles of sound exegesis of the biblical text in the original languages (where applicable), and an understanding of the basic unity of the Bible being found in the person of Jesus Christ and his proclamation and inauguration of the Kingdom of God;
   - the study of Christian systematic theology as an integrating discipline in which the knowledge of God given in Christ through the Scriptures is reflected upon humbly, attentively and rationally, and articulated systematically. We therefore aim to equip our students with a coherent, integrated and extensive knowledge of Christian doctrine that gives due attention to appropriate theological method; and
   - a core of units of study throughout the curriculum that cohere and build on one another to reflect the sense of unity and coherence that we acknowledge to exist in our foundational text, the Christian Scriptures.

2. We believe the teaching of the Christian Scriptures is faithfully reflected in the historic creeds and in the Protestant Reformed Tradition as expressed in the Thirty-Nine Articles of Religion. We are therefore committed to:
   - our students gaining a coherent knowledge of the history of reflection upon the Scriptures from both a biblical and theological perspective. This will include the history of biblical interpretation and of key doctrines, particularly from a Protestant, Reformed and Evangelical point of view,
   - our students gaining an understanding of the major periods of Christian history.

3. We are committed to the integration of theoretical and applied aspects of knowledge. We understand that the knowledge of God cannot be isolated from the application of this knowledge to all aspects of life, thought, and conduct, and that the proper expression of the knowledge of God is found in a life lived in accordance with his will, seeking to extend the reach of his kingdom through teaching and proclamation.
   We acknowledge that the life of Christian discipleship is lived in the midst of, and engaging with, a diverse and complex world. We are therefore committed to:
   - Exploring and demonstrating the relevance and application of the material learnt to contemporary society and the practice of Christian ministry.
   - Encouraging and equipping our graduates for effective teaching and proclaiming ministries in a diverse and complex world. We acknowledge that this needs to be done at both a theoretical and practical level. This means giving proper attention to Christian Mission and its history.
   - Teaching Christian Ethics (where applicable) as an integral component of the knowledge of God, and an essential contribution to a life lived in service of others, and engaged with the contemporary culture.

- Exploring and providing learning opportunities that demonstrate and encourage an integrated and holistic personal response to the gospel of God's grace in Christ.

4. Our conviction is that, in keeping with the personal nature of Christian truth and the relational nature of our God expressed in his being and his plans to bring to himself a people described in family terms, theology is best learned in a community that is both a Christian family and an academic fellowship. We are therefore committed to:
   - The understanding that teaching and learning in the college must be accompanied by appropriate application and modelling of the practice of the Christian life in all its facets. This includes respect and care for one another as brothers and sisters in Christ in all matters of teaching, learning and administration, and
   - Exploring and creating opportunities in the context of the learning program to facilitate and express our conviction that theology is best learned as stated above.

5. We are grateful for the rich diversity of God's gifts to his people and acknowledge that this diversity is expressed in a variety of abilities, interests and learning styles. We are therefore committed to responding to the range of student abilities, interests and learning styles in the planning and implementation of the units of study that comprise the curriculum.

2.6 Governance

The Moore Theological College Council is incorporated under the Anglican Church Bodies Corporate Act 1938 and is constituted by the Moore Theological College Ordinance 1984. Under the Ordinance the Council is charged with the provision of training for ordination candidates and other church workers. The Council has a Governing Board.

Information about the Governing Board and its members can be found on the College website.

2.7 Academic Structures

The Governing Board of the College has delegated to the Academic Board responsibility for policy formulation and decision making in all academic matters, and maintaining the academic values, quality and standards of the College. The membership of the Academic Board includes the Principal, Heads of Department, Heads of Committees, elected representatives of the students and the Registrar. It is scheduled to meet six times per year.

The Academic Board delegates some academic responsibilities to its standing committees. The Learning and Teaching Committee oversees all coursework awards, including the Diploma of Biblical Theology. The Research and Centres Committee oversees research awards. The Moore Distance Education Committee oversees the unaccredited distance courses.

The Academic Departments and their respective Heads are:

Division of Biblical Studies
Department of Old Testament, Hebrew and Aramaic   A G Shead
Department of New Testament and Greek   P H Kern

Division of Christian Thought
    Department of Theology, Philosophy and Ethics   M D Thompson
    Department of Church History   C R Bale

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

2.8 Courses Offered – Accredited

Undergraduate

Bachelor of Divinity
The Bachelor of Divinity is a degree designed for men and women who desire a biblical and theological foundation for long term full-time Christian ministry. The BD, with its emphases on academic depth and intellectual rigour in the study of Christian theology, is the central academic award of the College. This a four year full time course, the first year of which may be completed part time. For further details see the College website or the general Student Handbook.

Bachelor of Theology
The Bachelor of Theology course is designed for men and women who choose to graduate after three years of study. It is fully nested within the BD and consists of all units of the first three years of the BD. This a three year full time course, the first year of which may be completed part time. For further details see the College website or the general Student Handbook.

Advanced Diploma of Bible, Mission and Ministry
The Advanced Diploma of Bible, Mission and Ministry is designed for men and women who desire a biblical foundation for cross-cultural ministry, lay ministry in a congregation of Christian organisation or to return to the workforce as better-equipped Christians. The Advanced Diploma has three specialist streams: missions, lay ministry and women's ministry. The course comprises both theoretical and practical components in the areas of Bible, doctrine, ministry to individuals and specific groups, history and missions. This one year course may be completed full time or part time. For further details see the College website or the general Student Handbook.

Diploma of Biblical Theology
The Diploma of Biblical Theology is a fully online course designed for men and women who desire a biblical foundation for lay ministry or to be better equipped for Christian life and service. It comprises studies in the areas of Bible, doctrine, church history. Electives enable and ministry to individuals and specific groups. This one year course may be completed full time or part time.

Postgraduate

Master of Arts in Theology
The MA(Theology) is a two year full-time or six year part-time program. This degree provides an opportunity for ministers and persons in full time Christian ministry to do advanced theological study by course work. For further details see the College website or the general Student Handbook.

Master of Theology
The MTh is a two year full-time or four year part-time program. This degree provides an opportunity for qualified persons to pursue an integrated program of advanced theological study and systematic research. It is specifically designed to equip graduates for teaching ministries in the future.
For further details see the College website or the general Student Handbook.

Doctor of Philosophy
From 2016 the Moore College Doctor of Philosophy is offered. The PhD requires completion of a piece of research, a thesis of not more than 100,000 words, that demonstrates a significant and original contribution to theological knowledge and understanding at the highest academic level and capacity to conduct research independently at a high level of originality and quality. The PhD programs aim to equip qualified persons for a vocation of teaching and research in theological colleges and universities and for the scholarly enhancement of Christian ministry. For further details see the College website or the general Student Handbook.

2.9   Courses Offered – Unaccredited

Preliminary Theological Certificate
Since the 1940s Moore College has been training lay men and women through its external courses. The PTC has flexible study options offering a choice of units online, by correspondence or by evening lectures. The PTC is made up of three levels with six units in each level. The first level has six core units. The second and third levels of the PTC each have four core units and two electives.

2.10   History

The College opened at Liverpool, NSW in 1856. It owed its existence to two people. The first was an early settler in Sydney, Thomas Moore, who left his estate for educational purposes. The second was the Anglican Bishop of Sydney, Frederic Barker. During its long history, the College has had thirteen principals.

It has rendered its chief service to the Anglican Diocese of Sydney, the majority of whose clergy train at the College. It has a tradition however of educating many men and women who have served in other parts of Australia and beyond and in other Protestant denominations.

The Newtown site around 1905

In 1891 the College moved from Liverpool to Newtown, NSW.

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

From the late 1950s there was a significant extension of the College campus, the growth of a major theological library, an increase in the numbers and qualifications of faculty, introduction of the four year course for undergraduates and a number of postgraduate programs.

Purchases of property on the southern side of Carillon Avenue have made it possible over the years to expand Library, Administration and Dining Hall facilities and to provide considerable housing for married students and faculty. 1994 saw the opening of the Broughton Knox Teaching Centre. In 2015 a major redevelopment of some areas of the College campus commenced. The new building features on page 5 and was officially opened in early 2017.

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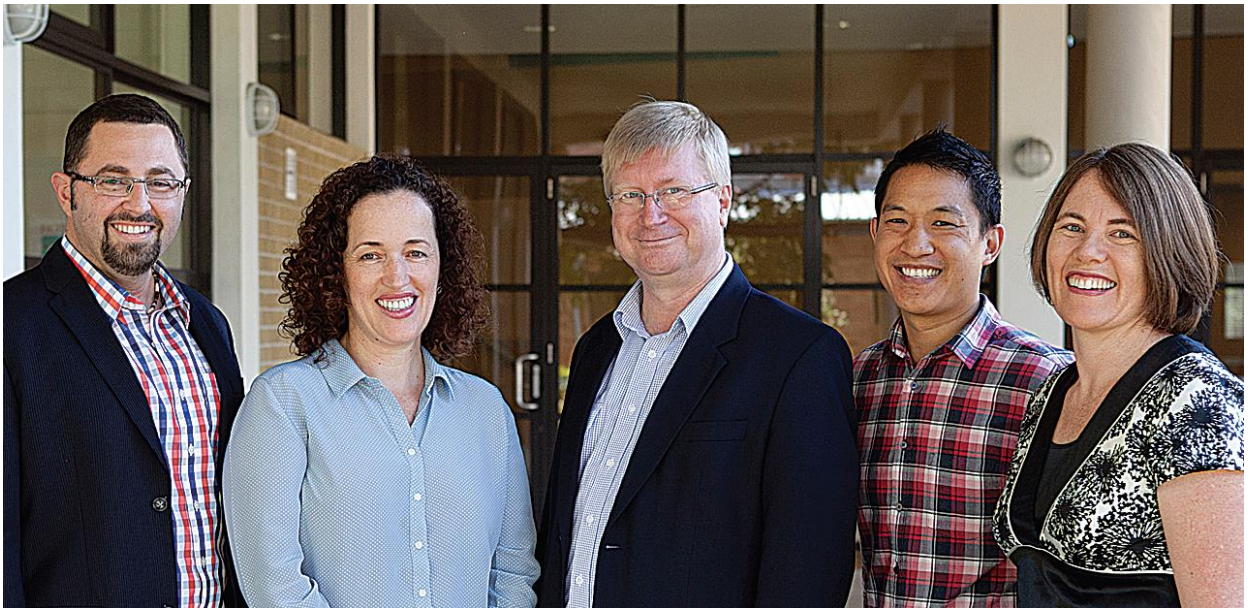
Left to right: George Athas, Jane Tooher, Mark Thompson, Dan Wu, Tara Stenhouse.

3.1 Faculty

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

Mark D Thompson   BA (Macquarie), BTh, MTh (ACT), DPhil (Oxon)
Principal   (Theology, Church History)

Colin R Bale   BA (UNSW), DipEd (Sydney), BTh (ACT), MLitt, PhD (Sydney)
Vice Principal and   (Church History)
Academic Dean

George Athas   BA (Sydney), BD (MTC), PhD (Sydney)
Director of Postgraduate Studies   (Hebrew, Old Testament, Church History)

Simon J Gillham   BTh (Moore), MA(Theol) (ACT)
                                        (Missions)

Paul Grimmond   BSc (UNSW), BD (MTC)
(Dean of Students)   (Ministry)

David A Höhne	BA (UNSW), BD, MTh (MTC), PhD (Cantab) (Theology, Philosophy)
Philip H Kern	BS (EBC), MA, MDiv (TEDS), PhD (Sheffield) (New Testament)
Chase R Kuhn	BAppTheol (California Baptist), MDiv (Samford), PhD (UWS) (Theology)
Andrew M Leslie	BCom (UNSW), BD (Moore), PhD (Edinburgh) (Theology)
Edward A Loane	BSc (Sydney), BD (Moore), PhD (Cantab) (Theology)
Peter C Orr	MEng (Nottingham), BD (Moore), PhD (Durham) (New Testament)
Archie P Poulos	BE (UNSW), BTh, MA (Theology) (ACT) (Ministry)
Andrew G Shead	BSc(Med) (Sydney), BTh, MTh (ACT), PhD (Cantab) (Old Testament)
Tara J Stenhouse *Dean of Women*	BSc(Psych) (UNSW), BTh, MA(Theology) (MTC) (Ministry)
Chris J Thomson	BA(Hons) (Oxford), MPhil, PhD (Cantab) (Old Testament)
Will N Timmins	MA, MPhil, PhD (Cantab) (New Testament)
Peter Tong	BA(Hons), MPhil (Sydney), BD (MTC) (New Testament)
Jane M Tooher	BTh, MA (Theology) (MTC) (Ministry)
Paul R Williamson	BD, PhD (Belfast) (Old Testament)
Lionel J Windsor	BEng (Hons) (UNSW), BD (Moore), PhD (Durham) (New Testament)
Dan Wu	BSc (Sydney), BD (MTC), PhD (Sydney) (Old Testament)

Emeritus Faculty

Paul W Barnett	ASTC (UNSW), BD (London), MA (Sydney), PhD (London) ThD (h.c.) (ACT)
Peter F Jensen	ThL (ACT), BD (London), MA (Sydney), DPhil (Oxford)
Peter T O'Brien	BD (London), PhD (Manchester), ThD (h.c.) (ACT)
David G Peterson	BA, MA (Sydney), BD (London), ThSchol (ACT), PhD (Manchester)
Barry G Webb	BA, DipEd (Qld), BD (London), PhD (Sheffield)

3.2 Diploma of Biblical Theology Tutors

Josh Ackland	BEng (UNSW), BD (MTC)
Peter Baker	BSc (UTS), BD (MTC)
Ben Bathgate	BA/BEd (UNSW), BD (MTC)
Stephen Bell	BSc (Wollongong), BD, MA(Theol) (MTC)
Mandy Curley	BBus, LLB (UTS), BD (MTC)
Dave Forward	BSc (UNSW), BD (MTC)
Hank Lee	BCom (UNSW), BD (MTC)
Annabel Nixey	BA, LLB (UNSW), BD, MA(Theol) (MTC)
Lachlan Orr	BSc (Psych), Grad Dip (Pysch) (Wollongong), BD (MTC)

3.3   Staff

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

Rhonda Barry, Registrar

Annabel Bristow, Librarian

Mark Fairfull, Marketing and Communications

Tom Harkness, Information Technology

William Hood, Manager, Information Technology

Stuart Jonker, Desktop Publisher

Julie Olston, Library Manager

Darin Russell, Information Technology

Leanne Veitch, Financial Controller

Elissa Watt, Registrar's Dept

Michael Wu, Finance

4 Diploma of Biblical Theology

Abbreviation: DipBTheol   Course Code: DBT0005
AQF: Level 5   CRICOS Code: N/A

4.1 Introduction

The aim of this award is to provide the opportunity for students to strengthen their knowledge and skill base for their own benefit and for participation in local congregational ministry usually at a lay and unpaid level. Other students will want to complete this award with a view to equipping themselves for some sort of ministry in their existing workplace.

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

4.2   Duration

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

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

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

4.3 Course Structure

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

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

Biblical Studies	Christian Thought	Christian Ministry
Three core units		
BSD01 Biblical Theology	CTD01 Church History 1	
BSD02 Reading the Gospel of Mark		
Electives – choose five		
BSD03 The Twelve Prophets	CTD02 Written Word of God	CMD01 Engaging with Islam
BSD04 Letters of Paul	CTD03 The Cross of Christ	CMD02 Components of Discipleship
BSD05 The Pentateuch	CTD04 Reformed Anglican Theology	CMD03 Preaching and Teaching the Bible

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

4.4 Course Sequence

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

Students commence their study with BSD01 Biblical Theology. This is done as the first unit enrolment or with their first enrolments should a student choose more than one unit in their commencing semester. The other two core units, BSD02 Reading the Gospel of Mark and CTD01 Church History 1, are completed at any time within the period of the course duration.
Elective units may be taken in any sequence and combination provided that the student finishes their diploma was a pass in a unit from each field (BS, CM, CT).

4.5 Assessments

1. Each unit in the DipBTheol will have a total of 3,000 words of assessment.

2. The type of assessment will vary from unit to unit, in terms of what is appropriate to fulfil the learning outcomes for the unit, taking into account the online format. A typical unit however normally has an assessment schedule of forum participation, online quizzes and a major piece of writing, usually in the form of an essay.

3. Examinations (other than open book examinations) are not a regular component of the assessment of a unit but where they are included they are calculated at 750 words per hour.

4. Other types of assessment that may be offered (usually in the form of a workshop/forum) include:

    •   Reflective coherence questionnaire
    •   Book reviews
    •   Trial sermons
    •   Critical reflections on practical experience

5 Academic Regulations

5.1 Admission

5.1.1 Academic requirements

The normal academic requirement for admission to the Diploma of Biblical Theology is an ATAR of 65 and above from an Australian secondary school, or equivalent.

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

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

5.1.2 Other criteria

Applicants for the online diploma will need to possess adequate computer literacy skills.
The Diploma of Biblical Theology is not open to international students in Australia on a student visa.
Moore College does not use recruitments agents or education agents.

5.2 Articulation

5.2.1 Credit Transfer

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

5.2.2 Pathways

1. Pathways to further study are possible with the consequent vocational possibilities. In the case of mature age entry prior learning is a consideration contributing towards entry to the courses where the applicant does not meet the normal admission requirements outlined above. However, such prior learning does not gain credit.
2. Students seeking articulation into the Advanced Diploma of Bible, Mission and Ministry must complete the full admissions process including full application form, references and interview.
3. Students may apply to the Academic Board for permission to proceed from the DipBTheol to the Advanced Diploma of Bible, Mission and Ministry only when they have achieved a pass in all required units of the DipBTheol program.
4. The DipBTheol shares 2½ core units with the Advanced Diploma of Bible, Mission and Ministry. Where articulation into the Advanced Diploma has been approved advanced standing is granted for these 2½ core units.
5. Graduates of the Advanced Diploma of Bible, Mission and Ministry may proceed to the second year of the degree programs and receive advanced standing for the first year of study.
6. The decision of the Academic Board is final with respect to applications for articulation.

5.3   Requirements for Graduation

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

1. The requirements for each unit (including attendance at lectures and tutorials, submission of all required assessments and completion of non-assessed tasks) in which a student is enrolled have been fulfilled; and
2. All core units and two elective units have been passed with a mark of at least 50%.

5.4 Academic Integrity

The Principal writes,

'Moore College is a Christian academic fellowship. Our academic work occurs in the context of Christian discipleship. For that reason, honesty and integrity sit alongside humility, courage, empathy, fairmindedness, evidence-based argument, simplicity and conviction as intellectual virtues. This work also takes place within a 'fellowship of research and study', in which we learn from the prior work of others and in turn respect and acknowledge their intellectual labour. Most importantly, our research, writing and speaking are all done in the presence of God who sees and knows all things, including the intentions of the heart.

The academic rules and regulations against plagiarism are designed to protect intellectual property, i.e. to keep one person from passing off another person's work as their own (either for academic credit or financial advantage). These rules have been in place in most institutions of higher education for centuries. When you use another person's work, make use of their ideas, arguments or conclusions, and especially when you use their express words, you must acknowledge this (usually with a footnote and, in the case of a direct quotation, quotation marks as well). It does not ultimately matter whether the unattributed use of another's work is intentional or unintentional. If another person's work is used it ought to be acknowledged. If it isn't, that is plagiarism.'

1. Academic misconduct is a serious issue and penalties apply. The College's Student Academic Misconduct Policy can be found on the College Policies and Procedures website.
2. Section 7 of this handbook provides information on referencing. The Quick Reference Style Guide on the MOD provides a summary of this section and some examples.
3. Consult your tutor if you are unsure or don't understand what is involved in academic integrity.

Three things to note!

How to identify plagiarism

How to avoid plagiarism

How to develop effective academic skills

Academic & Assessment Resources
Check out the guides on the MOD in Academic & Assessment Resources.
These will help you understand how to identify plagiarism and how the avoid it by developing good academic skills

5.5 Passing Units and Assessments

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

Example:

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

One thing to note!

The Progression statement in the syllabus overrides all other regulations about what is needed to pass the unit.

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

5.6 Assessment Due Dates

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

5.7 Late Submission

5.7.1 Permission to submit late without penalty

1. The College does not operate with extensions. Every assignment submitted after the due date is deemed late and may attract penalties.

2. Prior permission to submit late without penalty may be given in exceptional circumstances, so long as the student submits an *Application for Late Submission of an Assessment Item* form to the Registrar by three working days before the published assignment due date. Forms are in Academic and Assessment Resources on the MOD.

3. Exceptional circumstances include (1) Medical: ill health, as demonstrated by a Medical Certificate attached to the *Application for Late Submission* form; or (2) Compassionate: serious compassionate reasons may include bereavement or other such matters beyond a student's control.

4. When applying for compassionate late submission the student must ensure that his or her tutor is informed of the situation.

5. There may be times, due to unforeseen circumstances, when it is physically not possible to submit an *Application for Late Submission* form by three working days before the due date. In such extreme cases, the form may still be accepted, up until the expiry of the two-week deadline.

6. If an assignment is submitted late without prior permission AND also fails at the original marking, then the option of a re-submit will not be offered.

7. Applications for Late Submission should be sent to the Registrar   registrardept@moore.edu.au

5.7.2 Penalties for late submission

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

One thing to note!

Assignments are due at 10.00pm Sydney, NSW Time Zone
This is to ensure that all students, no matter where they live, submit their assignments at the same time.

10.00pm Sydney Time

Any assignment submitted later than 10.00pm sharp will be deemed late and attract downgrades.
The two hours between 10.00pm and midnight will be counted as part of the next day and therefore late.

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

> First day or part thereof: 5 marks
> Second and subsequent days: 3 marks per day
>
> Example: Essay submitted 10 days after the due date.
> Essay awarded 82%
> Marks Lost: Day 1 = 5 marks Days 2-9 = 24 marks TOTAL = 29
> Essay now scores 53%

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

4. <u>Unless prior permission has been granted, no work will be accepted more than two weeks after the due date</u>. The assessment will not be marked, and the unit will be deemed incomplete. This will normally result in failure and the need to repeat the unit.

5. If an assignment is submitted late without prior permission AND also fails at the original marking, then the option of a re-submit will not be offered.

5.8   Failed Assessments

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

1. Essays and assignments awarded a Fail Level 1 may be resubmitted if the student so desires. Essays and assignments awarded a Fail Level 2 must be resubmitted. Resubmitted assignments will not be awarded more than 50%. They must be resubmitted not later than 4 weeks after return of the result, or the first day of examinations. In some units a Fail Level 1 requires a mandatory resubmit as indicated by the unit syllabus Progression Statement.
2. If an assignment is submitted late without prior permission AND also fails at the original marking, then the option of a re-submit will not be offered.
3. In the event that a student is unable to submit an essay as the final part of their thematic assignment by the due date, the normal policy for late submission should apply with the tutor serving the role of the chaplain.
4. In the event that a student is unable to submit a response to a workshop or forum within the given time period they forfeit the allocated marks for the response.
5. In the event that a student is unable to complete a MCQ (multiple choice question) within the given time period, they forfeit the allotted marks for the quiz.
6. Unit syllabi normally contain a Progression Statement. This states what must be achieved, in terms of matters such as attendance and assessment results, in order for that unit to be successfully passed. Where a syllabus does not have a Progression Statement the regulations of this Handbook apply, in terms of what is required to pass the unit.
7. Students who fail certain assessments in a unit may still pass that unit provided their overall mark is at least 50% and their mark in the final examination (if there is one) is at least 50%.

8. Students will not be failed in an examination unless they are assessed as not having reached a pass standard by a second examiner appointed by the Academic Dean.
9. Students re-enrolling in a unit which has been failed are required to undertake all assessment components of the unit.

5.9   Re-Marks and Appeals

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

Policies and Procedures can be found on the College website.

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

5.10   Student Policies and Procedures

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

Policies and Procedures can be found on the College website. They include:

> Academic Grievance (Appeals) Policy
> Critical Incident Policy
> Non-academic Grievance Policy
> Review Procedures: Re-crediting FEE-HELP Policy
> Statement of Tuition Assurance
> Student Academic Misconduct Policy
> Student Code of Conduct

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

5.11   Changing or Withdrawing from Units of Study

1   Please notify the relevant tutor first as a matter of courtesy. Then send an email to the Registrar registrardept@moore.edu.au to notify the College in writing of your request.
2   Please note: no changes will be accepted after three weeks from the commencement of the unit.
3   Any withdrawal from a unit after the Census date for that unit will mean that the unit is considered a fail and it will be recorded as such on the student's academic transcript.

5.12 Guidelines for Essay Writing

5.12.1 Presentation

1.   One PDF file of all assessment items submitted electronically on the due date. The submission time for assessment items submitted electronically is determined by the server time displayed digitally on the MOD.

2.   The essay or assignment should be presented in A4 format in black ink and must be double spaced with a 3 cm margin. Page numbering should be inserted and should be consecutive throughout the document.

3.   All submitted assignments must commence with an Assessment Cover Sheet as a separate page.

4.   A template Assessment Cover Sheet is available on the MOD. This must be used.

5.   In some units a brief (100 – 200 word) learning exercise, synopsis, reflection or other piece of preliminary writing should preface the essay on a separate page following the title page. Where this may be required it will be stated on the Mod.

6.   The essay must be written in prose and should reveal clear thinking and careful organisation, with an introduction and conclusion. The introduction should identify the issues to be discussed in the essay together with the method of approach, while the conclusion should summarise the argument of the essay and draw any necessary conclusions. While the essay will be marked mainly on content, the format is important and careful attention should be given to spelling, grammar and punctuation.

7.   The number of words excludes the synopsis, bibliography and bibliographic references, but includes any comments in the footnotes.

8.   Diagrams, charts, literary structures, etc are considered as illustrative material and should be included in an appendix. Such illustrative material should not replace argument, or be a substitute for argument in an assessment item, that is, the marker will mark the written argument of the essay. Illustrative material is therefore not included in word count.

5.12.2 Word Limits

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

One thing to note!

Assignments must not exceed the stated word length

2.   All written assignments should be kept to the prescribed word length.   The word length must not be exceeded. If written work exceeds the maximum length, it will not be returned to students but will be downgraded at 5% per 100 words or part thereof.

3.   The prescribed word length does not include synopsis, bibliography or references in footnotes, but includes appendices and any commentary and analysis in footnotes.

4.   Footnotes should not exceed 25% of the prescribed assessment length.

5.   See Section 4.7 for information on downgrades for late submission.

5.12.3 Format and Style of Academic Writing

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

All essays will be expected to conform to academic standards of writing and referencing. This includes the way sources are quoted, referred to and formatted in bibliographies. The conventions adopted by Moore College for these things are set out in Section 7 Style Guide.

5.12.4 Grade Descriptors for Essays

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

6 Resources and Services

6.1   Student Support

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

However, specific contacts are as follows:

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

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

6.2   The Library

Overview

The Library supports the learning, teaching and research activities of the College and is central to the academic life of the community. Details of available services and collections along with guides to various resources and services are available on the Library's website at http://www.moore.edu.au/library/ To find out anything about the Library, please contact the Service Desk at servicedesk@moore.edu.au (02 9577 9895) or the Library Manager Julie.Olston@moore.edu.au (02 9577 9897) for assistance.

The Library began in 1856 and now provides access to one of the largest collections of theological works in Australia with over 308,000 items. Eight hundred current journal titles are received annually along with some six thousand new monograph titles. Titles may be received in either print or online format. The Library includes collections of Rare, Australiana and Australiana Rare titles. Our institutional digital

repository named Myrrh is available at https://myrrh.library.moore.edu.au/. The Samuel Marsden Archives forms part of the Library.

Discovery Tools

To search across the resources made available by the Library, search DISCOVER https://www.moore.edu.au/library/. One search of DISCOVER retrieves references and/or full text from the catalogue, from Myrrh, and from a wide range of eresources including ejournals. DISCOVER is indexed to journal article and book chapter level – while the catalogue is indexed only to book and journal title level.

The Library catalogue includes all published monograph and serial titles in all formats made available by the Library and is available from https://www.moore.edu.au/library/

A finding guide to material held in the Samuel Marsden Archives is available at http://atom.library.moore.edu.au/

Developing your Library Skills Program

Regular information sessions are offered to students to help them develop information literacy and lifelong learning skills. The sessions assist students to use the library and their time efficiently and effectively. Visit http://www.moore.edu.au/library/#skills to view our current program. For further information, contact Julie Olston julie.olston@moore.edu.au

Research Skills

Postgraduate and fourth year undergraduate students are encouraged to contact our Research Support Officer, Rod Benson rod.benson@moore.edu.au for advice on research design and how to write better research papers and theses. Visit our Research page http://www.moore.edu.au/library/#research

Samuel Marsden Archives

The Samuel Marsden Archives contain college and collected archives relating to Australian church history. Visit http://www.moore.edu.au/library/#samuel-marsden-archives
 for more information or contact our Archivist and Special Collections Librarian, Erin Mollenhauer erin.mollenhauer@moore.edu.au

Borrowing and access

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

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

Students should note that the loan period of an item that is wanted by several students might be reduced. Overdue items incur a fine at the rate of $1.00 per day per item. Accrued fines of $15 or more suspend borrowing privileges until fines are paid in full. Late fees may be paid at https://my.moore.edu.au/Payment/ using a credit card.

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

Set Readings

Set readings for each unit of study are listed by unit of study code in Myrrh. The complete reading is scanned and made available from Myrrh when this complies with the Copyright Act. When we are unable to scan the complete reading, as much as possible is scanned and the print item is placed in the High Demand Collection. Links to an available eBook may be on the Myrrh record.

Online Resources

The Library delivers material electronically to the student's desktop subject to availability, copyright, content and cost considerations. Students are required to enter their Student ID number and College universal password to gain access to most online material.

Online bibliographic databases which index the literature of biblical studies, theology, church history and related areas are available from http://www.moore.edu.au/library/#eresources

Most databases provide full text access.

Ejournals are available by individual title in the catalogue while ejournal collections and other information is available from http://www.moore.edu.au/library/#eresources. Certain eBooks are available by individual title in the catalogue while eBook collections and other information is available from the eresources link as above.

Opening Hours

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

High Demand Collection

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

Open Access Physical Format Collections

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

Asian
CD/DVD
Folio
High Demand
Open
Pamphlets
Reference (Not for loan)
Serials (Not for loan)

Offsite Collections

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

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

Interlibrary Loans Service

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

Scanning, Printing and Copying Facilities

Multifunction devices which copy, print and scan to OCR and email are available. Charges for printing and copying are 11c per page for A4 black and white. Higher charges apply for colour printing. Scanning is free. Credit may be added to your Papercut account at https://my.moore.edu.au/

Mobility printing from anywhere on the College network to the Library's devices is available. Information sheets are available in the Library.

Copyright

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

6.3 Internet and Email

6.3.1 Email

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

One thing to note!

All College correspondence is only via your student email account.
Activate and use your student email account.
10012345@student.moore.edu.au
john.smith@student.moore.edu.au

Students are requested either to check their College email account regularly, or have their email forwarded to another location that is checked regularly. Official communication via email is standard and some departments use email only.

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

College email accounts may be accessed using any web browser.
Go to: http://webmail.moore.edu.au

6.4 Technical Requirements for Online Learning

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

6.4.1 Internet Connection

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

6.4.2 Computer (Recommended)

For a PC the following specifications are recommended:
- Processor: Intel Core 2 Duo
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: Vista, Windows 7, 8 or 10

For a Mac the following specifications are recommended:

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

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

- iPhone
- iPad
- Samsung Galaxy

6.4.3 Software for PC and Mac

For PC the recommended software is as follows:

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

For Mac the recommended software is as follows:

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

Most of your online learning will be accessed within your web browser. Since there is audio visual material, you will also require a set of speakers or headphones.
Certain assessment tasks will require you to compose an essay using the word processor of your choice (we recommend and provide each student with Microsoft Word). You will then need to save/export your essays as a PDF document for online submission.

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

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

6.4.5 IT Help Desk

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

6.4.6 College Web Sites

https://www.moore.edu.au/	Moore College Website
https://www.moore.edu.au/library/	Library
https://www.moore.edu.au/library/#catalogue	Library Catalogue
https://www.moore.edu.au/library/#eresources	Library Electronic Resources
https://www.moore.edu.au/about-us/policies/	Moore Policy Library
https://my.moore.edu.au/	My Moore Website
http://webmail.moore.edu.au	Student Email system
https://mod.moore.edu.au/	MOD

7 Ethical Conduct of Human Research

Human Research Ethics Committee (HREC)

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

Review by HREC

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

1. The collection of data from or about identifiable individuals or groups; or
2. The observation of identifiable individuals or groups

with the sole intention of contributing to knowledge and of presenting the findings in a public document. In this context, public document means published or deposited in the College library for open access.

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

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

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

Normally research involving human subjects is not part of any distance or online study.

8 Style Guide for Essays
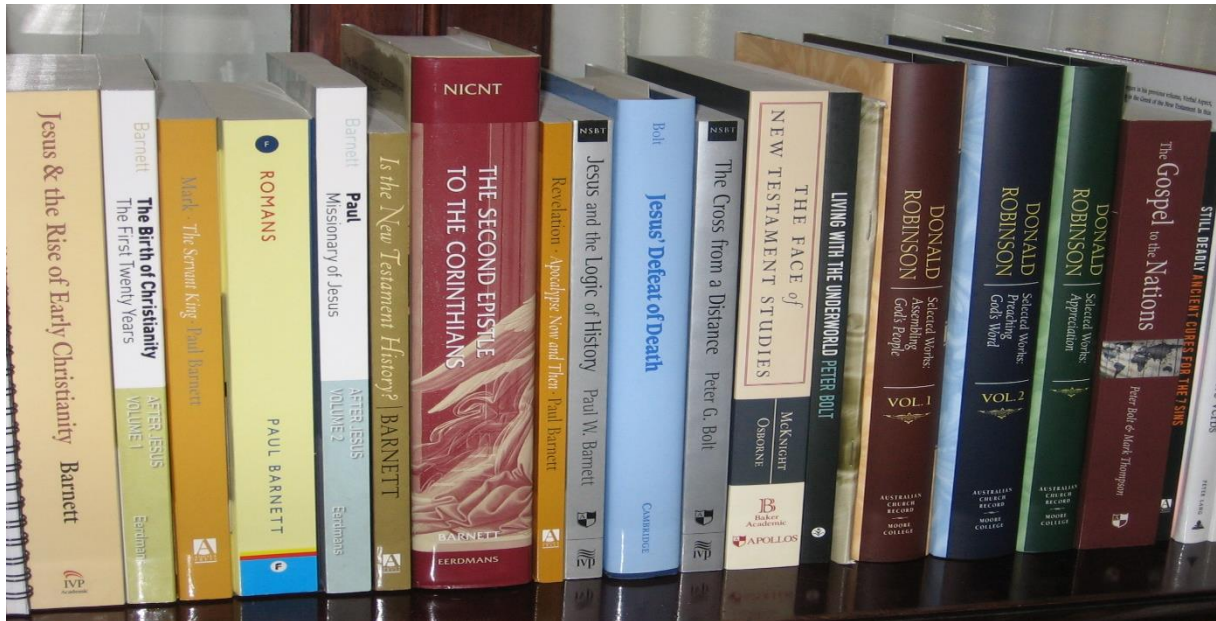
8.1 Introduction

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

Note that there are two broadly accepted ways of constructing footnotes and bibliographies, called the Author–Title system and the Author–Date system, respectively. The first system is slightly more complex, but leaves the text of the essay less cluttered. Students are free to choose the system they prefer. However, it is of great importance that a scholarly writer strive for consistency, whether in punctuation, spelling, layout or the format of references.

The following style guide is based on Patrick H. Alexander et al., eds., *The SBL Handbook of Style* (Peabody, Mass.: Hendrickson, 1999), hereafter abbreviated the *SBL Handbook.* The book is held in Reference in the Library, and research students may sometimes need to consult it. Note, however, that Moore College departs from the SBL guidelines at two points where we adopt British conventions: (1) the use of single quotation marks rather than double (see section 11.2.1 below), and (2) the positioning of full stops and commas with respect to quotation marks (see section 11.2.3 [iii] below).

8.2   Main Body of the Essay

8.2.1 Quoting

i.   All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. If the quotation contains a misspelling, this should be indicated by typing '[sic]' immediately after the error.

ii.   For rules about when to use single and double quotation marks, and when to put punctuation inside or outside a quotation mark, see 11.2.3.

iii. Raised numerals referring to footnotes must not separate a word from any punctuation that follows it (e.g. quotation marks, commas, full stops). They should be placed, if at all possible, at the end of sentence—as in the example in the following paragraph.

iv.   If it is desirable to omit several words from the original text, such an omission (ellipsis) is indicated by three spaced dots placed within brackets, yet the remaining words must both make sense and be true to the intent of the original. For example

   'He arrived from England in his early childhood [[. . .]] never to return.'1

v.   Quotations of five or more typewritten lines should be typed as a separate, indented paragraph. Such quotations should be double-spaced, without quotation marks and with the reference numeral (see above) typed at the end of the quotation.

vi.   References to biblical quotations should be placed in parentheses within the text of the essay and not relegated to a footnote.

vii. When discussing a particular term, it is best to set it in italics rather than quotation marks. For example:

   Hope occurs three times in this verse.

viii. When citing Hebrew or Greek do not use quotation marks. In the case of Hebrew, vowel points and   Masoretic accents are optional. Students in Year 3 should, and from Year 4 onwards must, cite Greek complete with accents as per the text of the New Testament.

ix. In Year 3 students should begin to use accented text when citing Greek. By Year 4 this should be the regular practice. Some material on Greek and Hebrew may be found on the LSS.

8.2.2 Abbreviations, Full Stops, Spaces and Capitalisation

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

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

   Mr   Mrs   Dr

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

   Rev.   Ph.D.   Vulg.   vol.   ed.   mg.   cf.

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

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

iv. The full stop is omitted in abbreviations for divisions of the Canon and modern Bible versions, which are printed in non-italic small capitals:

nt ot kjv niv rsv

(Small capitals are also used for the abbreviations a.d. and b.c.)

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

IVP *JSOTSup* *JSOT* *TDNT*

For abbreviations of secondary sources (journals, periodicals, major reference works and series), see the *SBL Handbook,* 89–121 (alphabetised by source) and 121–152 (alphabetised by abbreviation).

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

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

vi. Abbreviations for biblical (and apocryphal) books should follow those used by the *SBL Handbook,* 73. Full stops are not used.

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

However, biblical abbreviations should only be used when citing both chapter and verse, which should be separated by a colon. For example: 'Rom 5:8'.

For extensive lists of technical abbreviations and abbreviations of Bible texts and versions, apocryphal books, Dead Sea Scrolls, works by Philo and Josephus, Mishnah, Talmud, Targumic and other Rabbinic works, Apostolic Fathers and other classical and ancient writings, see the *SBL Handbook,* 69–89.

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

8.2.3 Commas

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

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

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

She found his behaviour offensive when, for example, he asked intrusive personal questions.

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

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

Nonrestrictive clauses should be set off with commas. In the following example the book in question is already fully defined:

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

iii. Punctuation belongs inside quotation marks ONLY if it is part of the quotation; otherwise, it belongs outside. Full stops should always go outside quotation marks, unless an entire sentence has been quoted. Double quotation marks should be used to indicate quotations within single quotation marks.

In Luke 7:34 Jesus himself speaks the phrase, 'a friend of tax-collectors and sinners'.

Do you know who wrote the article '"Letter" and "Spirit": The Foundation of Pauline Ethics'?

He said, 'I cannot believe Harry used the word "downsizing"!'

'If you come,' he said, 'come quickly', for he was in a hurry.

'A careful reader', says Smith, 'will observe clear signs of "generation", sometimes called "triggering". However, we cannot draw any conclusions about authorship from these observations.'

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

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

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

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

Author–Date style   Jewish–Christian dialogue

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

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

a.d. 154–157   502–500 b.c.   1951–1952

Psalms 1–2; 89   Rom 1:1–2:11   Ezek 16:1–5, 30–33

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

'Take three—and only three—samples.'

8.3   Author–Title System of References

8.3.1 Conventions for Notes and Bibliographies

1.   Footnotes and Endnotes

Your essay should be accompanied by subsidiary material printed in footnotes (at the foot of the page) or endnotes (at the end of the essay). Footnotes and endnotes are used: (1) to give references to sources (books, articles or unpublished documents) from which you have derived facts, opinions or quotations. Failure to acknowledge such sources is a serious breach of academic standards and may be considered plagiarism. (2) To add comments, explanations, examples, allusions to the differing views of other authors, evidence of facts stated in the text and similar material which is relevant to the argument but would interrupt its flow if included in the main text.

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

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

2.   Bibliographies

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

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

The main differences between the presentation of an entry in a bibliography and a reference appearing in a note is that in the former the author's surname is placed first, which facilitates the listing of the bibliography in alphabetical order; no parentheses are used in citing the publishing details of books; journal and series titles should be written out in full, along with the abbreviations trans. (translated by) and ed. (edited by); and only articles require pagination. See the examples below.

Bibliographies should be listed alphabetically (see section 11.3.1.3 below), though it is customary to separate primary and secondary documents where relevant. Multiple works by a single author are listed alphabetically by title. There is no need to retype the author's name; a five en line followed by a full stop will suffice.

3. Arranging Bibliographies Alphabetically

The capitalisation and alphabetisation of entries in indexes and bibliographies can be very complicated, especially when compound and foreign names are involved. See the *SBL Handbook,* 32–37. Three particularly helpful hints are:

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

De Boer, Willis Peter;   Van Seters, John;   Van Til, Cornelius.

Ploeg, J. P. M. van der; Rad, Gerhard von;   Selms, Adrianus van; Vaux, Roland de.

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

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

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

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

4. General Rules

- Author or Editor

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

- Title

Regardless of the way it is printed in the source, a colon should precede every subtitle. Titles in English should be fully capitalised (i.e. all words except articles, coordinating conjunctions, and prepositions).

For titles in foreign languages, which should be capitalised differently, see the *SBL Handbook*, 41–44.

Primary sources should be cited, parenthetically, inside the final punctuation; if the translation is important, insert it following the reference. For example:

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

- Publisher

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

- Place and Date of Publication

List only the first place when several are mentioned, even if the second is linked to a second publisher. If the place is not well known, add a reference to the state or country. The decision you make will depend on the readership. Thus, 'Homebush Bay, N.S.W.' would suffice for local readers; 'Chico, Calif.' would be necessary for most readerships. (For abbreviations of the states of the U.S.A. use the standard abbreviations as given in the *SBL Handbook,* 69, not the two-letter postal code abbreviations). Do not confuse edition dates and reprint dates (see 11.3.2 ii Books and Edited Books).

Where the place of publication cannot be found, the abbreviation 'n.p.' (no place) is used. Where the date of publication is unknown, use 'n.d.' (no date), or else estimate the century or decade, e.g. '18--?' or '196-?'

- Volume and Page Numbers

All numerals should be Arabic, with volume and page numbers separated by a colon (eg, 1:96–97). Do not use f. and ff., but give actual page ranges. Examples of such ranges — separated by an en dash — can be found in section 11.2.4 above.

8.3.2 Examples

How to use this section, in four steps:

Step 1   What type of source are you referring to? Find it in the list below and go to the appropriate section, then go to Step 2.

Step 2   Is this the first time you have used this particular source?

If yes, create a footnote with the full reference, in the style of the first example.

Then go to Step 4.

If no, go to Step 3.

Step 3   Have you footnoted this source earlier in your essay/thesis?

If yes, create a footnote with a shortened title, in the style of the second example

Step 4   Are you constructing the bibliography? Create a reference in the style of the third example, and place it in its proper alphabetical order.

In some of the examples that follow, the prescribed sequence of information is given in a template. There follow either two or three examples: a first reference, a second or subsequent reference, and a bibliographic entry.

Print Media

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

Electronic Media

11. CD-ROM Reference (with a Corresponding Print Edition)
12. Internet Publication with a Print Counterpart
13. Internet Publication without a Print Counterpart
14. Books published electronically
15. Article in an online journal
16. Website
17. Blog

Print Media

1. Journal Article

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

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

Note that, against SBL convention, single quotation marks are used and the comma (or full stop) goes outside them. If the title ends in a question mark, the comma or full stop is retained. The issue number should only be included if the pagination starts afresh in each issue. The page numbers are preceded by a colon. In second and subsequent references, only the author's surname and the relevant page(s) need be supplied (see the first example below), unless there are other works by the same author, in which case an abbreviated title will also be needed (as in the second example). In the bibliography, full stops follow author and title, and the journal title is fully written.

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

> 21 Williams, 270.

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

> 10 G. Molin, 'What is a Kidon?', *JSS* 1 (1956): 334.

> 11 Molin, 'Kidon', 335.

Molin, G. 'What is a Kidon?'. *Journal of Semitic Studies* 1 (1956): 334–37.

2. Books and Edited Books

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

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

When there are two or three authors or editors, list them all and separate the last two by 'and'. When there are more than three, list just the first followed by 'et al.' in the first reference, but list all of them in the bibliography. The page numbers (omitted in the bibliography) are preceded by a comma. Notice that, in the bibliographic version, all elements before the place of publication are separated by full stops, and 'edited by' and 'translated by' are fully written.

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

> 25 Robinson and Koester, *Trajectories*, 23.

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

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

> 5 Oates et al., *Checklist*, 4.

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

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

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

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

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

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

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

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

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

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

4. Full History of a Translated Volume

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

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

> 73 Calvin, *Inst*. II.vi.4.

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

Translation of *Institutio Christianae religionis, in libris quatuor nunc primum digesta, certisque distincta capitibus, ad aptissimam methodum: aucta etiam tam magna accessione ut propemodum opus novum haberi possit;* Geneva: Robert Estienne, 1559.

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

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

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

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

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

5. Article in an Edited Volume

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

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

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

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

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

6. Book Review

The publication details of the reviewed work may be omitted:

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

14 Sauer, review of Weippert, 172.

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

7. Unpublished Dissertation or Thesis

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

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

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

8. Article in a Lexicon or Encyclopaedia

For a lexicon or theological dictionary entry (i.e. which discusses a word or family of words), you may choose to cite only the dictionary and not the specific entry in the bibliography. Second and subsequent references need only the dictionary reference. Note the Arabic numeral for the volume number, followed by a colon.

> 90 Ceslas Spicq, 'αμοιβη', *TLNT* 1:95–96.

> 102 Spicq, TLNT 1:95.

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

OR,

Spicq, Ceslas. 'αμοιβη'. Pages 95–96 in vol. 1 of *Theological Lexicon of the New Testament.* Translated and edited by James D. Ernest. 3 vols. Peabody, Mass.: Hendrickson, 1994.

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

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

> 34 Stendahl, 'Biblical Theology', 1:419.

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

9. Journal Article Republished in a Collected Volume

> 20 David Noel Freedman, 'Pottery, Poetry, and Prophecy: An Essay on Biblical Poetry', in *Pottery, Poetry, and Prophecy: Studies in Early Hebrew Poetry* (Winona Lake, Ind.: Eisenbrauns, 1980), 14; repr. from JBL 96 (1977).

Freedman, David Noel. 'Pottery, Poetry, and Prophecy: An Essay on Biblical Poetry'. Pages 1–22 in *Pottery, Poetry, and Prophecy: Studies in Early Hebrew Poetry*. Winona Lake, Ind.: Eisenbrauns, 1980. Repr. from *Journal of Biblical Literature* 96 (1977): 5–26.

Note that, in the footnote citation, only the first source (the one actually sighted) has a page number. Also, the primary author is enough; the collected volume's editor is not required.

If the article had been sighted from the journal, the details of the journal (including page number) would be given first, followed by 'repr. in *Pottery, Poetry, and Prophecy: Studies in Early Hebrew Poetry* (Winona Lake, Ind.: Eisenbrauns, 1980)' in the footnote citation, and 'Repr. pages 1–22 in *Pottery, Poetry, and Prophecy: Studies in Early Hebrew Poetry*. Winona Lake, Ind.: Eisenbrauns, 1980' after it.

10. Other Special Cases

Beyond this there remain complex examples for which, at an undergraduate level, consistency and common sense should be the guide rather than strict adherence to the letter of the law. If further help is necessary, refer to the *SBL Handbook,* 55–63, for examples of citations from *ANET, COS,* the Loeb Classical Library, papyri, ostraca, ancient epistles and homilies, the Ante- and Post-Nicene Fathers, J.-P. Migne's *Patrologia Latina and Patrologia Graeca*, and *Aufstieg und Niedergang der römischen Welt*. Before citing texts from the Judaean Desert, see the *SBL Handbook*, 176.

There is no need to list references to the Bible. Likewise, there is no need to list references to well-known documents from church history or antiquity. Like biblical references (see 11.2.1), these can be cited in parentheses within the main body of the text. For example:

(Josephus, *Ant*. 2.233–235)

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

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

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

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

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

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

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

Electronic Media

Citations for elctronic media are modifed versions of the Turabian style.
Source: University of Chicago Press. 'Turabian Quick Guide'. Accessed 22 January 2014.
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

URL addresses are never hyphenated at the end of the line and should be divided before the 'dot' at the end of a line.

11. CD-ROM Reference (with a Corresponding Print Edition)

Note that 'n.p.' can mean 'no place', 'no publisher' or, as here, 'no pages'.

> 67 Duane F. Watson, 'False Apostles', n.p., *ABD on CD-ROM*. Version 2.0c. 1995, 1996.

> 70 Watson, 'False Apostles', n.p.

Watson, Duane F. 'False Apostles'. *The Anchor Bible Dictionary on CD-ROM*. Logos Library System Version 2.0c. 1995, 1996. Print ed.: David Noel Freedman, ed. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

12. Internet Publication with a Print Counterpart

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

> 5 Charles Truehart, 'Welcome to the Next Church', *Atlantic Monthly* 278 (August 1996): 37–58. Cited 5 May 1997. Online: http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm.

> 9 Truehart, 'Next Church', 37.

Truehart, Charles. 'Welcome to the Next Church'. *Atlantic Monthly* 278 (August 1996): 37–58. Cited 5 May 1997. Online: http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm.

13. Internet Publication without a Print Counterpart

> 5 Charles Truehart, 'Welcome to the Next Church', n.p. Cited 5 May 1997. Online: http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm.

> 9 Truehart, 'Next Church'.

Truehart, Charles. 'Welcome to the Next Church'. No pages. Cited 5 May 1997. Online: http://www.theatlantic.com/atlantic/issues/96aug/nxtchrch/nxtchrch.htm.

14. Books published electronically

If a book is available in more than one format you should cite the version you consulted. For books consulted online, include an access date and a URL. If you consulted the book in a library or commercial database, you may give the name of the database instead of a URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.

> 1. B. Witherington, *Paul's Letter to the Romans* (Grand Rapids: Eerdmans, 2004), 183–84, Kindle.

2. Philip B. Kurland and Ralph Lerner, eds., *The Ethics of Work* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, accessed 15 October 2011, http://press-pubs.uchicago.edu/founders/.

3. N.T. Wright, *Jesus and the Victory of God* (London: SPCK, 2010), 211, accessed 8 December 2012, ProQuest Ebrary.

17 Witherington, *Paul's Letter to the Romans*, 301.

22 Kurland and Lerner, *Ethics of Work*.

25 Wright, *Jesus and the Victory of God*, 88.

Witherington, B. *Paul's Letter to the Romans.* Grand Rapids: Eerdmans, 2004. Kindle.

Kurland, Philip B., and Ralph Lerner, eds. *The Ethics of Work*. Chicago: University of Chicago Press, 1987. Accessed 15 October 2011. http://press-pubs.uchicago.edu/founders/.

Wright, N. T. *Jesus and the Victory of God*. London: SPCK, 2010. Accessed 8 December 2012. ProQuest Ebrary.

15. Article in an online journal

For a journal article consulted online, include an access date and a URL. For articles that include a DOI (Digital Object Identifier), form the URL by appending the DOI to http://dx.doi.org/ rather than using the URL in your address bar. The DOI for the article in the Brown example below is 10.1086/660696. If you consulted the article in a library or commercial database, you may give the name of the database instead.

6 Campbell Brown, 'Consequentialize This', *Ethics* 121, no. 4 (July 2011): 752, accessed 1 December 2012, http://dx.doi.org/10.1086/660696.

8 Andrew Curtin, 'Covenant: The Construction of Identity in Israel', *Old Testament Research* 8, no. 4 (October 2012): 16, accessed 9 March 2013, Academic OneFile.

13 Brown, 'Consequentialize This,' 761.

17 Curtin, 'Covenant,' 18–19.

Brown, Campbell. 'Consequentialize This'. *Ethics* 121, no. 4 (July 2011): 749–71. Accessed 1 December 2012. http://dx.doi.org/10.1086/660696.

Curtin, Andrew. 'Covenant: The Construction of Identity in Israel'. *Old Testament Research* 8, no. 4 (October 2012): 15–28. Accessed 9 March 2013. Academic OneFile.

16. Website

Website content can change significantly over time. Therefore you need to include an access date and, if available, a date that the site was last modified.

> 1. 'Privacy Policy', Google Policies & Principles, last modified July 27, 2012, accessed 3 January 2013, http://www.google.com/policies/privacy/.

> 6 Google, 'Privacy Policy'.

Google. 'Privacy Policy'. Google Policies & Principles. Last modified July 27, 2012. Accessed 3 January 2013. http://www.google.com/policies/privacy/.

17. Blog entry or comment

Blog entries or comments may be cited within the text as follows ('In a blog comment posted to *Moore College ThinkTank Blog* on 4 March 2013 …'). Typically they are not included in a bibliography since they are informal comments. The following example shows the more formal version of the citation.

> 4 David Höhne, 'The Cross and the End of Wisdom', Moore College ThinkTank Blog, 4 March 2013, accessed 15 September 2013. http://www.moore.edu.au/resources/thinktank/03-03-2013/the-cross-and-the-end-of-wisdom.

> 8 Höhne, 'Cross and the End of Wisdom'.

Höhne, David. 'The Cross and the End of Wisdom', *Moore College ThinkTank Blog,* 4 March 2013. Accessed 15 September 2013. http://www.moore.edu.au/resources/thinktank/03-03-2013/the-cross-and-the-end-of-wisdom.

8.4   Author–Date System of References

The Author–Date (A–D) system of references is the system used in scientific and social-scientific works, but is becoming more common in theological writing. Its advantage is that it uses fewer words and reduces the need for footnotes.

8.4.1 Conventions for Notes and Bibliographies

i.   Citations in Text and Notes

Instead of a footnote, the author's name (if not mentioned in the text), the date of publication and the page number(s) (if necessary) are placed in parentheses after the quote. Date and page are separated by a comma; citations are separated from one another by semicolons; when an author has two publications in the same year, the designations 'a' and 'b' should be added to the date.

> Dumbrell evidently reads 2 Cor 2:14–17 as a polemic (1986, 179).

> Blomberg (1999, 21 n. 3) suggests that . . .

Jeremiah 23:10, 37 can be interpreted in the same way (Tov 1972a, 195; Tov 1972b, 107).

If a work has been translated or reprinted from an older original, add the original date of publication in square brackets after the date. If the original is an ancient primary source it should be cited along the lines of section 11.3.2 (xii) above: (1) if only general reference is made to the work, title and page/section will suffice, with no record in the bibliography; (2) if words are quoted, reference to the translation should be made in both citation and bibliography.

Wellhausen (1957 [1883], 127) adopts a different approach.

Calvin (1960 [1559], I.xv.5) speaks of the 'delusion of the Manichees' in this connection.

Josephus (*Ant*. 2.235 [Thackeray 1937]) states the following…

Because of the way the bibliography is constructed, such minimal citation is all that is needed. However, footnotes may still be included in an essay if so desired, either to add comments to the argument (along the lines indicated in section 11.3.1.1 or to remove particularly long and obtrusive references from the text so as to make it read more smoothly. It is a matter for personal judgement as to when this needs to be done.

ii. Bibliographies

What was said in section 11.3.1.2 applies here, except for the following differences. (1) Strictly speaking, only works actually cited in the essay should appear in the bibliography. (2) The second element of the bibliographic citation (after the author's name and before the title) is the date. The other elements appear in the same order as in the Author–Title system. (3) The bibliography is arranged alphabetically by author and then chronologically, so that books and articles by the same author are listed from the first published to the most recent; they are followed by co-authored books; books edited by that person; books edited by that person and another. (4) Works by an author in the same year are distinguished as follows:

Tov, Emanuel. 1972a. 'L'incidence de la critique textuelle sur la critique littéraire dans le livre de Jérémie'. *Revue Biblique* 79:189–99.

_____. 1972b. 'Lucian and Proto-Lucian: Towards a New Solution of the Problem'. *Revue Biblique* 72:101–13.

iii. General Rules

The same procedures as outlined in 11.3.1.4 are to be followed.

8.4.2 Examples of Notes and Bibliographies, Arranged by the Type of Source

This section is a supplement to section 11.3.2, above.

See the *SBL Handbook*, 64–67. For templates setting out the order of information in various types of reference (journal articles, books, edited books, book sections, etc.), see the examples in section 11.3.2 above. These may be adapted to A–D format by the removal of the date to the second position in the reference. Further rules of presentation are also explained in the abovementioned section, which should be studied in conjunction with the following examples.

Journal Article

(Williams 1980, 270)

Williams, Stephen K. 1980. 'The "Righteousness of God" in Romans'. *Journal of Biblical Literature* 99: 4

3wwww2241–90.

A Book

(Robinson and Koester 1971, 23)

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


An Edited Book

(Oates et al. 1992, 10)

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

A Dictionary Article

(Spicq 1994, 1:96–97)

Spicq, Ceslas. 1994. 'αμοιβη'. Pages 95–96 in vol. 1 of *Theological Lexicon of the New Testament*. Translated and edited by James D. Ernest. 3 vols. Peabody, Mass.: Hendrickson.

9 Financial Matters
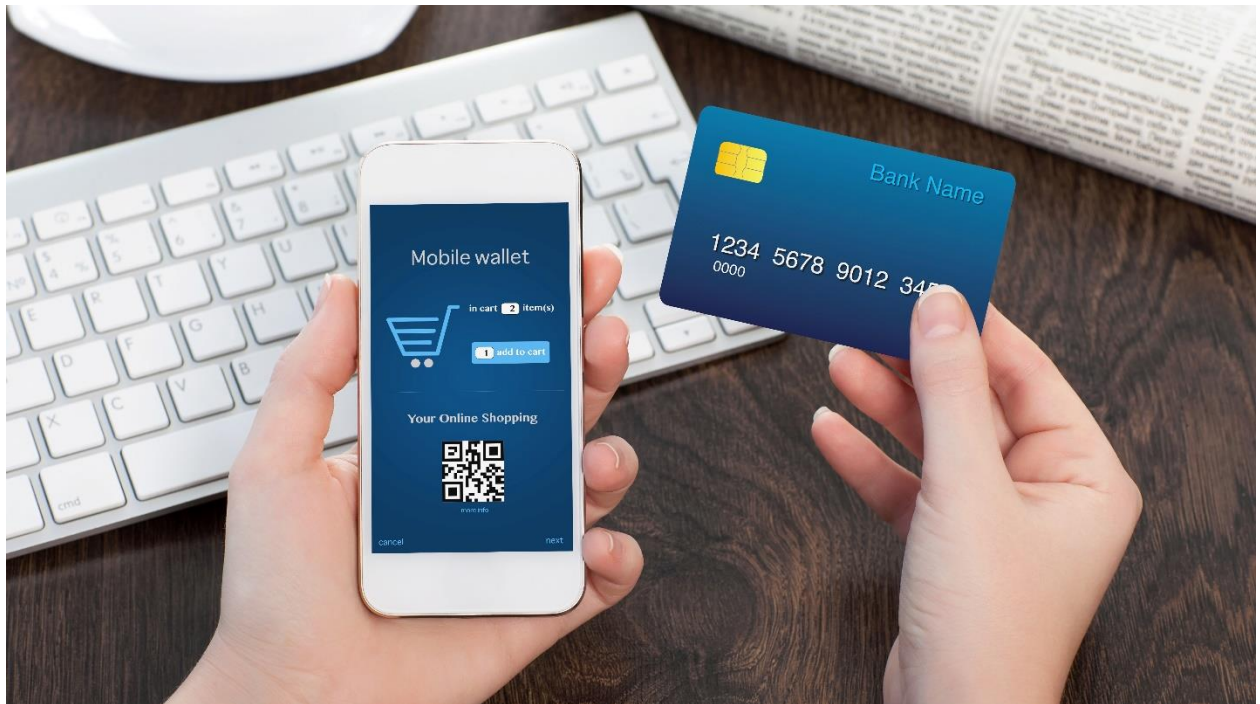
9.1   Fees

1. Students elect their tuition fee payment option, either FEE-HELP or Upfront, at registration each year. For information on FEE-HELP see the Australian Government's Study Assist website. There is a loan fee charged.

2. FEE-HELP may cover all or part of the tuition fees for a unit of study.

3. For students applying for FEE-HELP assistance, any upfront portion of tuition fees is payable by the week immediately preceding the Census Date of each semester. Any enrolled student who is eligible for FEE-HELP and has not paid up-front tuition fees before the Census Date for applicable units of their course is required to apply for FEE-HELP if they wish to continue with their studies for that semester.

4. About one month before the Census Date students will receive a financial statement from the Finance Department for any units of study for that semester.

5. For students not applying for FEE-HELP assistance, tuition fees are payable by the week immediately preceding the Census Date of each semester.

Census Date for Semester 1 Units	Census Date for Semester 2 Units
30 April	31 August

6. Students who are not able to pay in full tuition fees when they are due during an academic year should contact the Financial Controller to make alternative arrangements finance@moore.edu.au.

7. Students who have outstanding debts including tuition fees due to the College may be excluded from units of study and may not receive results of assessments. If a debt is still outstanding by the time end of year results are released the student will not be eligible to receive these results and will not be permitted to enroll in the following academic year or graduate (whichever is applicable). Any exceptions to this regulation must be approved by the Principal.

8. Fees and other amounts payable by students are determined by the Governing Board of the College after the preparation of the College financial budget in the August/September prior to each academic year.

9. Certain charges are subject to the Goods and Services Tax (GST).

10. Each year Moore College receives a grant from the Synod of the Diocese of Sydney to cover some general running costs of the College. Fees charged to students for tuition and for some single accommodation are the main other source of College income. Fees are set at a level which seeks to recover the costs of the College teaching program.

11. Supporters of the College frequently give money to provide assistance for needy students. Any student who is experiencing financial difficulties should discuss their situation with the Dean of Students or the Principal.

9.2   Australian Government Financial Assistance

9.2.1   AUSTUDY Benefits

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

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

Students taking at least 75% of the full-time load of an approved course may be eligible for AUSTUDY benefits. AUSTUDY application forms are available only from Centrelink.

Currently the Diploma of Biblical Theology is available in part-time mode only. Austudy benefits may be accessible for eligible students in this course in future years.

10 Calendar

10.1 Semester Dates 2018

FIRST SEMESTER   12 FEBRUARY – 15 JUNE
   Orientation week   12 – 16 February
   Lectures commence   19 February
   Research week #1   19 – 23 March
   Autumn break   14 – 22 April
   Research week #2   23 – 27 April
   Census Date   30 April
   Essay week   11 – 15 June

   Mid-Year Break   *16 June – 8 July*

SECOND SEMESTER   9 JULY – 16 NOVEMBER
   Orientation week   9 – 13 July
   Lectures commence   16 July
   Research week #1   20 – 24 August
   Census Date   31 August
   Spring break   8 – 16 September
   Research week #2   1 – 5 October
   Essay week   5 – 9 November

End of Year Chapel (live stream)   16 November

10.2 Semester Dates 2019

FIRST SEMESTER   11 FEBRUARY – 14 JUNE
   Orientation week   11 – 15 February

   Mid-Year Break   *22 June – 7 July*

SECOND SEMESTER   8 JULY – 15 NOVEMBER
   Orientation week   8 – 12 July

11 Document History

Diploma of Biblical Theology Student Handbook		
To be read in conjunction with: Moore College Policies and Procedures	Version: 2.0	Date of issue: 10 January 2018
	Implementation: Registrar	Next review: Jan 2019
Supersedes	Version 1.0	

Version	Date	Amendment
1.0	01/01/2017	New document
2.0	10/01/2018	Revised. New assignment word length regulations §4.12.2