



Study Aid

for

The Christian Ministry programmes

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Notes

Welcome to TEE College!

The fact that you are reading this booklet means that you are on a journey of learning – a pilgrimage of discovery and growth in your ministry.

Thank you for allowing TEE College to be part of your journey, as your guide and companion.

Tools for the journey

This Study Aid is just one of the resources we offer you for your journey. The others include your workbooks and assignment booklet, the College's Rules, Regulations and Policies booklet, the guidance and encouragement of your marker, the support of TEE College's staff – and a set of DVDs that introduce you to the Christian Ministry programmes and offer you some very practical help with your studies.

This Study Aid booklet is a vital piece of equipment for your journey of learning. Along with the two 'study aid' DVDs that accompany it, it will guide you through a whole range of skills that our Christian Ministry programmes will ask you to learn or develop further.

Your assignment tasks, in particular, will often refer you to this booklet as you work through the set tasks and then submit your written work.

So please use it.

Start by looking through the booklet's Table of Contents: get an overview of what you can find in these pages. Look up any particular part that immediately grabs your attention. Then go through the booklet more carefully and thoroughly. Doing that now, at the start of your journey – rather than later, just before you need to send in your assignment – will make life a lot easier!

Also, have a look at the accompanying DVDs, especially their chapter menus, so that you can link this booklet with what the DVDs present. Much of the material in this booklet is discussed and illustrated in the DVDs – especially the second one.

Could you watch the DVDs rather than use this Study Aid booklet? We don't advise you to do that, for two reasons:

1. The DVDs don't – and can't – cover everything that is in this booklet. So use it as the primary study tool in your kit, with the DVDs as an extra source of support.

2. It's often easier to look up something in a booklet than to search for the relevant chapter on a DVD, especially if you're facing a tight deadline.

Please make good use of this Study Aid booklet as you journey through your studies.

What else do I need to know?

We don't want to drown you in information! But you do need to be aware of quite a lot of important information that you'll need as you begin your journey, and while you're on the way.

You'll find this information in the following resources that we have sent you:

- The **Yearbook** for the Higher Certificate you are studying. This is issued afresh every year.
- The **two workbooks** for each of the courses for which you're registered.
- The **introductory unit** in each course. In these Higher Certificates it is called 'A bird's eye view of this course'. It will guide you through what that course is all about.
- The **assignment booklet** for each of your courses. This is issued for each course, every semester.
- This **Study Aid booklet** and the set of **DVDs** – issued just once to you when you first register with TEE College (but also after major updates). An electronic copy is available on the College website.
- The **Rules, Regulations & Policies booklet** – also issued just once to you (but again after major updates). An electronic copy is available on the College website.



Take a few minutes now to become familiar with each of the resources we've listed above. Look through the 'Contents' page of each booklet, and see what it covers. (The assignment booklet doesn't have a contents page; so simply page through it before you read it more thoroughly.)

Also, if you find that you haven't been sent all of them, please let TEE College know.

We hope that you will enjoy your pilgrimage of learning in our company. Many blessings as you begin it, and continue it.



What you need to know about studying through TEE College

Introduction

This may be the first time you're doing some study since leaving school. Perhaps you haven't studied at this level for quite some time. Or maybe this is your first 'go' at studying in distance mode.

Whatever your experience of tertiary study – none, or a long time ago, or only in a residential institution – we're here to support and encourage you.

In this first section of the Study Aid booklet, we introduce you to a number of important things that you need to know about studying through TEE College.

Of course, if you still have questions after working through this booklet, you are welcome to contact us. Our details are on the back cover.

What is 'Education by Extension'?

Our name, 'Theological Education by Extension College', says what we are – and what we are not.

We are not... a correspondence college. We don't just deliver courses to you by post, and leave you to get on with it.

We are... an *extension* college. The theological education resources we offer *extend* the learning experience into your home, your local community, your local church, so that you are formed for mission and ministry *in your own context*, rather than in a residential seminary or bible college. Your local context is your campus.

The founding philosophy of *education by extension* is that you remain rooted in your local congregation while you study, providing you with the opportunity to integrate what you learn with what you see and do in the life and ministry of your community.

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

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

The two assignments you'll complete will assess how well you are engaging with the course material and learning from it, and test your grasp of key concepts and your ability to apply them. After each assignment you will receive feedback from your marker. You should read this feedback as if a tutor were sitting next to you, explaining what you did well, where you missed something, and how you can improve. You can also contact your marker for clarity – but please don't expect your marker simply to give you the answer!

What about tutorial support?

In the *extension model* of theological education, the course material is your **teacher and guide**. Your **marker** provides support through feedback on your assignments. Your **tutor** is your minister or a Christian leader from your community. In some areas, local church leaders arrange **tutorial groups**, and we encourage this to happen ecumenically. When we hear of local tutoring initiatives, we let students in that area know about them.

Please note that the College itself does not provide tutorials. In the *extension model*, tutoring is the role of your denomination or local church.

On the registration form you are asked whether your contact details can be shared with other students. You can request the details of students in your area who are enrolled for a specific course. If you do that, we'll send you a list of the students who have agreed to share their contact details. In this way you can set up local study groups – a great way to share your ideas and to develop an understanding of the perspectives of other people and church traditions. But when you attend a private study group or tutorial, don't be tempted to share each other's assignment answers. You must still prepare and submit your own work!

What is 'outcomes-based learning'?

TEE College uses a form of outcomes-based education (OBE): all of our programmes and courses have stated **outcomes**. These describe what you should know, value, and be able to do (the competencies you should have) after completing a specific course or at the end of the programme.

OBE makes it possible for us to assess what you can *do* (your skills), your *values* (your attitudes and beliefs), and what you *understand* (your knowledge). It aims for a holistic learning experience.

In the introductory chapter of each of your courses, you will find a list of the outcomes specific to that course. These are the measures against which your work in the course is assessed. You should also look at these outcomes before

you start reading the course material, and before every assignment, to make sure that you understand what is expected of you.



Take a look now at Workbook 1 of the course(s) you are studying. You'll find the outcomes for that course listed in the introductory unit headed 'A bird's eye view of this course'.

Read through them, and get a feel for what you'll be expected to know / value / do when you have completed the course.

What does TEE College mean by 'learning'?

Educational psychologists have identified three ways in which we learn (Bloom *et al.* 1956):

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

At TEEC we describe these three areas of study as training the *head*, the *heart*, and the *hands* – or, in the words in our logo, *knowing*, *being*, and *doing*. As one of our students, you will need to show growth in all three learning areas. So the assignments you do will ask you to show an appropriate level of competence in your knowledge, skills, and values.

The assignments ask you to carry out a range of tasks, often using different formats – letters, newspaper articles, reports, talks, handouts, and so on. This is an important part of OBE, because it tests whether you can apply your academic knowledge to everyday situations, using everyday language and developing clear, logical ways of communicating. This Study Aid booklet offers you lots of help in doing that.

What do I need to do to pass a course?

The pass mark for all **assessments** (assignments) in these Higher Certificates is **fifty per cent (50%)**. You need to pass any tasks that are marked as '**critical tasks**' – specific tasks that you *must* pass in order to pass the whole assignment. You also need to obtain an average mark of **at least 50%** for the whole assignment.

Even if you achieve less than 50% for some tasks, as long as you pass all the critical tasks and obtain an overall average of 50%, you will pass the assignment.

The tasks in an assignment have different mark allocations, depending on the size or importance of the task.

To pass a whole **course**, each assessment (assignment) must be passed with an average of at least 50%. If you fail any assignment, you fail the whole course for the year. *(See the Rules & Regulations for how the result of each assignment contributes to the final course mark.)*

However, if you fail the first assignment, it is possible to make up for that. Keep reading...

What if I don't get a pass mark for the first assignment?

Let's say that you submit your first assignment, thinking that you have done quite well. But when you get it back from your marker, you are disappointed to find that, in fact, you haven't done so well. You did really quite good work in the first two tasks; but in the third task you completely misunderstood what was asked of you, and in the fourth one you left out key information. You also forgot to include references throughout the assignment, for which your marker deducted a penalty mark.

Bottom line: you got 45% for the first assignment – but you need at least 50% to pass it.

All is not lost!

TEE College's rule is that you can resubmit one or more tasks in the first assignment if you haven't managed to pass it overall. *(Note that this rule doesn't apply to the second assignment.)*

The point of allowing you to resubmit parts or all of Assignment 1 is to give you the opportunity to receive feedback from your marker and to improve on the work you originally submitted. After all, studying through TEE College is about *learning and growing in ministry*. We want to give you every chance to do that.

So when do you qualify for a resubmission?

Put simply, you can be asked to resubmit either specific tasks or the entire first assignment if you have:

- Made a genuine effort to do all the tasks in the assignment; but still
- Achieved less than 50% for the whole assignment.

Your marker needs to see that you really have tried to do all the tasks. You can't just skip a task because it looks too difficult, in the hope that you will get a second chance to do it on resubmission!

So how does it work?

- If you have passed some of the tasks in the first assignment, but still failed it overall, your marker will ask you to resubmit just the task(s), or the relevant parts of a task, that you didn't get right. This will give you a chance the second time around to do well enough to achieve an overall pass for the first assignment. If you need to resubmit, this will be clearly indicated on the feedback sheet. And you will only need to resubmit the parts your marker indicates – not everything.
- If you have failed the first assignment because you failed one or more **critical tasks**, the marker will ask you to resubmit those specific tasks (as long as you had attempted to do them, of course).
- If you happen to fail all of the tasks in the first assignment – or if you receive 0% because your marker has found that you have committed **plagiarism** (*see page 30 of this booklet*) – then your marker will ask you to resubmit the whole assignment.

So please take every opportunity given to you to improve and pass!

Can I re-do the parts of a course that I have failed?

Let's say that:

- You resubmitted tasks for Assignment 1 but still didn't get the 50% pass mark; or
- You didn't resubmit, and so failed the whole of Assignment 1; or
- You didn't pass Assignment 2.

What then? Under certain conditions you can register for the assignment you didn't pass – we call it 'the failed component' – in the following semester or year. (*See the TEE College Rules, Regulations and Policies booklet for more information on component registrations and repeat registrations.*)

And what if you have failed Assignment 1? Should you stop working on the rest of the course? Definitely not! Because of this 'component registration' option, keep going with the course, even if you fail Assignment 1. Complete Assignment 2, because if you pass it, you'll only need to do a component registration for Assignment 1 – not for both!

How much time does a course take?

This Higher Certificate has **ten courses**: four **fundamental** courses, and six **core** courses. Each course is worth **12 credits**.

The South African National Qualifications Framework (NQF) expects you to do about **10 notional (estimated, average) hours** of study-related work for each credit. So each of the courses in this Higher Certificate will need about **120 hours** of work (12 credits x 10 notional hours).

This works out to around **four-and-a-half hours per week** in which to do your reading, journaling, researching, reflecting, personal tasks, and preparing for and writing your assignments. Of course, students work at different speeds and with different abilities, so our courses are based on the College's average demographic: a mature, part-time student who is working in a second language.

To work out how much time you have available for study, you need to consider all the commitments on your time – work, family, church, sport, etc. – and then plan accordingly.

If you register at the last minute, you will have much less study time available to you. Year-long courses have a 34-week work period, and semesterised courses have a 20-week work period. **If you registered early, you could add several extra weeks to your available study time.**

How many courses can I take at the same time?

The Yearbook for your study programme explains this, so please refer to the relevant section.

Our recommendation is that, unless you really need to complete the Higher Certificate in the shortest possible time, you should start with one course at a time, and see how you go. Remember that you are studying to grow in your ministry, not just to gain a qualification. So study at the pace that will enable you to get the most out of your studies.

Reference

Bloom, B.S. (ed.), Engelhart, M.D., Furst, E.J., Hill, W.H. & Krathwohl, D.R. 1956. *Taxonomy of educational objectives, Handbook I: The cognitive domain*. New York: David McKay Co Inc.

If you'd like to explore further...

Look at these websites for more about Bloom's classification of levels of learning:

<http://www.nwlink.com/~donclark/hrd/bloom.html>

<https://www.learning-theories.com/blooms-taxonomy-bloom.html>

What do I need to know about doing assignments?

The two assignments that you complete for each course are how TEE College assesses how much you are learning and growing through your studies.

You can submit your assignment as a printed ('hard') copy or as an 'electronic' copy (e.g., a Word document sent by email). Your Yearbook explains the submission options for each type of assignment. Please follow the instructions carefully, as assignments that are not submitted correctly do not get marked.

Assignment cover sheets

Your Yearbook contains instructions for submitting assignments – for both electronic copies and hard copies. Ensure that your personal information is included correctly with your assignment, or it might not be possible to identify your work or award you your mark.

Copies of assignments

Make sure you keep a copy of your assignment. This is especially true of hard copies. But you should also back up and print out electronic copies. Also keep copies of all forms submitted with your assignment. The Yearbook instructions explain how 'proof of submission' works (for both **hard copy** and **electronic copy** assignments). Keep the proof of submission with your copy.

The College logs your assignment script when it comes in. If you have given us your email address, then you are automatically sent a confirmation that the script was received. Our markers are not based at the College, so scripts are put in batches and sent to them.

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

Where the College is informed of such events, and the script batch has become untraceable, then we'll ask you to send us **a copy of your assignment** for

marking. Please don't simply send us the proof of submission – we cannot mark that!



Decide now, if possible, whether you will submit hard or electronic copies of your assignments to the College. In the light of that, write in your notebook what you will do to make or keep a copy of each assignment, in case you need to re-send it to us.

Emergencies and unforeseen circumstances

Please note that TEE College does not grant extensions for assignments.

Neither the College staff nor our markers will grant extensions. Each assignment has a '**due date**', and assignments must be submitted to the College before the due date, or on the due date at the very latest. The due date for each assignment is given in the assignment booklet and in the programme's Yearbook.

See TEE College's Rules & Regulations about **due dates**, **emergency dates**, and **the non-marking of late assignments**.



In your assignment booklet(s), look up the due dates and emergency dates for the assignments you need to submit. Then write or clearly mark those dates in your diary or calendar.

Writing assignments

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



The assignments are set in the context of your course. Their purpose is to see whether you have read and understood the course material, and perhaps done some extra reading or reflection on what you're learning.

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

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

What can I expect in an assignment?

Theological education is not simply about ‘knowing stuff’ or ‘doing ministry stuff’. It is a process of learning that also embraces your own experiences and your local context. It extends and stretches you in your thinking, understanding, and attitudes. And it seeks to be rooted contextually and relevantly in ways that bring change and hope to others, and to transform you in the process (becoming Christ-like – see Romans 12:1-2, Ephesians 4:7-16).

The skills and abilities you gain and grow through a process of theological education should also inform and guide your future learning and reflection, whether formal or not. You need to know, do, and believe what you are learning so that you come out of the educational process competently prepared for real-life ministry.

Learning also takes place at various levels. To ensure that there is consistency between the courses offered by various institutions, South African education is graded according to the Higher Education Qualifications Sub-Framework (HEQSF) on the National Qualifications Framework (NQF).

All of the courses in the Christian Ministry programmes are at **NQF level 5**.

Each level of the NQF has a number of ‘level descriptors’ that clearly define what a student should achieve at each level. Apart from describing a student’s knowledge or skill, the level descriptors also describe the ethics that are expected of you as a student, and how you should be able to manage your time, resources, etc. For example: when TEEC requires you to submit an assignment on time, or to reference your sources correctly, this is not just the College being awkward: it is a requirement of the NQF for a student studying at this level.

Tips for tackling assignments

If you haven’t studied at this level before, or haven’t studied at all for quite a long time, tackling an assignment can look really scary. So here are some practical tips for getting it right and doing it well.

1. Read all the pages of the **assignment booklet** at the beginning of the semester. This will outline what is expected of you for the course.



Turn now to the assignment booklet, and read the opening pages (up to the start of Assignment 1). Record in your notebook anything that raises questions for you or that you feel is important to remember.

*Next, skim-read through **Assignments 1 and 2**, so that you get a sense of how they are laid out, how many tasks there are in each assignment, which tasks might ask you to do ‘away from the desk’ activities, and so on. Again, record in your notebook anything that raises questions for you or that you feel is important to remember.*

2. Plan carefully for all the ‘away from the desk’ activities the assignments ask you to undertake, such as group activities, interviews, preaching appointments, etc. Remember that they need to be done well in advance of the due date of the assignment, so that you have enough time to reflect on the activity and include that in your answer. Give yourself more time when there are practical tasks, such as preparing and doing a survey, visiting a local church, and so on.



Keep a calendar or diary next to you when you start to plan for your next assignment, so that you can ‘book’ enough time in your busy schedule to get it done well. Even better, make yourself a ‘time sheet’ in which you list what needs to be done on what date, from when you start working on the task until you need to complete it and send it in.

Check now that you have a diary or calendar, or create a basic time sheet for yourself. You can fill in the details when you actually start work on your assignment.

3. When you begin to work through the course material, make sure that you complete all the learning activities in each unit. Keep the assignment tasks in mind, making notes in your course material, assignment booklet, and notebook.



Turn now to Workbook 1 of the course you are about to study, and skim-read through each of the units. Note the different kinds of learning activities that each unit contains. Each starts with a journal exercise. Then, depending on the focus of the unit, you’ll be asked to do any or all of these activities: ‘Please read the passage(s)

below', 'Take a moment', 'Let's think about this', 'A closer look at a text', and 'Something to do'.

The 'rest areas' in each workbook (two in Workbook 1, one in Workbook 2) also require a time of reflection.

When you plan your study times, be sure to allow enough time to do each of those activities carefully and thoroughly.

4. If you have the time and the interest, find other books and resources on the subject and read them, adding to your notes. At TEE College, we ensure that the two workbooks for each course include everything that you need to complete it successfully – to achieve the outcomes. But we also encourage you to read and investigate more widely, for the sake of your own learning and growth. So at the end of each unit we include a list of **references** (the resources used in that unit) and a list of recommended resources headed '**If you'd like to explore further...**'. Most of the resources in the second list are books in the TEEC library, available to borrow by mail – or, if you live within easy reach of TEE College, you can come to borrow them in person, or read them in the library.



Please turn to the end of any unit in your workbooks. There you should find examples of both lists. (If not, try a different unit.)

To check whether a book is in the TEEC library, choose a title from each of the two lists, and then look them up in the references for the whole course at the back of Workbook 2. If they are marked with ●, we have them on our shelves. If not, they are probably books that our course-writers used from their personal library.

If you'd like to explore a topic further by borrowing a book that's in our library, make a note to come to TEE College (if you live close enough to our campus) or to request it by emailing <library@tee.co.za>.

See the section headed 'TEE College Library' in our Rules and Regulations for details.

We hope that you will make use of our resources!

5. Be sure to use the right format when you draw up your answer to a given assignment task. You might be asked, for example, to write a letter, draw up notes for a talk, design a presentation, write a magazine article, compile a workshop handout, or design a series of Bible study sessions in order to meet the requirements of a task.



Please turn now to one of your assignments. Look through each task, and make a note of all the formats that you are asked to use.

*Then look up where in this **Study Aid booklet** you will find the 'how to' guidelines for using each format. (Hint: Look it up in the Table of Contents in the front of the booklet.)*

6. Integrate (include and combine) what you have learnt in the practical activities into what you write in your response to tasks. Use what people say in interviews or in a group discussion when you write your assignment answer. (The task will explain this.)



Please turn again to your assignment booklet(s). Scan through some of the tasks, and note any activities or sources of information that you will need when you tackle that task – for example, attend a church service, write a letter, listen to a sermon, interview someone, run a Bible study, summarise what you wrote in your journal about a particular topic.

In your notebook, write the main items of information you will need to include and integrate in your answer to the task. Here are a few examples to get you going:

*My notes of a sermon I have listened to
My reflections on a Special Reading
Details of a community group I have met with
People's feedback on a Bible study I have run*

*When you actually come to work on those tasks, make sure that you **integrate** the various elements that the task asks for. For example: your notes on a sermon you have heard help you to reflect on different methods of exegesis (biblical interpretation), or your notes from interviewing a church leader form part of your reflections on models of Christian leadership.*

Read tasks carefully

To carry out the tasks in the assignments properly, you need to read each one *carefully*. You must be very clear about what it asks you to do.

There are assignment tasks that require you to only do one thing – e.g., “*Summarise Mark 7:1-9*”.

But you will also find complex tasks that ask you to do more than one thing – e.g., “*Identify the author, date, and place of writing for Mark’s Gospel*”. That task requires three pieces of information. Often students only answer part of a complex task because they don’t see all that is required.

One way to avoid missing part of the task is to underline the keywords. Using the example above: “*Identify the author, date and place of writing for Mark’s Gospel*”.

Another example of a complex task is: “*Explain the See-Judge-Act method of ethical decision-making, and compare it with Philip Wogaman’s model*”.

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

Some tasks may look simple, but are actually more complex. Here’s an example:

Discuss Schwarz’s three suggested missionary areas. In your answer include:

- 1. What each area tends to focus on.*
- 2. How each area helps us to work on our relationship with God.*
- 3. What the weaknesses of each area are.*

Often students see only the three specific points, and limit their written response to covering just those issues. But the task is bigger than that: it asks you to discuss someone’s approach to mission, and in the process to make sure that you include the three points it mentions.

So you’d need to introduce and summarise that approach; perhaps describe the context in which it has been developed and used; comment on the theology of mission that it reflects; note what areas of Christian life it focuses on; give your personal view of how each area might be useful for the church and for your own relationship with God; and comment on the possible weaknesses of each area. In the course of your more general discussion, you’d make sure that you have covered the three specific points that the task mentions.

One way to get this right is to look for the **key words** in a task.

Key words

Assignment tasks use **instructions** – key words that tell you what you have to do. To answer a task correctly, it is important to understand the meaning of the words it uses. For example, if you are asked to **compare** two biblical texts, you cannot just summarise what each text says: *you also need to compare them with each other, pointing out their **similarities** and **differences**.*

The following are some words that you might come across:

| | |
|-------------------|--|
| Compare | Look for similarities and differences. |
| Contrast | Bring out the differences. |
| Define | Make the meaning of a word, phrase, or idea clear. |
| Describe | Give a detailed account of what something looks like, what happened, etc. |
| Discuss | Investigate, set out the arguments, weigh the conclusions, examine the implications. |
| Evaluate | Give your considered assessment of the issue, with reasons for your views. |
| Examine | Look closely into. |
| Explain | Make plain, give reasons for. |
| Explore | Investigate and explain, possibly using a variety of viewpoints. |
| Illustrate | Show, make plain or clear, give an example. |
| Justify | Show good reasons (good grounds) for a decision, position, or conclusion. |
| Outline | Give the main points or general principles. |
| Report | Give a brief but accurate account of something – e.g. what happened, or what you (or someone else) did, said, or wrote. |
| State | Present in a clear, precise form. |
| Summarise | Give a short (concise) account of the main points of an argument, discussion, article, chapter, or book. Avoid unnecessary detail. |
| Trace | Give an account of the development of a topic. |

Look for such key words in the tasks, check that you know what they mean, and then work out what you must do to follow those instructions.



Please turn again to your assignment booklet, and scan two or three of the tasks in Assignment 1 for the **key words** that tell you what you need to do in each of those tasks.

Underline each of them, and then look up their meaning in the 'key words' list on the previous page. If any of the key words in the tasks are not in the list, look them up in a dictionary – and please let us know, so that we can add them to a future revision of this booklet!

Guidelines for presenting assignments

These guidelines help you to present your assignment in the best way, so that your marker can give you good feedback and you can gain the most from doing the assignment.

1. Appearance

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

2. Format

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

3. Labelling

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

4. Length

- Length does count! Check the word limit given for each task in an assignment. It is important to stick to word limits so that you give enough information, or so that you can show that you can pick out the main points and summarise in a few words. Refer to the section on 'Word Counts' below.
- At the end of each answer, write the number of words used in your answer in brackets.

5. Acknowledging sources

- Use in-text references, and also give a reference list at the end of your assignment. This is compulsory!
- Refer to the section headed 'Referencing' below. **How you format your references is very important!**

Before sending in your assignment

As we mentioned earlier, your Yearbook contains instructions for submitting assignments – whether **electronic** copies or **hard** copies. Please read those instructions carefully.

Here are a few tips to help you get it right.

1. For a hard (printed) copy of an assignment

- Arrange the pages in order from the first task to the last task, even if you did not prepare the tasks in the order in which they were given.
- Find the assignment cover sheet in the centre of your assignment booklet, and fill in your name, registration number, and the number of the assignment. Ensure that you sign the declaration. You must also check the checklist on the back of the Assignment Cover to make sure you have included everything.
- Staple the cover sheet to the front of the whole assignment. Don't staple individual tasks separately.
- If you are re-submitting an assignment, ensure that the correct re-submission cover is being used.
- **Please don't** use hard spines, ring-files, flip-files, etc.
- As we stressed earlier, **make a copy of your assignment** and of any supporting documents, such as **forms**, and submit the originals. If you handwrite your assignments and have access to a photocopier, **make a copy**. If you handwrite your assignment and do not have access to a

photocopier, use carbon paper to make a copy as you write the assignment.

- When posting, have the proof of posting date stamped. Then tear (or cut) it off the assignment cover and attach it to the copy of your assignment (**not** to the original).

2. For an electronic copy of an assignment

- See the instructions in your Yearbook to be clear about the information that must be included on the front page and on every page.
- Electronically submitted assignments should not include scanned text or images or any 'add-on' or embedded elements.
- Submit your assignment to the **correct** email address. Do not send it to multiple addresses, and do not send it multiple times.
- If you have written your assignment using a computer program such as MS Word, print a copy in case your computer crashes.

Feedback on assignments, and resubmission of Assignment 1

The first assignment will be marked, and you will receive feedback on a feedback sheet, as well as comment in your assignment script itself. The feedback will show you where you have gone wrong and suggest how you can improve your answer.

As we mentioned earlier: if you receive less than 50% for Assignment 1, under certain conditions you will have the opportunity to re-work your assignment and resubmit the sections that you failed. Your marker will indicate on the feedback sheet what work can be resubmitted for remarking.

It is possible for you to pass the whole assignment if your resubmission is successful.

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

Please note again that resubmissions are only possible for Assignment 1, and only for tasks that have been properly attempted but still failed. Your marker will indicate this on the feedback sheet.

If you have not attempted certain tasks, or have hardly attempted them, you cannot send them as part of a resubmission.

You may also not resubmit an assignment that you passed in the hope of getting a better mark. The TEE College Rules & Regulations explain this.

Your final piece of work

In this Higher Certificate, your **second assignment** is the final piece of work in any of the courses. (In more formal language, it is the 'externally-examined component'.)

Please note: You won't get this assignment back – so please don't include in it any precious original photos or other things you don't want to lose! It will be archived, as required by the Higher Education regulations.

When your marker has marked it, it is sent back to the College, where the internal moderators and external examiners perform various quality assurance tests to ensure the fairness and accuracy of the marking. This can include an adjustment to the mark originally given by your marker. In other words: your mark for the second assignment is only finalised after the internal and external moderation has taken place.

At that point you will be sent the marker's feedback sheet, setting out the reasons for the result you have received. If it has been reviewed by the internal moderators and/or the external examiners, they will add any comments they might have to your feedback sheet – especially if they have changed the original mark.

All scripts that have specifically been reviewed are stamped. If a script has been reviewed, the mark is final and is not open to appeal. If a script is not stamped, and you believe that you have valid grounds for lodging an appeal, then that mark can be appealed. Read the TEE College Rules, Regulations and Policies booklet for details on appeals with respect to the final piece of work.

Examinations

You'll be glad to know that there are no exams for this Higher Certificate! Our assessment of your work is done entirely through the two assignments.

If you'd like to explore further...

This book has been written mainly for university students; but it contains many useful tips for any study at tertiary level. A copy is in the TEE College library.

- Greasley, Pete. 2016. *Doing essays and assignments: Essential tips for students*, 2nd ed. London: Sage Publications.

Guidelines for using inclusive language

In writing your assignments, please do your best to use **inclusive** language.

Why inclusive language?

‘Exclusive’ language – as the term suggests – excludes some people from what we are saying or writing. At the very least, it leaves people out of our conversation; or it suggests that, in some way, they are less important. Even if it is not done intentionally, it can be hurtful. At its worst it is sexist or racist, or it perpetuates stereotypes that arise from prejudice or ignorance.



It’s a particular issue in languages of European origin, including English and Afrikaans. Unlike our indigenous languages, they use gender-specific words like ‘he’ and ‘she’. That can create difficulties when, for example, we’re talking about a person whose gender is not known to us (“The secretary has sent his – or is it her? – apologies”). And many familiar words – for example, ‘policeman’, ‘forefather’, ‘chairman’ – assume that a male person is being talked about.

Man, oh man!

For more and more people, referring to God exclusively as ‘he’ is also a real problem. But exclusive or sexist language goes beyond how we refer to God. It includes using male terms when referring to people in general – for example, using ‘brothers’ when you mean ‘brothers and sisters’, or ‘man’ when you mean ‘people’ or ‘humanity’. It also includes using stereotypes or condescending terms, such as referring to women as ‘the weaker sex’.

Just being ‘PC’?

Often inclusive language is criticised as being ‘politically correct’ (‘PC’). These critics argue that people who support the use of inclusive language are just following secular trends and fashions. “What’s wrong with a well-known word like ‘chairman’,” they ask: “We all know what it means – so why should we change it to ‘chairperson’ or ‘chair’?”

Sometimes they may have a point: some ‘inclusive’ words or phrases can feel artificial or awkward. But using inclusive language is about much more than just following a social or cultural trend, or being ‘PC’.

A theology that includes

The main reason for asking you to use inclusive language is that it is *theologically right* to do so. Using genderised or racist language is simply

wrong. The heresy of apartheid was that it denied the image of God in people who were not of European descent, creating two types of humanity, and thus dehumanising people. The same can be said for chauvinism or patriarchy, which also inappropriately classify people, or demean them. So please avoid it!

What about language about God?

Notice that we're not laying down the law about how you should refer to God, as this is a personal and often emotive issue. However, even if you are quite comfortable to refer to God as 'he', we ask you to be sensitive to others who find that language difficult.

Also, bear in mind that there are many feminine images of God in the Bible (e.g., Isaiah 42:14, Matthew 23:37). Rather than saying, "When God created the earth, *he* made it good", you could say, "When God created the earth, God made it good". Rather than saying "God has revealed *himself* to people", you could say, "God has revealed *Godself* to people" – or, if the word 'Godself' feels too strange, you could change the sentence construction to something like, "God has been revealed to people" or "People have experienced God's self-revelation".

In the light of these guidelines, please refer to God as seems most appropriate, as far as possible without causing offence.

The language of prejudice

When speaking of cultural or racial groups, it is usually offensive to speak of "those people" or "you people". And there is no need to focus on a person's race or culture unless it is important to understanding what is being said. In the sentence, "My Indian friend goes to church in Rosettenville ..." is not enhanced by the word 'Indian'. Simply say, "My friend goes to church in Rosettenville...".

Please be very careful not to stereotype people or to generalise. We cannot say, for example, "The people who live in Bryanston are lazy", or "Italians are bad drivers". We can't possibly know all the people who live in Bryanston or in Italy – so we cannot make such sweeping generalisations! The same principle applies to cultural, racial, ethnic, language, or religious groups.

Some tips

Here are a few examples to help you write inclusively:

- Use *humankind* rather than *mankind*, or *human* rather than *man*:
"Humankind is created in the image of God" rather than "Man is created in the image of God".

- “*Man* is a fallen creature and needs to be redeemed by Christ” can just as easily be expressed as “*People* are fallen creatures and need to be redeemed by Christ”, or “*All humanity* is fallen, and needs to be redeemed by Christ”.
- Use *people* rather than *men*, or the plural *they* rather than *he*, when you are clearly referring not just to males. For example: “*Christians* show *their* faith...” rather than “a Christian shows *his* faith...”. You could also say, “A disciple shows *his* or *her* faith...”, or “A disciple shows *their* faith”, rather than “A disciple shows *his* faith...”.
- Use “children of God” rather than “sons of God”.
- Try this as an alternative form of one of the most familiar sayings of Jesus: “Follow me and I will make you fish for people” (Mark 1:17 NRSV).

There are some difficult cases. For example, what do we do with Jesus’ self-description as “the Son of man”? One recent translation – the *Common English Bible* – uses the phrase “The Human One”. Does that adequately capture Jesus’ use of the term “the Son of man”? The debate continues!

If you’d like to explore further...

This on-line article presents the view of two biblical scholars: one in favour of, the other critical of, inclusive language Bible translations:

<http://www.equip.org/article/the-inclusive-language-debate/>

Here, a member of the NRSV translation committee offers her perspectives:

<http://reflections.yale.edu/article/womens-journeys-progress-and-peril/whats-word>

Another member of the NRSV’s translation committee reflects on the often complicated process of reducing gender-specific language in that translation:

<http://www.bible-researcher.com/harrelson1.html>



In your notebook, write down a few expressions in English that are familiar to you, and that use exclusive or prejudicial language – for example, “All men are born equal”, or “Give thanks to the Lord, for he is gracious”.

Then see how you could re-write them in inclusive language, using the tips above as guidelines.

Referencing

When working on your assignments, a large proportion of your written work will be based on the ideas of other writers. Many of your assignments will require you to clarify what has been previously said on the subject, and to use the ideas of others to justify and support your own ideas and/or arguments. So it is important to let your marker know where



you found your ideas. In other words, you must acknowledge, or give credit to, any words or ideas that come from others. This is called **referencing**.

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

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

As stated in TEE College's Rules and Regulations, material from other sources may not make up more than 10% of the total word count of a task.

Plagiarism

To present someone else's words or ideas as your own is dishonest. The formal name for this offence is **plagiarism**. To plagiarise is to steal another person's



work or ideas. It is also an attempt to steal a qualification by leading your marker to think that you have the knowledge, skills, or values in which you might not actually be competent.

Please know that TEE College does not tolerate plagiarism. It is dishonest, and it will mislead you and those who expect

that your qualification has properly equipped you for this form of ministry. Using source references properly will protect you from accusations of plagiarism.

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

You are required to sign a declaration on the assignment cover, confirming that the work in the assignment is your own. This declaration appears on every assignment cover.

Acknowledge your sources!

As a student, you study to learn more than you already know, or value, or can do. This means making use of sources such as the course material, other books, articles, or web sites to find this new knowledge. It is unlikely that you'll be able to write an answer to a task without giving at least one in-text reference, so it is important to understand how to acknowledge sources properly.

How to reference material from other sources

1. Acknowledging key ideas or terms

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

Tutu (1997: 11-13) believes that God does not remain neutral in situations of injustice, but rather that God always takes the side of the person who is suffering the injustice.

A deep and living personal faith that is outwards focused is an essential aspect of being effective in mission (Luzbetak 1993: 3).

2. Direct quotations

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

“The story of time between the creation of the world” (Deist 1982:62).

This acknowledges that you have copied the words from a source.

Quotations should be used when the author has said something so well that it isn't necessary to use your own words. A quotation should generally not be more than a sentence or two. **Remember that you may not use direct quotes for more than 10% of the total word count of an answer.** By using another person's words you are not demonstrating your own understanding. If most of your answer simply contains quotations, then you have not shown your ability to write academically or to process information into your own words and ideas.

Ensure that the quotation is relevant to the task that was set. TEE assignments are designed to look specifically at your situation, and often you are asked to write about your own church and context. Material from other sources will not always be relevant to your situation, and may not address the task that the assignment has set you.

3. Partial quotations

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

“The gospel writers were not simply writing history, nor were they mere collectors of traditions. All of the writers had sources available to them which they used, but the choice of material to include and its shaping into a complete whole which expressed the writer's overriding purpose(s).”
(TEEC 2004e: 99)

That can be paraphrased, but also using a partial quotation, as follows:

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

The in-text reference comes directly at the end of the sentence that contains the quote.

4. Paraphrasing or summarising the text you have read

This is a much better way of using material from other sources – so use it rather than inserting lots of direct quotations.

Paraphrasing means *putting a section of text or an idea from an author into your own words*. Even if the information has been fully processed into your

own words, if what you have written uses someone else's key ideas or arguments or terms, you must acknowledge where you found it.

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

While it is fine to adjust the words from a source for a sentence or two, it is not acceptable for most of your answer to be made up of paraphrased words from other sources. Your marker needs to see your ability to process and integrate information fully into your own thinking and ideas.

When you do paraphrase, however, pay attention to the original meaning of the text you are working from. Students sometimes accidentally change the meaning of what the author said, even stating the direct opposite of the original author's intention because of careless paraphrasing.

Also note that, **if you paraphrase without referencing, it is plagiarism.**

Here's an example of words that have been paraphrased from a source. The first paragraph is a direct quotation from a book, and the second paragraph is an example of how it could be paraphrased, and how it needs to be referenced.

Actual quote:

"A disciple is a learner. This is the basic meaning of the word *mathetes* in the Bible. The first followers of Jesus were called the 'disciples'" (Pohsngap 2010:41).

Paraphrased version:

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

As you can see, the wording is adjusted enough that it is no longer a direct quote. But anyone who reads this can also see that it is close enough to the actual quote not to be your own words either. So you need to acknowledge where these words come from by putting the author, date, and page number in brackets after the sentence. Without that in-text reference, your marker would be justified in accusing you of plagiarism!

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

Paraphrasing and summarising are both skills that you need to practise and develop. So let's explore a better way to write an assignment, *using your own words*.

‘Use your own words’

Education is more than just repeating information like a parrot. True education involves learning to process and incorporate new information into your own thinking and actions. So it is vital that you learn to write *in your own words*.

Assignment answers should be crafted, written, and rewritten to develop the best use of words and the best structure to make your argument. Many students write as the thoughts pop into their heads, and when they reach the word count limit they stop. This only produces a poor answer.

Instead, you should make notes, think about the task, re-read the course material (and other resources), and then write a **draft answer**. Often a draft answer will be much longer than the final answer. You then edit this draft answer, boiling it down until you have all the most important information stated in the appropriate number of words, while keeping the integrity of the answer.

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

How do you learn to write in your own words?

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

1. Read the pages or paragraph from the source you are using.
2. Close the book.
3. Imagine you are now talking to a friend.

4. Without opening the book again, try your best to explain to your friend what you have just read.
5. If you can't do this without looking at the book, then you haven't yet grasped the key concepts. So you will need to repeat the exercise: read the section again (perhaps making notes of important words), then go back to Step 2 and repeat the process.

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

Take note(s)!

Another way is to make notes while you read. As you make notes, also record in your notes where the information comes from. This will help you with your referencing.

Order out of chaos!

Next, put the original source aside, and arrange your notes in a logical sequence or framework by rewriting them.

You can do this by using an outline or a mind map. While doing so, take note of any words that you do not understand, and look up their meaning. Also consider the relationships between bits of information: which come first, and which come later? Which is the cause and which is the effect? Arrange your notes to show the order of these relationships.

For example, Isaac, Abraham, Moses, Jacob, Noah and Deborah are all biblical characters, but they did not all live at the same time, so you should order them according to the order in which they lived.

Once you have done this, write out your answer to the task, referring only to your notes or mind map. You should then compare what you have written with the original sources to make sure that you have captured all the relevant information and presented it correctly.

Now add the in-text references for where the information came from, and ensure that the sources for your in-text references are shown in the reference list.

Acknowledging your sources

How do you give credit for your sources? There are different methods of referencing, and different institutions have different guidelines. At TEEC we require you to use the **Harvard referencing style**. This is for references for your sources of information both within the text ('in-text referencing') and at the end of your assignment ('the reference list').

1. In-text referencing

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

In-text referencing answers three questions:

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

They indicate who you are quoting, when the source was written/published, and where in the document your quotation can be located. So a complete in-text reference has three parts: author, date, and page number(s).

Please don't use any Latin abbreviations such as *op. cit.* and *ibid.* Also, please don't add 'p.' or 'pp.' before the page numbers. Let's keep it plain and simple!

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

(Beckman 2006:212)

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

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

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

More examples are given in the 'essay' in the text box below.

Incorrect referencing practices

It is incorrect to indicate the source only at the beginning or end of a task. Some students write a heading and then indicate the source they used for everything that follows. Others indicate the sources at the end of the task, next to the word count. Both of these practices are wrong! *In-text source references*

need to be used at the end of each sentence, quote, or partial quote, or where a key idea has been used.

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

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

Faith and morals

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

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

Note that the example above uses quotations for more than 10% of the word count, and would therefore be penalised. We have included several quotations only to illustrate the right referencing techniques.

An explanation of the referencing in the sample essay

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

Any time you copy directly from another source and do not change the wording, you need to use quotation marks and include the reference in

brackets after the sentence. The reference should come directly after the sentence that has been quoted, even if it is in the middle of a paragraph. The publication for this reference must appear in your reference list.

2. (Bonhoeffer 1963:69).

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

3. (1982:7)

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

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

The words of the author are not from his own book, but have been quoted in another publication. The word 'in' shows that the reference is to the publication where you found the words. And, because that publication has two authors, both authors need to be named. The full reference to this source (Kourie and Kretzschmar 2000) must appear in your reference list.

5. (TEEC 2005b:16)

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

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

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

The corresponding publications in the reference list would be these:

- TEEC. 2005a. *Living an Ethical Faith, Workbook 1*. Turffontein: TEEC.
- TEEC. 2005b. *Living an Ethical Faith, Workbook 2*. Turffontein: TEEC.
- Stott, J.R.W. 1990a. *Issues facing Christians today*, 4th ed. Grand Rapids, Michigan: Zondervan.
- Stott, J.R.W. 1990b. *The Message of Acts*. Leicester: Inter-Varsity Press.

6. (John 15:12 NRSV)

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

The standard abbreviations you will most often use are these:

- New Revised Standard Version: NRSV
- New International Version: NIV

7. (Motlhabi 1998:138)

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

8. (Kretzschmar 2007:27)

This acknowledges a paraphrase from an article in a journal.



Please open Workbook 1 of the course, 'A person called by God'. Page through the first few units, and see how many different kinds of in-text referencing you can find.

Write down a few examples in your notebook.

2. The reference list

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

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

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

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

1. Who wrote it? – the author
2. When was it published? – the date
3. What is it called? – the title (and sub-title, if there is one)
4. How can it be accessed? – the publication details

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

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

| Reference List |
|---|
| Bonhoeffer, D. 1963. <i>Ethics</i> . London: Collins. |
| Kourie, C. & Kretzschmar, L. 2000. <i>Christian spirituality in South Africa</i> . Pietermaritzburg: Cluster Publications. |
| Kretzschmar, L. 2007. The formation of moral leaders in South Africa, in <i>Journal of Theology for Southern Africa</i> . 128 (July), 18-36. |
| Motlhabi, M. 1998. What is social ethics?, in <i>Questions about life and morality</i> by Kretzschmar, L & Hulley, L (eds). Pretoria: Van Schaik. |
| Nolan, A. 1982. <i>Biblical spirituality</i> . Springs: The Order of Preachers of South Africa. |
| TEEC. 2005. <i>Living an ethical faith, Workbook 2</i> . Turffontein: TEEC. |

How to format a reference list

1. Arrange the entries **in alphabetical order** according to the surnames of the authors. If there is no identified author (e.g., it's an article in an encyclopaedia), then fit the title of the publication into the alphabetical order.
2. If it is an **edited collection of chapters or articles**, insert 'ed.' (one editor) or 'eds' (two or more editors) in brackets after the names of the editor(s).
3. The title of a **book or journal** is underlined if you are handwriting your assignment, or put in italics if you are using a computer. The title of an **article** is not underlined or italicised.

4. If the book is not a first edition, add details about the edition after the title. Use these abbreviations: '2nd ed.' for second edition; '3rd ed.' for third edition; 'rev. ed.' for revised edition; and so on.
5. If the book is a volume in a series, such as a commentary series, indicate this after the title. If the series is well known and has a standard abbreviation (for example, Word Biblical Commentary), you may use the abbreviation (e.g., WBC).
6. As explained earlier, when you refer to an article or chapter in an edited book, you enter it under the name of the author (not the editor(s)), and the title of the article or chapter. Then give the editor(s), the title of the book, the place and name of the publisher, and the page numbers of the article. An example of this is given above in the case of Motlhabi (1998), where the reference is placed under the name of the author of the chapter, not of the editor(s).
7. The place of publication of a book is mentioned first, then the name of the publisher; the two are separated by a colon.
8. Check that each entry in the Reference List matches a reference in the text.
9. Don't list sources to which you have not referred.

Dealing with exceptions

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

Books

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

- Radmacher, E., Allen, R.B. and House, H.W. (eds). 2007. *NKJV Study Bible*, 2nd ed. Nashville: Thomas Nelson Publishers.

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

- (Radmacher, Allen and House 2007:509)

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

- Moore, S., Neville, C., Murphy, M. and Connolly, C. 2010. *The ultimate study skills handbook*. Maidenhead: Open University Press.

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

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

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

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

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

- (Landman 1998:122)

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

- Laubscher, D.W. 2009a. *Finding Paul*. Amsterdam: Brill.
- Laubscher, D.W. 2009b. *Looking for Peter*. Amsterdam: Brill.

The in-text references will be:

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

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

- Patterson, M. 2012. *Lost places in dreams*. [Kindle DX version]. Transworld Media. Available at: Amazon.co.uk <http://www.amazon.co.uk> (Accessed 30 May 2016).

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

- (Patterson 2012: Chapter 1)

6. TEEC Workbooks from different courses but published in the same year:

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

Example 1:

- TEEC. 2010a. *Introduction to the New Testament, Workbook 1*. Turffontein: TEEC.

The in-text reference is:

- (TEEC 2010a:4.5)

Example 2:

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

The in-text reference is:

- (TEEC 2010b:6.5)

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

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

The in-text reference is:

- (Aune 1997:210)

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

- *New Revised Standard Version Bible*, 1989. New York: Division of Christian Education of the National Council of the Churches of Christ.
- *Good News Bible*, 1980. Cape Town: Bible Society of South Africa.
- *Holy Bible New International Version*, 2006. Cape Town: Struik Christian Bibles.
- *New American Standard Bible*, 1977. California: The Lockman Foundation.
- *New Jerusalem Bible*, 1990. London: Darton, Longman and Todd.

Journals, magazines and newspapers

1. Journal articles are referenced with these elements: author; date; title of article; name of journal (italicised or underlined); volume (and issue) number; page numbers of the article:

- Lombaard, C. 2012. Biblical spirituality, the Psalms, and identification with the suffering of the poor: A contribution to the recent African discussion on Psalm 109, *Scriptura* 110(2), 273-281.

The in-text reference is:

- (Lombaard 2012:273)

2. Magazine articles are cited like journal articles, except that volume and issue numbers do not apply. Instead, the specific edition of the magazine is identified by adding the date of the issue — the month if released monthly, the exact date if released weekly.

- Gibson, M. 2012. Can the next Archbishop of Canterbury bring peace to the Anglican community? *Time*, 23 November, 15.

The in-text reference is:

- (Gibson 2012:15)

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

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

The in-text reference is:

- (*Southern Courier* 2013:3)

If the author is known:

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

The in-text reference is:

- (Gqubule 2013:14)

Other sources

1. On-line resources/the Internet:

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

- Paul, R. 1988. *Critical thinking in the classroom*.
<http://www.ericfacility.net/ericdigests/ed297003> (Accessed 2 June 2004).

The in-text reference is:

- (Paul 1988)

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

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

The in-text reference is:

- (New Testament Gateway 2013)

2. Interviews and oral evidence:

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

- Thompson, D. 2008. *Interview by J. Smith*. 4 August. Johannesburg.

The in-text reference is:

- (Thompson 2008, Johannesburg)

3. Television or radio programmes:

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

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

The in-text reference is:

- (*The culture show* 2008)

4. Lectures:

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

- Du Toit, M. 2004. *The Old Testament in the New* [Lecture to New Testament 1 students]. 14 March.

The in-text reference is:

- (Du Toit 2004)



Please again open Workbook 1 of the course you are studying, and look at the reference lists and suggestions for further reading at the end of each unit. How many different kinds of reference can you find? Note them in your notebook – e.g., ‘book by a single author’, ‘book with several editors’, ‘journal article’, ‘web page’, ‘interview’.

How to use (and not to use) Wikipedia

Many students use Wikipedia as one of their primary resources. From an academic perspective, Wikipedia is not a recognised resource. So we ask you **not** to quote Wikipedia in your assignments. The reason for this is that anybody – yes, even a TEEC student! – can post articles on Wikipedia. So its content, while useful, is not entirely reliable.

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

Wikipedia can still be useful, though. How?

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

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

You should therefore:

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

If you do use Wikipedia as a reference and as a primary source in your assignments, marks will be deducted from your assignment.

On-line resources

The sites listed below contain materials and resources that you might find useful in your studies through TEE College. Remember, though, that such resources are meant to **supplement and enhance** your learning experience, not to **replace** the workbooks or other materials sent to you! Also, when you use on-line resources in your assignments, you must reference and acknowledge them in your assignments. Please do not just 'copy and paste' from these sites: that is **plagiarism**, and you know the penalties for that!

1. Digital librarian: Philosophy and Religion

<http://digital-librarian.com/religion.html>

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

2. NTS Library

<http://ntslibrary.com/>

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

3. Christian Classics Ethereal Library

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

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

4. Global Digital Library on Theology and Ecumenism

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

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

5. Post-Reformation Digital Library

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

The Post-Reformation Digital Library (PRDL) is a select database of digital books relating to the development of theology and philosophy during the

Reformation and Post-Reformation/Early Modern Era (late 15th-18th c.). Late medieval and patristic works printed and referenced in the early modern era are also included.

6. Bible Odyssey

<http://www.bibleodyssey.com/>

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

7. Religious Commons

<http://network.bepress.com/arts-and-humanities/religion/>

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

8. Religion On-line

<http://www.religion-online.org/>

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

9. HTS Theologiese Studies/Theological Studies

<http://hts.org.za/index.php/HTS/index>

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

10. Electronic New Testament Educational Resources

<http://catholic-resources.org/Bible/index.html>

Written from a Roman Catholic perspective, it offers varied resource materials relating to the New Testament, as well as links to religious art, music, the Catholic lectionary, etc.

11. Virtual Religion Index

<http://virtualreligion.net/vri/index.html>

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

12. Google Books

<http://books.google.com>

You can search and preview millions of books in Google Books. To find free full-text Google books: Select "Search Tools". Under "Any books" choose "Free Google eBooks". NOTE: Free Google books will mostly include books published before 1923.

13. Hartford Seminary: Islamic Resources

<http://www.hartsem.edu/macdonald-center/information-resources/information-on-islam/>

General information relating to Islam.

14. Theological Commons

<http://commons.ptsem.edu/>

The Theological Commons is a digital library of over 80,000 resources on theology and religion. It consists mainly of public domain books, but also includes periodicals, audio recordings, and other formats.

Your own list of on-line resources

Write here the URLs (web addresses) of any other on-line resources that you know of and that might be useful in your studies. Also, you could record here any on-line resources mentioned in the course workbooks, as you come across them.

THE 'HOW TO' SECTION

How to prepare and lead an adult group session / bible study

Questions that need to be thought about before the meeting:

1. What is the purpose of our meeting?
Is it to discuss a topic?
Is it a Bible Study?
Is it prayer and fellowship?
2. How many people are likely to be present?
3. If it is a big group, are there some things that might be better done by breaking up into smaller groups for discussion, prayer etc.?
4. Do they know each other? Do we need an 'ice breaker' or time for introductions?



Preparations that I need to make:

1. Research / Bible study etc., so that I have a good overview of the topic / Scripture passage.
2. Preparation of materials, which might include any of the following:
 - Questions for discussion
 - Different Bible translations
 - Poems/prayers/readings/newspaper clippings/video/music, etc. that relate to the topic/Scripture passage
3. Creative ways of introducing, presenting, or following up.
4. Preparation of meeting room.

Leading the session:

- Do not allow any heated arguments.
- Keep to the point. (This is especially true if you have an assignment that requires you to find out different people's responses to something in a group situation. You could finish the session without the information you need!)
- Do not allow anyone to take over the conversation.
- Encourage those who are quieter to contribute.

Here is an example of how to set out your group session or Bible study. We look at both a **topical** (thematic) study and a **biblical** study. Always plan how much time to give each section.

Programme for the session

1. Opening the session (? minutes)

- Welcome
- Prayer,
- Introductions

2. Introducing the topic/Bible passage (? minutes)

Try to be creative. Here are some ideas to get you thinking:

- A game or activity that is related to the subject
- Video/newspaper clips of a topical news item
- Real-life incident that raised these particular questions – discuss in pairs how they would have dealt with the incident, or how they would answer the questions

3. Presenting the topic / Bible passage (? minutes)

| TOPIC / THEME | BIBLE STUDY |
|---|---|
| Background information <ul style="list-style-type: none"> • How has this topic been viewed in the past? • Organisations involved in this area | Read passage <ul style="list-style-type: none"> • Possibly in more than one translation |
| Basic information <ul style="list-style-type: none"> • Arguments for and against | Explain passage <ul style="list-style-type: none"> • Especially key words and ideas |
| | Read other relevant passages <ul style="list-style-type: none"> • To understand the passage in its wider context |

4. Exploring the topic or Bible passage (? minutes)

| TOPIC | BIBLE STUDY |
|--|---|
| Any personal experience / view related to the topic. | What does this mean for me? <ul style="list-style-type: none">• Personal life• Relationships (family, friends, work)• Neighbourhood• Church• Nation |
| Anything not covered in the main presentation. | |
| Questions prepared and distributed to the group. | |

5. Concluding the session (? minutes)

Group response:

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

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

NB: Assignments sometimes ask you to prepare for some kind of group meeting. Sometimes they require you to write up the responses and feedback from a topic or from questions supplied in the assignment. Remember to allow time for feedback from the group members during the meeting. Take notes so that you have all the information you need for your assignment.

How to prepare a lesson plan

A lesson plan should include all of the following:

1. A **title**
2. A **description** of the class/group being taught
3. A list of **outcomes**

You need to say clearly what your learners will know and be able to do at the end of the lesson. Look at your assignments for examples of outcomes.

Remember the age of your learners. The class or group must be able to understand everything you do and say.

4. A summary of the **content**

This must include the information and skills that you want to teach, in the order that you will teach them.

5. **Materials or visual aids** that you might use – pictures, symbols, maps, time charts etc.

6. **Activities**

For example: games, quizzes, treasure hunts...

7. **Summing up**

You need to conclude the lesson in some way.

8. **Evaluation**

How would you test to see whether your learners have acquired the skills and knowledge you have taught? This does not need to be a verbal or written test: it could take the form of an activity.

9. A **timetable**

Show clearly how long the different parts of the lesson will take.



How to set out a dialogue or conversation

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

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



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

Conversational tone of the dialogue

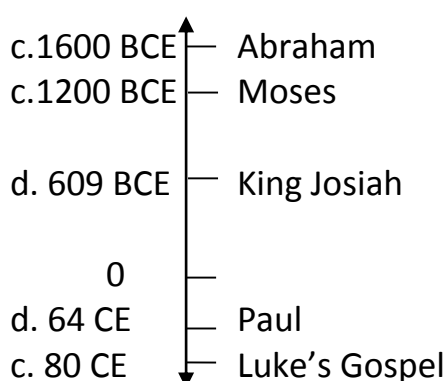
If you are asked to write a conversation, it is very important that it sounds like a *real* conversation. The tone and style will differ, depending on the two people who are speaking to each other and the subject of their conversation.

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

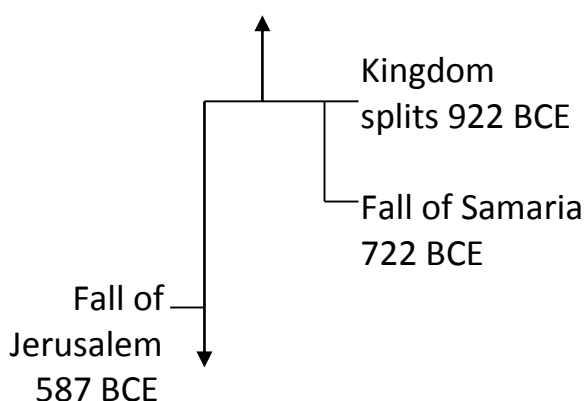
How to construct a timeline

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

Simple timeline



Complex timeline

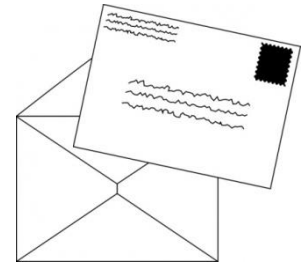


Things to remember when constructing a timeline:

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

How to write a letter

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



Language of the letter

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

1. *Write to a friend*

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

2. *Write to a newspaper*

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

3. *Write to a politician or other leader*

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

Content of the letter

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

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

Example of a letter

16 Sussex Gardens
Jones Street
Edenvale
1619

16 May 2017

Dear Thandi

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

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

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

Kind regards
Talía

How to write a magazine or newspaper article

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



You can increase their interest in two ways:

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

1. Language style

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

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

When silence is not golden

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

2. The title

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

3. Sub-headings

Sub-headings may be used:

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

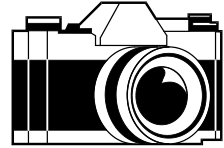
Use letters that are bigger than the text, but smaller than the main heading.

4. Layout

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

5. Photographs, pictures, clip art, drawings

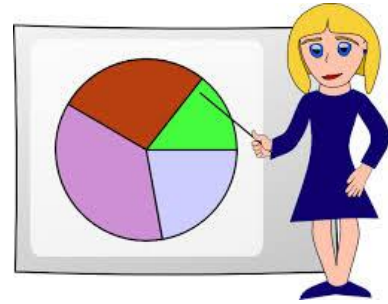
Any of these may be used to illustrate your article. Please put a caption below each one, saying who the person is or what the picture is about.



How to prepare a presentation

What is a presentation?

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



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

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

What is the structure of a presentation?

This is an example of a possible structure:

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

The timing of the presentation

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

Compiling handouts for the participants

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



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

Give an outline of the structure of your presentation with bullet points or short paragraphs underneath each part of the programme. If you distribute the

handouts at the beginning of the presentation, you should leave some open spaces for the participants to fill in their own observations.

See also 'How to create a handout' on the next page.

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

| |
|---|
| 1. Welcome <ul style="list-style-type: none">• Here you welcome everyone to the presentation• Introduce yourself to the group |
| 2. Introduction to the topic <ul style="list-style-type: none">• Write a short introduction to the topic• List Bible texts to be read or studied |
| 3. Input on the topic, broken down under key headings <ul style="list-style-type: none">• Give the first main point of your topic |
| <ul style="list-style-type: none">• Give the second main point of your topic |
| <ul style="list-style-type: none">• Give the third main point of your topic |
| 4. Allow time for questions and discussion |
| 5. Conclusion <ul style="list-style-type: none">• Summarise the conclusion of your presentation in a short paragraph |

How to create a handout

A handout is a one- or two-page document that is given to participants in a lecture, discussion, seminar, or training session. It can be handed out at the start of the event, during it, or at its end.



Its **title** reflects the topic of the presentation, and below that appear the **name of the presenter** and the **date**.

Only the main points that will be covered (not the full text of the talk, nor even long notes) are given. Space is usually left between the main points so that participants can add their own notes during the session (if it has already been handed out).

It can have illustrations, diagrams, cartoons, definitions, questions for discussion or further reflection, lists of relevant resources, or any other material that adds value to the ideas that will be covered.

It can be in the form of plain or illustrated text, a mind map, or a diagram – that's up to the presenter.

A handout's main purposes are the following:

1. *If given out at the start:* To give participants a 'road-map' for the session, space for taking notes, and a take-home reminder of the session's structure and content.
2. *If given out during the session:* To introduce a topic and/or questions for small-group discussion, or to provide the participants with resources that illustrate the next part of the presentation. It can also offer a road-map of the whole session, but it has been held back until this point so that participants focus initially on the presenter, not on a piece of paper.
3. *If given out at the end:* To give participants a take-home summary of the session, possibly with suggestions for further action or reflections.

Depending on the purpose of the handout, the presenter should decide in advance (a) how much detail to include, and (b) when to give it out. The presenter should also make sure that more than enough copies are made before the meeting!

On the next two pages we offer examples of two different kinds of handouts. The first is a standard handout that outlines the section on 'inclusive language' in this Study Aid booklet. The second is a mind map from a workshop with a group of Methodist lay preachers. The presenter used this mind map as the outline for his input at the workshop, and as a handout for all the participants.

Inclusive language

*A workshop at the Anglo-Methyated Church, Despatch
led by Thabo Jones, 21 October 2016*

Introduction

- What are 'exclusive' and 'inclusive' language?
- Why is exclusive language a problem?
- Who has a problem with it?
- Some examples

For discussion in pairs: *Is 'exclusive language' a problem for me?*

- Feedback from discussion

Why should we use inclusive language?

- 'Political correctness'?
- A theology that includes

'Exclusive' language excludes some people from what we are saying or writing. At the very least, it leaves people out of our conversation; or it suggests that, in some way, they are less important.

What about language about God?

- A personal issue
- Feminine images of God in the Bible
- Some ways to avoid exclusive God-talk

For discussion in groups of four: *Is God male?*

- Feedback from discussion

The language of prejudice

- Some examples

For plenary discussion: *How have I personally experienced the language of prejudice?*

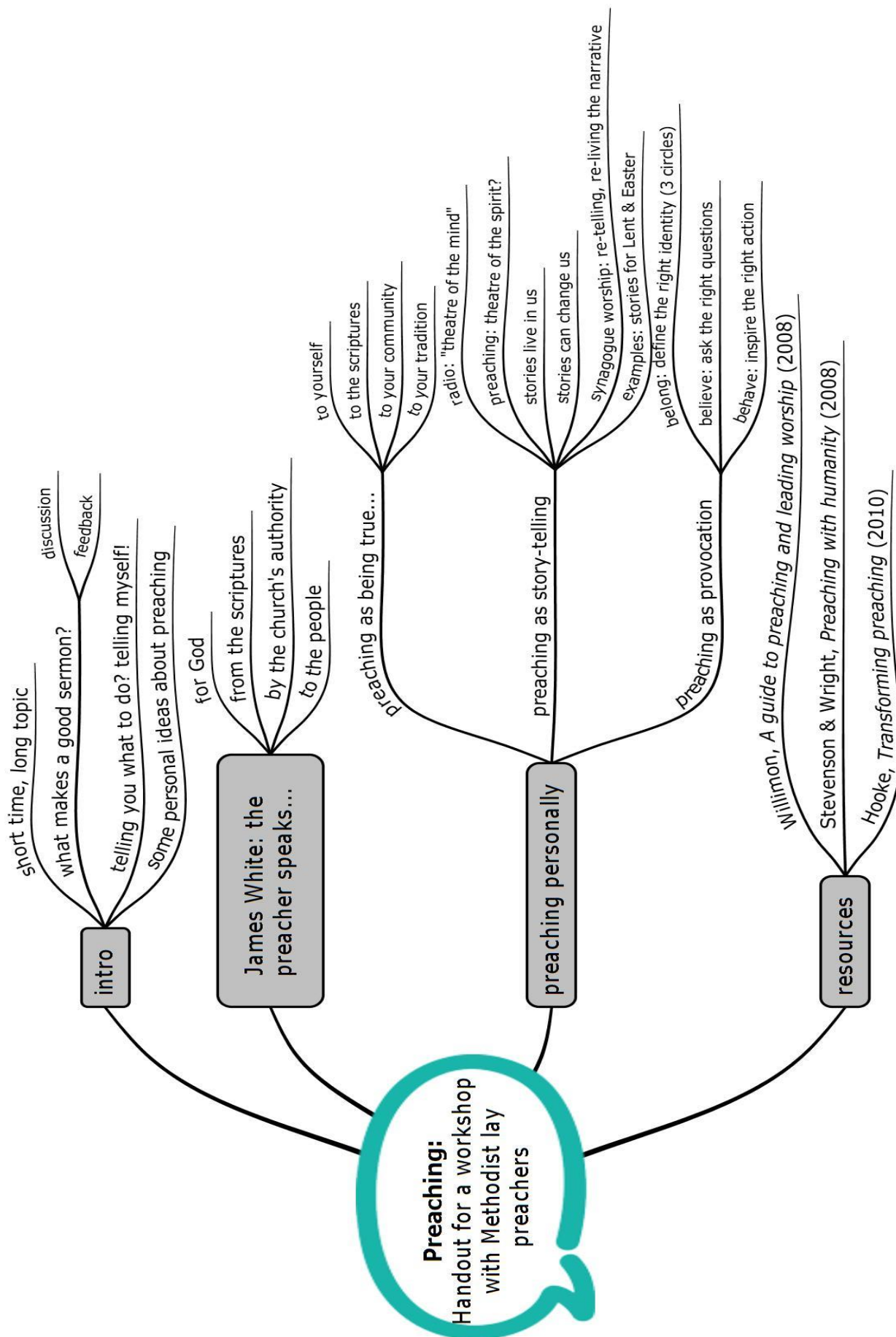
- Avoiding the language of prejudice

Some practical tips for including rather than excluding

- Any suggestions?

To end...

- What practical steps do we need to take as a church?



How to write a report

A report can serve different functions. It can:

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



How to set out your report

1. Introduction

For a verbal report:

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

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

OR

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

For a written report:

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

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

2. The body of the report

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

- For assignments, it is very important to include **references** and **information from the course material** to show that you have been reading and learning from it.

3. The conclusion

End your report with:

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



How to prepare a sermon or talk

Choose your subject

This may be any of the following:

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



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

Think and pray

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

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

Start to collect material

This may include:

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

NB. This could include visual aids etc.

Plan the sermon

Introduction

What can I use to introduce the sermon?

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

Major points

- What are the major points I want to make?
- How much background do the hearers need to understand from this subject/Bible passage?
- List your major points – but don't have too many!
- Is there any way of fixing these major points in the hearers' minds?
 - Alliteration (e.g., 'presence, power, provision')
 - Key words or phrases (e.g., 'The church as sign, as foretaste, as instrument')

Application

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

Conclusion

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

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

Please follow the directions in your assignment carefully!

How to write an outline for a sermon or talk

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



Introduction

Main body

Conclusion

Look at the following example:

Introduction:

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

Main body:

1. *Poverty and wealth*

- Jesus and the rich young ruler
- Rich through oppression / collaboration
- Challenge to rich people

2. *Violence*

- Jesus loved him
- Jesus as the Prince of Peace

3. *Strength and weakness*

- Rich giving to the poor
- Strong to hold the weak
- Jesus took on the flesh

Conclusion:

- Pray for the rich – challenge
- Pray for the poor – peace
- Imitate Jesus

How to write notes for a sermon or talk

Notes for a sermon/talk are not your full text. Write a **short paragraph** under each of the headings in which you explain what that point is about. Here's an example, using the outline we gave for 'How to write an outline for a sermon/talk' on the previous page. *Notice that we use paragraphs instead of bullet points.*



Introduction:

Texts to be used: Luke 18:18-28; Phil 2:1-11

Strike action led to 44 deaths, average salary of rock drill operators is R8,500; mine bosses earn millions of Rands a year. The disparity between rich and poor isn't new.

Main body:

1. Poverty and wealth

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

2. Violence

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

3. Strength and weakness

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

Conclusion:

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

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

Reiterate the model of Jesus.

How to write the plan of a worship service

It should contain:

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



Here's an example:

| | | | |
|---|-------------------------|--|--------------------------|
| 1 | Call to worship | Psalm 18:3-9 | Harry |
| 2 | Hymn | Thank you Jesus (197 SoF) | Danie |
| 3 | Prayer of thanksgiving | For rain, healing, blessings | Ndumiso |
| 4 | Hymn | All for Jesus | Danie |
| 5 | Prayer of confession | | Ndumiso |
| 6 | Bible readings | 1 Kings 21:1-21 Galatians 3:9-18 Luke 7:1-14 | Estelle John Sipho |
| 7 | Sermon | Honest to God | Mkumbuzi |
| 8 | Prayers of intercession | | Veronica Mkuseli |
| 9 | Closing | | Harry |

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

The service plan should not contain:

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

The service plan should look like this:

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

Expand on the service plan

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

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

Notes:

- 3) Veronica's hip replacement last Tuesday – went well. Mkuseli was promoted at work. This week we had the first rain of summer.
- 8) Intercessions to pick up themes from the sermon (without repeating the sermon!).
- 9) Closing – include a collection for the needs of foreign nationals who were made homeless last week.

How to do an interview, and report on it

Conducting the interview

Make a list of questions

Some guidelines:

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



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

Decide who to interview

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

Jot down a few personal details about each interviewee

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

Conduct the interview

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

Write up the results of the interview

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

Here are some general guidelines:

A brief description of interviewees

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

A list of the questions

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

A record of the responses

You may do this in two ways:

1. A verbal summary of the responses

Don't write out all the responses one by one. Look for the things that are the same and the things that are different in the responses you received.

2. A table of results

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

An analysis of the responses

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

Is that it?

We hope that you find the various resources in this booklet helpful – not just for your studies with TEE College, but for your life and ministry too.

We'd welcome any feedback you'd like to send us about this Study Aid booklet. What have you found helpful? Is anything not clear enough? Are there 'how to' resources that we should add to it? Can you offer us any such resources that we should consider including in a future version?

Please let us have your thoughts and suggestions. Our contact details are on the back cover.

We look forward to hearing from you!

Notes