

GUIDELINES FOR WRITTEN WORK

In accordance with the evolving grammatical conventions of current English, students and staff of CIS are expected to use inclusive, non-gender specific language in both speaking and writing.

Planning and Writing

A major part of the assessment of students at CIS takes place by means of written assignments. A written assignment is expected to show evidence of planning and organisation. This involves careful reading around the topic, making an outline before writing, and redrafting the essay several times. Care should be taken to understand the question or topic fully before writing.

An essay is a unity of many parts. It has a **title**, which is typed on the top of the first page, and which should correspond both to the contents of the essay and to the topic set. An **introduction** informs the reader clearly about the intent of the essay and provides a stimulus to continue reading. **Section headings**, if used, should be prompted by the outline and show the general drift of the argument which is discussed in the **body** of the essay. A **conclusion** summarises the findings and will sometimes need to justify what has gone on in the essay in relation to the original intention.

The quality of language is important. This involves careful choice of words, accurate grammar, syntax and punctuation. Books are available which help in each of these areas. (For example, Clanchy, John and Ballard, *Brigid Essay Writing for Students* Melbourne: Longman Cheshire, 1991). Often reading the next to final draft aloud will pinpoint awkwardness of expression, unclear formulation, typing mistakes, and even incorrect punctuation. Language that would reasonably be considered to give offence to members of the community because of the way in which it implies or refers to gender is not acceptable.

Presentation

Assignments at CIS are presented on **A4** paper with at least a 3cm left margin and a small right margin. Clearly legible handwriting, penned on alternate lines is accepted, but typing is preferred. The text is **double-spaced**, and **paragraphing** is made distinct either by indenting the first line or by an extra line between paragraphs. **Short quotations** are placed between double inverted commas, but **longer quotations** of more than four lines or of more than one sentence are typed single space without quotation marks, and the whole paragraph is indented four spaces. Quotations, however, should be kept to a minimum. **Foreign words** and the **titles of books** are underlined or italicised. Pages are numbered.

Either **footnotes** or **endnotes** are acceptable. These are used for referencing and for providing the original language text of a quotation translated by the writer. Less frequently they are used for further argument that would not sit easily in the text. As far as possible, footnote or endnote numbers in the text should occur at the end of sentences after the stop to avoid distracting the reader in mid-sentence. **Scripture references** are included within brackets in the text.

Assignments are stapled to a **CIS Coversheet** without any other cover or folder and delivered to the Registry. They must adhere to the word count set by the teacher, although footnotes and bibliography are not included in that count. A variance of up to 10% is acceptable. Other regulations are found in the Academic Regulations under "Assessment".

Integrity

Integrity in the presentation of assessment tasks demands that students present work that is properly their own. This need not exclude collaborative learning. Work, however, that is substantially that of someone other than the student lacks the integrity expected of a student.

Plagiarism consists in the intentional or unintentional use of somebody else's words or ideas without proper acknowledgment. In our society and its academic establishments plagiarism is absolutely prohibited and can lead to severe penalties. Plagiarism is easily avoided by means of suitable methods of documentation which are discussed below. Student assignments are usually heavily dependent on other sources, and often a student's major achievement will be associated with the discovery and restatement of somebody else's ideas. All written assignments must acknowledge these sources. Major essays demand more detailed documentation.

Proper acknowledgement consists of two parts: firstly, the enclosure of any quoted words in double inverted commas, or by indentation if the quoted words are more than four lines long; and, secondly, the reference by use of footnotes or endnotes to the specific page from which the quoted words were taken.

Appropriate Support in Writing Essays

At times it is appropriate that students seek support in the writing of their essays in a way that does not compromise the integrity of the student's authorship. Appropriate ways of receiving support for written work include:

- Collaboration and discussion with others in preparation for writing the essay *without* jointly writing it
- Having someone read the paper and offer constructive criticism *without* rewriting any part of the essay
- Support with grammar and syntax *without* adjusting the content and meaning in any significant way
- Assistance with typing from hand written script *without* editing the text

Documentation

Documentation has three purposes: acknowledgment of sources so as to avoid plagiarism; nomination of authorities in support of an argument; assistance to the reader in finding the original sources quickly and easily. It takes two forms. **References**, which occur in footnotes or endnotes, give detailed information about specific parts of the text. A **Bibliography** lists the major works that are relevant to the essay and to its subject matter and that have been consulted in preparing the essay. The teacher will indicate whether a bibliography is required and what particular features should be included.

References (Footnotes and Endnotes)

The purpose of giving references is to enable the reader to find the precise text quickly and easily. In references, p., vol., etc., are used only when their omission would cause confusion.

The following examples indicate CIS policy.

A = First reference to a work

B = Subsequent references

Books

A. Walter Kasper, *Theology and Church* (New York: Crossroad, 1989), 129.

B. Kasper, *Theology and Church*, 75.

- A. Eugene Kennedy and Sara C. Charles, *On Becoming a Counselor*, new ed. (New York: Continuum, 1991), 73.
- B. Kennedy & Charles, *On Becoming a Counselor*, 76.
- A. Edmund Husserl, *Experience and Judgment*, trans. James S. Churchill and Karl Ameriks (Evanston: Northwestern University Press, 1973), 106.
- B. Husserl, *Experience and Judgment*, 48.
- A. Matthew Black, *Romans*, The New Century Bible Commentary, 2nd ed. (Grand Rapids: Eerdmans, 1973), 11.
- B. Black, *Romans*, 52.
- A. Julia Annas, "Aristotle on Pleasure and Goodness", in *Essays on Aristotle's Ethics*, ed. Amelie Oksenberg Rorty (Berkeley: University of California Press, 1980), 289.
- B. Annas, "Aristotle on Pleasure and Goodness", 53.
- A. Meister Eckhardt, *Sermons and Treatises*, trans. and ed. M. O'C. Walshe (London: Watkins, 1981), 2:141.
- B. Eckhardt, *Sermons and Treatises*, 3:69.
- A. Karl Rahner, *Theological Investigations*, vol. 15, *Penance in the Early Church*, trans. Lionel Swain (New York: Crossroad, 1982), 153.
- B. Rahner, *Theological Investigations 15*, 72.

Journal Articles

- A. Stanley Rosen, "Squaring the Hermeneutic Circle, *Review of Metaphysics* 44 (June 1991), 709.
- B. Rosen, "Squaring the Hermeneutic Circle", 600.
- A. Patrick M. Kelly, "Sport in Human Development", *Human Development* 13, no. 3 (Fall 1992), 31.
- B. Kelly, "Sport in Human Development", 601.

Encyclopedia and Dictionary Articles

- A. *New Catholic Encyclopedia*, s.v. "Eucharist (as Sacrament)", by W.F. Dewan.
- B. *New Catholic Encyclopedia*, 604, s.v. "Eucharist (as Sacrament)".
- A. Dagobert D. Runes, ed., *Dictionary of Philosophy* (Totowa: Littlefield, Adams & Co., 1962), s.v. "Form".
- B. *Dictionary of Philosophy*, s.v. "Form".

Electronic Material

- A. Kevin Hughes, "From Webspace to Cyberspace", 1995, <http://www.eit.com>. Accessed 23 May 1998.
- B. Hughes, "From Webspace to Cyberspace".

CD ROM Material

- A. R. A. Guelich, "Mark, Gospel of." In *Dictionary of Jesus and the Gospels*, edited by Joel B. Green and Scott McKnight, 512-525. *The Essential IVP Reference Collection* [CD-ROM], Downers Grove, IL; Leicester, UK: Intervarsity Press, 1992.
- B. Guelich, "Mark, Gospel of."

Ancient and Medieval Works

- A. Aristotle, *Metaphysics IX*, 7 (1049a25), in *The Basic Works of Aristotle*, ed. Richard McKeon (New York: Random House, 1941), 828.
- B. Aristotle, *Metaphysics*, 858.

Church Documents

References to Church documents which have a Latin title should use the Latin title.

- A. *Lumen Gentium* 11, in *The Documents of Vatican II*, ed. Walter M. Abbott (London: Geoffrey Chapman, 1966), 28.
- B. *Lumen Gentium*, 58.

Note: These examples cover some of the most common citations. More complex issues can be reviewed in Kate L Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition (Chicago: University of Chicago Press, 1987).

Bibliography

A bibliography is a list of whole works, and this is reflected in punctuation and word order. Authors' surnames appear first and are arranged alphabetically. Articles are given their full page range.

Standard reference works, bibles, dictionaries and general encyclopedias are not usually listed in a bibliography unless of special significance to the essay.

The references listed above occur in the bibliography as below.

- Abbott, Walter M., ed. *The Documents of Vatican II*. London: Geoffrey Chapman, 1966.
- Annas, Julia. "Aristotle on Pleasure and Goodness". In *Essays on Aristotle's Ethics*, edited by Amelie Oksenberg Rorty, 285-299. Berkeley: University of California Press, 1980.
- Aristotle. *Metaphysics*. In *The Basic Works of Aristotle*, edited by Richard McKeon. New York: Random House, 1941.
- Black, Matthew. *Romans*. The New Century Bible Commentary. 2nd ed. Grand Rapids: Eerdmans, 1973.
- Eckhardt, Meister. *Sermons and Treatises*. 2 vols, translated and edited by M. O'C. Walshe. London: Watkins, 1981.
- Husserl, Edmund. *Experience and Judgement*. Translated by James S. Churchill and Karl Ameriks. Evanston: Northwestern University Press, 1973.
- Kasper, Walter. *Theology and Church*. New York: Crossroad, 1989.
- Kelly, Patrick M. "Sport in Human Development". *Human Development* 13, (Fall 1992): 30-33.
- Kennedy, Eugene and Sara C. Charles. *On Becoming a Counselor*. New ed. New York: Continuum, 1991.
- Rahner, Karl. *Theological Investigations. Vol. 15, Penance in the Early Church*. Translated by Lionel Swain. New York: Crossroad, 1982.
- Rosen, Stanley. "Squaring the Hermeneutic Circle". *Review of Metaphysics* 44 (June 1991): 707 - 728.

Scripture Abbreviations

Gen Ex Lev Num Deut Josh Jgs Rth 1Sam 2Sam 1Kgs 2Kgs 1Chr 2Chr Ezr Neh Tob Jdt Esth
1Mac 2Mac Job Ps(s) Prov Qoh Song Wis Sir Is Jer Lam Bar Ez Dan Hos Joel Amos Obad Jon
Mic Nah Hab Zaph Hag Zech Mal
Mt Mk Lk Jn Acts Rom 1Cor 2Cor Gal Eph Phil Col 1Th 2Th 1Tim 2Tim Tit Philm Heb Jas
1Pet 2Pet 1Jn 2Jn 3Jn Jude Rev

Scripture References - Examples

Gen 49:8 1Sam 22:13 Mk 5:1-20, 35-43, 6:1-6 Rom 9:1-10:12

Do not use f. or ff., but include all verse numbers. Scripture references can usually be included in brackets within the text.

Acceptable Abbreviations

anon.	Anonymous
c.ca.	about, approx (dates)
cf.	compare
ch.(chs) chapter(s)	
ed.	editor, edition, edited by
e.g.	for example
et al.	and others (persons and things)

f. ff.	and the following page(s))
i.e.	that is
intro.	introduction, introduced
ms (mss)	Manuscript(s)
n.d/n.n.	no date/ no number
no.(nos)	number(s)
p. (pp)	page(s)
passim	throughout the work mentioned
q.v.	which see (“and look this up too”)
rev.	review, reviewed by, reviewed in, revised, revised by
(sic)	thus (used to indicate that the text is quoted exactly despite appearances, e.g. with wrong spellings)
s.v.	under the word (for encyclopedia articles)
trans.	Translation, translated by
viz.	namely
vol.(vols)	volume(s)

A NOTE ON THE CRITERIA FOR THE ALLOCATION OF GRADES

P (Pass 50% - 64%)

The grade is awarded where there is evidence that the student has undertaken the required core work for the topic, has demonstrated sound knowledge, understanding and competencies and skills required for meeting topic outcomes, and has satisfactorily completed essential assessment exercises.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials, and demonstrated a good general level of familiarity with major academic debates, approaches, methodologies and conceptual tools.

C (Credit 65% - 74%)

The grade is awarded where there is evidence that a student has undertaken all of the required core work for the topic and *additional work in wider areas* relevant to the topic, has demonstrated a sound level of knowledge/understanding/competencies/skills required for meeting topic outcomes, and has completed assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done *wider reading*, and demonstrated familiarity with and the *ability to apply* a range of major academic debates, approaches, methodologies and conceptual tools.

D (Distinction 75% - 84%)

The grade is awarded where there is evidence that a student has undertaken all of the required core work for the topic at a *high level* and *considerable additional work* in wider areas relevant to the topic, has demonstrated *advanced* knowledge /understanding /competencies and skills required for meeting topic outcomes, and has completed assessment exercises at a high standard.

The student would normally have attained an *advanced* knowledge of matter *beyond* that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a *broad* familiarity with and *facility* at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect *very high quality work* which shows the student generally works *at a level which is beyond the requirements of the assessment exercise* and is developing a capacity for *original and creative thinking*.

H (High Distinction 85% - 100%)

The grade is awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the *acquisition of an advanced level* of knowledge/understanding/competencies/skills required for meeting topic outcomes and passing the range of topic elements at the *highest level*.

The student would normally have attained an *in-depth* knowledge of matter contained in set texts or reading materials and undertaken *extensive* wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of *proficiency* at applying a range of major academic debates, approaches, methodologies and conceptual tools and *combining a knowledge of the subject matter of the topic with original and creative thinking*.

The grade is reserved for recognition of the highest level of academic achievement expected of a student at a given topic level.