



EXCELSIA  
COLLEGE  
Sydney - Australia

# **STYLE MANUAL**

## **Guidelines for Academic Writing**

© Excelsia College

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## PURPOSE OF THESE GUIDELINES

The *Style Manual* ensures that written assessments conform to a commonly accepted standard. Extra conventions for theology are set out in the Theology Research Manual. Counselling students are advised to avoid footnotes where possible.

These guidelines are for both on-campus student and Distance Education and Flexible Learning (DEFL) students, who study off-campus via a satellite program or using Excelsia College Online. Where protocols differ for these students, these are noted within each section.

The following guidelines contain the major requirements for presentation of written assessments. For more detailed information the library has several publications in Closed Reserve, including *Essay Assignments: A User Friendly Guide* (Elms, 1996) and *Style Manual* (Australian Government Publishing Service, 1994). Requirements may vary slightly for some units, in which case lecturers will inform students of these variations. For further details on each on the following sections, please refer to the [Student Handbook](#).

## 2. THE INSTITUTE MARKING SYSTEM

This section of the Manual describes the marking system used by Excelsia College.

### 2.1 GRADING

Student performance in a course unit is graded and notified according to the following scale. Only letter grades are published, not numerical marks. The level and meaning of each grade is as follows:

#### 2.1.1 Final Grades

H+	High Distinction	95%+	Outstanding level of achievement
H	High Distinction	90% - 94%	
H-	High Distinction	85% - 89%	
D+	Distinction	80% - 84%	High level of achievement
D	Distinction	75% - 79%	
C+	Credit	70% - 74%	Intermediate level of achievement
C	Credit	65% - 69%	
P+	Pass	60% - 64%	Adequate level of achievement
P	Pass	55% - 59%	
P-	Pass	50% - 54%	
N	Fail	Below 50%	Inadequate level of achievement
S	Satisfactory		Required level of achievement in a unit assessed only on a Pass/Fail basis
CS	Conditional Satisfactory		Required level of achievement will be reached through the satisfactory completion of an extension unit
WN	Withdrawn Fail		Student withdrew from unit after the final date for withdrawal without failure (census date)
W	Withdrawn		Withdrawal without penalty after census date in approved special circumstances. This grade can only be issued by the Registrar.

## 2.1.2 Interim Grades (Questions about interim grades should be directed to the Lecturer)

X	Extra Work Required	Additional work must be completed successfully for a 50% P- (Pass) grade to be awarded. An X grade cannot be converted to a higher grade than a Pass grade.
E	Extension	Unit extension granted, in exceptional circumstances, for a short time beyond the end of a semester. Any grade may be awarded on successful completion of all required work.
I	Incomplete	Unit extension sometimes granted for a short time beyond the end of semester, usually as part of an intervention strategy for a student at risk. Only a 50% P- (Pass) grade may be granted on successful completion of outstanding work.
U	Result Unavailable	An interim grade to allow for unavoidable marking delays
NC	Not Complete	An interim grade issued when a unit has not yet finished
IP	In Progress	An interim grade issued at semester-end in a year-long unit

## 2.2 EXPLANATION OF GRADES

This section describes the general standards that students must achieve to obtain various results.

### 2.2.1 Final Grades

High Distinction (H)	This grade will be awarded where there is evidence that a student has completed the required work for the unit at an outstanding level, and/or has completed considerable additional work in wider areas relevant to the unit, and/or has demonstrated the acquisition of an advanced level of knowledge, understanding, competencies, or skills at the <i>highest level</i> . The student would normally have attained an in-depth knowledge of matter contained in texts and set reading materials and undertaken extensive wider reading beyond that which is required or expected. The student will have consistently demonstrated an outstanding level of proficiency in applying a range of theories, approaches, methodologies and conceptual tools to professional practice, and in combining a knowledge of the subject matter with original and creative thinking. This grade is reserved for recognition of the highest level of academic achievement expected of a student at a given unit level.
Distinction (D)	This grade is awarded where there is evidence that a student has undertaken all required work for a unit at a <i>high level</i> and considerable additional work in wider areas relevant to the unit. The student will have also demonstrated advanced knowledge, understanding, competencies and skills relevant to unit learning outcomes and assessment tasks. The student would normally have attained an advanced knowledge of subject matter contained in texts or set reading materials and have completed considerable wider reading. The student will also have consistently demonstrated a broad familiarity with a range of theories, approaches, methodologies and conceptual tools. This grade should reflect high quality work beyond the basic requirements of the assessment tasks and a developing capacity for original and creative thinking.
Credit (C)	This grade is awarded where there is evidence that a student has undertaken all required work for the unit and some additional work in wider areas relevant to the unit, has demonstrated a sound level of

	<p>knowledge, understanding, competencies, and skills relevant to learning outcomes and completing assessment tasks at an intermediate standard. The student will have attained a sound knowledge of subject matter contained in texts and set reading materials and have completed wider reading. The student will have demonstrated familiarity with a range of theories, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of attaining this grade provided they have demonstrated proficiency in the full range of course objectives and shown evidence of a sound capacity to work with the range of relevant subject matter.</p>
Pass (P)	<p>This grade is awarded where there is evidence that a student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes and published assessment tasks. The student would normally have attained a sound knowledge of subject matter contained in the texts and reading materials, and demonstrated a competent level of familiarity with relevant theories, approaches, methodologies and conceptual tools.</p>
Satisfactory (S)	<p>This grade is awarded where the student has evidenced the required level of achievement in a unit assessed only on a Pass/Fail basis. This type of unit normally includes assessment based on competency or participation, and may include external assessment in the context of a professional placement. As with the Pass grade, there will be evidence that the student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes. The student would have attained a sound knowledge of the subject matter and demonstrated a competent level of practice informed by relevant theories, approaches, methodologies and conceptual tools.</p>
Conditional Satisfactory (CS)	<p>This grade is awarded in the final professional placement unit of pre-service teaching courses where the student's achievement of the required unit outcomes has been inadequate, and supervisors judge that the required level of achievement will be evidenced through the satisfactory completion of specified additional work. The additional requirement is for enrolment in a unit or completion of an external study focused towards those elements of professional practice that were inadequately demonstrated, e.g. a further teaching placement or an English Language upgrade course. The CS grade always remains on the student's transcript. Completion of the stream requirements is indicated by an S grade in a subsequent unit or annotation of the transcript to certify external completion of specified requirements.</p>
Fail (N)	<p>This grade is awarded if a student is unable to demonstrate satisfactory academic performance in the unit and/or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with unit objectives. This grade also applies where there is evidence of serious academic misconduct.</p>



Withdrawn Fail (WN)	This grade is awarded if a student has withdrawn from a unit after census date – the final date for withdrawal without academic penalty.
Withdrawn (W)	This grade is reserved for students who experience serious, unforeseen circumstances that were beyond their control, did not make their impact until after the census date, and prevented them from completing their study requirements. These students can apply for special consideration which, if granted, results in a “W” grade for each enrolled unit affected.

### 2.2.2 Interim Grades

Extra Work (X)	This grade may be awarded where the student has almost reached a satisfactory level of achievement and, in the judgement of the lecturer, the completion of additional work and/or assessment tasks may assist the student to reach the level required for a Pass. The maximum that may be awarded upon grade conversion is a 50% P- (Pass).
Extension (E)	This grade represents a unit extension granted, in exceptional circumstances, for a short period of time beyond the end of a semester. In general there are only four permissible types of circumstances in which the “E” grade may be given: medical, bereavement, official, and unforeseen circumstances of a serious nature beyond the student’s control. An “E” grade may subsequently be converted to any grade.
Incomplete (I)	<p>This grade may sometimes be issued at semester-end where:</p> <ul style="list-style-type: none"> <li>(a) the student is unable to finish required work in time for the required work to be assessed and a grade resolved by the beginning of the subsequent semester, and</li> <li>(b) for documented reasons the student should not be granted an “N” (Fail) grade.</li> </ul> <p>The “I” (Incomplete) grade is typically awarded as part of an intervention strategy for a student at risk, and requires the approval of the Head of School. An “I” grade may only be subsequently converted to a 50% P- (Pass). “I” grades are normally resolved before the beginning of the next semester of study.</p>
Unavailable (U)	This grade (result unavailable) is issued in cases where there has been a delay in the marking process itself, and the results for a unit have not been reported in time for semester-end moderation.
Not Complete (NC)	This grade is issued at semester-end for a unit that is not yet due to finish, e.g. an intensive that commenced later in the semester.
In Progress (IP)	This grade can only be used for year-long units, and is the grade issued at the end of the first semester.

## 3. THE PURPOSE AND TYPES OF WRITTEN ASSESSMENTS

This section is based on a document prepared by the University of Technology Sydney.

**3.1 Essay writing** involves effective research, the process of formulating and expressing ideas, and presenting information in a clear and comprehensive manner. An essay is not mere description, nor a simple declaration of facts or list of points. It must answer the question by reducing it to its component parts. An essay must put forward an argument, present the evidence, critically examine both the argument and the evidence and reach a conclusion.

**3.2 A literature review** may be:

- (a) a process carried out and reported upon as *part* of an assessment. Many assessments will require you to locate, read and discuss writings on several topics. The review of the relevant literature will serve as the background for the written assessment; or
- (b) an assessment which specifically requires a review of various writings and previous research on a particular subject. Here you must critically evaluate this literature, discuss it thoroughly and develop a conclusion about both the literature and the topic.

**3.3 Case studies** are often used in Counselling units. They demonstrate complexities in the real world, and illustrate how theories and models may be integrated in practice.

You may be asked to address a case study in a number of ways:

- (a) use particular theories to analyse the case;
- (b) answer specific questions about the case;
- (c) identify the major issues and suggest possible interventions.

Case studies generally require substantial analysis to identify the problems or issues, consider the aetiology and progression over time, and explore options for intervention and resolution.

**3.4 A research report** must reflect an accurate, concise account of a project. It should critically relate the results to other research and include:

- (a) an *introduction*, giving the background to the problem under investigation including a substantial literature review of prior research, and a clear statement of the theoretical problem. The introduction is not a summary of the report and only directly relevant material should be included;
- (b) the *aim*, stating concisely the purpose of the study or hypothesis, along with an attendant rationale;
- (c) the *design* of the research, that is, how the aim will be achieved or the hypothesis tested;
- (d) a brief, complete and accurate account of the *method* used with sufficient detail to allow another person to repeat the experiment;
- (e) the *results* of the research, summarised in an appropriate fashion;
- (f) a *discussion* of the implications of these results, their interaction with prior research, and the validity of the testing procedure;
- (g) a brief *conclusion* drawing the important points together.

## 4. PLAGIARISM

This section on plagiarism is based on a document prepared by Macquarie University. Students are advised to read this carefully, in order to understand plagiarism and its consequences. Please also refer to the [Academic Integrity Policy and Procedure](#).

- 4.1** Plagiarism (from the Latin *plagiare*, “kidnap”) is the unacknowledged use of someone else’s writing, ideas etc. including published and unpublished material, another student’s work, or any essays you have submitted previously for assessment. **Even the vaguest hint of plagiarism is a serious academic sin, and unintentional plagiarism can result in an essay being penalised or failed.** For example, “I forgot to use quotation marks in my notes and didn’t realise I was copying a quote” is an unacceptable excuse.

### The dangers of plagiarism and how to avoid them:

- 4.2** Some students are unaware that specific rules govern acceptable academic conduct. One of the most important elements of correct academic practice involves careful acknowledgment of those whose ideas you have used, borrowed or developed. All students and scholars are bound by these rules because, in some way, all scholarly work is dependent on the effort of another.
- 4.3** It is appropriate and acceptable to include prior research of others as a basis for your own work. This is not evidence of scholastic inadequacy, *provided the original author is fully acknowledged.*
- 4.4** To maintain correct academic practice and allow your contribution to be properly appreciated and evaluated, you **MUST** acknowledge your sources and **ALWAYS:**
- (a) state clearly and appropriately the origins of the material on which your work is based, using the referencing system specified in this document;
  - (b) acknowledge those whose concepts or results you have extracted, developed or summarised, even when these are expressed in own words;
  - (c) avoid excessive copying of passages even where the source is acknowledged. Paraphrase material to indicate an understanding of the ideas and concepts, and acknowledge the original author.
- 4.5** The following examples of “borrowing” without appropriate acknowledgment are breaches of academic protocol, and constitute plagiarism:
- (a) copying any part(s) of a document or audio-visual material, including any computer-based material;
  - (b) using or extracting another’s concepts, experimental results or conclusions, **even if expressed in your own words;**
  - (c) extracting ideas from the work of another student, **even if expressed in your own words;**
  - (d) submitting material that uses many of the same words and diagrams as those used by a fellow student. On occasions, you may be encouraged to research your assessment with someone else, but the final submission must be your own independent endeavour.

- 4.6** Again, taking and/or using the work of another without clear recognition of the source is an act of PLAGIARISM which will be penalised.

Recognition is not limited to direct quotes! All ideas, thoughts etc MUST be properly referenced, even if expressed in your own words.

For information on referencing see the appropriate section below.

## 5. QUOTATIONS

- 5.1** When you copy or quote another's exact words this must be indicated clearly. Short quotations are placed within double quotation marks (" ") in your text, eg. "Short, direct prose quotations should be incorporated into the text of the paper and enclosed in double quotation marks" (Turabian 1973, p. 64).

- 5.2** More than two or three words used in the same order as the original text should be enclosed in quotation marks and referenced.

- 5.3** Extended quotations of more than three lines in your text should be:

- (a) indented at both margins by at least 1cm, for the entire quotation;
- (b) typed in single space, instead of the usual double spacing of an essay;
- (c) restricted, if possible, to no more than six lines.

An essay should not contain more than 10% of long quotes (see **5.5** for an example of a long quote). It is always preferable to give your own synthesis of the author's ideas.

- 5.4** Three ellipsis points (. . .) are used to mark omissions within quoted material:

"Every juror . . . must before being sworn make and subscribe . . . an oath . . . of allegiance . . ." (AGPS 1994).

- 5.5** The following quote illustrates the use of ellipsis points in conjunction with punctuation marks:

"An omission following a sentence is indicated by four dots. The first, placed immediately after the last word, is the period:

'When a nation is clearly in the wrong, it ought not to be too proud to say so. . . . I have not been enunciating principles which we do not apply in our own case.'

If in the original source the sentence preceding the ellipsis ends with a question mark or an exclamation mark, that mark rather than the period is used:

"How cold it was! . . . No one could function in that climate."  
(Turabian 1973, p.70.)

- 5.6** The example given in **5.5** also illustrates quoting within a quote. Use single quotation marks ( ' ' ) when quoting within double quotation marks and if the second quotation contains a third quotation, use double marks again and so on.

- 5.7 When adding explanation, clarification, or correction *within* a quotation enclose your comments with square brackets [ ], and *not* parenthesis ( ).
- 5.8 Place Bible passages in quotation marks and give the reference in brackets after the verse. For example: “You are out of your mind, Paul! Your great learning is driving you insane” (Acts 26:24).
- 5.9 Textual references for Bible verses must be in the text (see examples in sample essay p.10, paras 2 and 3), NOT as footnotes or endnotes at the bottom of the page. (For more information regarding footnotes see **10.2.10**. Do not use endnotes in assessments [please note **10.2.11**]).

## 6. FORMAL PRESENTATIONS

### 6.1 HARDCOPY SUBMISSIONS (On-Campus Students)

- 6.1.1 Assessments must be *typed*, double-space, on one side of A-4 paper.
- 6.1.2 The margins must be at least 4cm in width.
- 6.1.3 Pages should be numbered.
- 6.1.4 Where applicable, the standard presentation sequence is:
- a synopsis
  - an introduction
  - the body of the assessment
  - a conclusion
  - a bibliography (or reference list)
  - appendices
- 6.1.5 Several drafts may be required to reduce an essay to the required length and sharpen the focus on the main aspects or issues.
- 6.1.6 A Bibliography or Reference List must be included (see the appropriate section below). Please note that assessments for the Counselling Department and School of Education require a Reference List only.
- 6.1.7 All pages of the assessment should be securely fastened together prior to submission. Attach the *Assessment Title Page* to the front of the assessment. The bottom half will be stamped and returned to you as an official receipt that you should attach to your copy of the assessment as proof of submission.
- 6.1.8 All assessments must be submitted by the due date. Any extension of time is to be negotiated with the appropriate lecturer and an *Application for Extension* form lodged **prior to the due date**.

### 6.2 ELECTRONIC SUBMISSIONS (DEFL Students ONLY)

- 6.2.1 Assessments must be *typed* in Word or compatible program using the Verdana font at size 11 (standard text, other sizes can be used for headings and footers), using 1.5 spacing.
- 6.2.2 The margins must be at least 2.5cm in width.

- 6.2.3** Pages should be numbered.
- 6.2.4** Where applicable, the standard presentation sequence is:
- a synopsis
  - an introduction
  - the body of the assessment
  - a conclusion
  - a bibliography (or reference list)
  - appendices
- 6.2.5** Several drafts may be required to reduce an essay to the required length and sharpen the focus on the main aspects or issues.
- 6.2.6** A Bibliography or Reference List must be included (see the appropriate section below). Please note that assessments for the Counselling Department and School of Education require a Reference List only.
- 6.2.7** The *Assessment Title Page* should be attached to the assessment and submitted together with the assessment. All pages of the assessment should have a Header and Footer with Student Name, Course Unit Name and Number, page number and Assessment title.
- 6.2.8** All assessments must be submitted by the due date. Any extension of time is to be negotiated with the appropriate lecturer and an *Application for Extension* form lodged **prior to the due date**.

## 7. TEXTUAL REFERENCING

**Note:** All information relating to the Harvard System used in this booklet has been taken from the *Style Manual for Authors, Editors and Printers* 1994, Australian Government Publishing Service, 5<sup>th</sup> edition, AGPS Press, Canberra.

The basis of this system is a **Reference List** which appears at the end of the paper or thesis and includes an entry for each source referred to in the text. This is distinguished from a **Bibliography** that includes every source consulted. The unit lecturer will indicate whether an assessment requires a Reference List or Bibliography.

- 7.1** The Harvard System requires less information and is regarded as easier than traditional footnotes/endnotes. References are shown in parentheses either within or immediately following the relevant material in the text.
- 7.2** In the text itself, the citation is minimal and includes:
- author's surname (and a title entry if there is more than one book by the same author);
  - year of publication;
  - page numbers, if required.
- 7.3** This information is placed in parentheses within a sentence, at the end of a quotation, or as a separately indented quote, as follows:
- The theory was first propounded in 1970 (Larsen 1971);
  - Larsen (1971) was the first to propound the theory;

- Albright (1960, p. 123) has observed that “the age of Solomon was . . .”;
- “The election of 1966 was a non-Labor landslide: 8% of Labor identifiers voted Liberal, but only 1% of Liberal identifiers voted Labor” (Aitkin 1976, p. 415).

This simple author-date citation is used irrespective of whether the reference is to a book, an article, or some other resource. (See also the sample essay p.8, para 2.)

**7.4** *Textual references should be presented consistently* throughout the document. Each citation must agree in every detail with the information presented in the Reference List or Bibliography, and vice versa.

**7.5** Relevant page numbers may be included in the textual reference, with a comma between the year and ‘p.’ or ‘pp.’ thus:

The theory was first propounded in 1970 (Larsen 1971, p. 245).

**7.6** Full details of the book must be given in the Bibliography or Reference List. The date of publication is usually sufficient to distinguish between works by the same author. If not a further identification (such as 1976a, 1976b etc.) can be included in the textual reference and with this information the reader can turn to the Reference List or Bibliography for full publication details.

**7.7** If volume, section or other elements of a work have to be specified in the text, they should be abbreviated. For example:

(Larsen 1971, vol. 2).

**7.8** When both volume and page references are necessary in the text, they appear as follows:

(Larsen 1971, vol. 2, p. 23; vol. 3, pp. 17-36)

**7.9** If more than one work is cited, the textual reference will be:

(Larsen 1971; Haddon 1969); or

Larsen (1971) and Haddon (1969) demonstrated that . . .

**7.10** When a work by two or three authors is cited in parentheses, use an ampersand:

(Larsen & Greene 1987); or

(Larsen, Greene & Withers 1987).

When the authors’ names are incorporated in the text the ampersand is replaced by ‘and’:

Larsen and Greene (1987) were unable ...

**7.11** For a work with more than three authors:

(a) in the first textual reference use the names of all the authors. For example, Larsen, Greene, Withers & Gonzales (1987, p. 23).

(b) any subsequent textual references use the first name followed by “et al”. The textual reference for Larsen, Greene, Withers and Gonzales then becomes

(Larsen et al. 1987, p. 23).

Include the details of all authors in the Bibliography/Reference List.

- 7.12** Include the author's initials or given name when a distinction is drawn between works written by authors of the same surname, or when reference is made to information obtained by personal communication. When the author's name and initials appear in parenthesis, the initials follow the surname. When they appear in the text, the initials precede the surname.

The theory was first propounded in 1970 (Larsen, A.E. 1971), but since then many of its elements have been refuted; M.K. Larsen (1983) is among . . .

- 7.13** When reference is made to more than one work by the same author, the citation should be arranged in chronological order by date of publication, for example:

Larsen, A.E. 1971  
Larsen, A.E. 2002

- 7.14** Textual references to works in which the role of an editor is paramount are cited:

. . . (ed. Crowley 1974); or  
. . . edited by Crowley (1974).

- 7.15** Textual references to new editions of works already published require only the publication date of the edition being cited.

- 7.16** Works for which no reliable publication date can be established are cited as:

(Carruthers n.d.).

However, if an approximate publication date can be established, use the abbreviation "c", denoting *circa* (about) in the text:

(Harris c. 1751).

If the publication date is dubious, use a question mark:

(Quirk? 1751).

- 7.17** A work in the process of publication is cited as:

(Daly, forthcoming).

A work in the process of publication but for which the publication date is uncertain is cited as:

(Weinberg, in press).

An unpublished work is cited in the text as:

Crowley, (unpub.).

- 7.18** Anonymous works, and works which do not bear the name of a specific author sponsoring organisation, should be cited as follows:



This was apparently not the case in seventeenth-century (*England On Travelling to London* 1683); or

*On Travelling to London* (1683) reveals that . . .

Do not use 'anonymous' or 'anon'.

**7.19** Well-known abbreviations, contractions and acronyms may be used in textual references, even if not previously spelt out in the text, but must be included in an alphabetical list of abbreviations, located at the beginning of the Reference List or Bibliography. The question of whether to abbreviate will depend on the frequency of use and the ease of the reader.

**7.20** References to **articles in newspapers** are straightforward. If the author is named, the principles already stated will apply.

**7.21** If an author cites material from an intermediate rather than the original source, reference both sources in the Bibliography/Reference List. For example:

Lewis, C. S. 1959, 'Letter to the *Times Educational Supplement*', quoted in  
Cooper, B. 1964, *Writing Technical Reports*, Penguin, Harmondsworth, p. 72.

**7.22** Textual references of **audiovisual sources**, such as audio tapes, videos, television programs and movies, should contain the title and date of production and indicate the format. Television programs are identified as video recordings, and radio programs as audiotape recordings. For example:

*Strictly ballroom* (movie), 1992

*Understanding the GNP* (video recording), 1982

*Life Matters* (audiotape recording), 2000.

See **Section 8.23** for more detailed information.

**7.23** Textual references of **electronic sources** such as World Wide Web and CD-ROM will include the author and publication date, as for books or journals, with further details given in the Bibliography/Reference List. See **Section 8.24** for more detailed information.

**7.24** Textual references of **personal communications** will include the name and date of the communication as follows:

"In a phone conversation with Aaron Beck (1975), he conveyed his astonishment at the use of his practical guide . . ."

**7.25** **Class notes and/or lecture material.** Lecture material comes from many sources, and a lecturer should only be cited if expressing an original thought or idea, in which case the textual reference will give the lecturer's name and date. See **Section 8.30** for more detailed information on 7.24 and 7.25.

## 8. REFERENCE LIST OR BIBLIOGRAPHY

**8.1** Commence a separate page with the heading Reference List or Bibliography.

- 8.2** A Bibliography includes all the sources the student has found relevant in writing the assessment, even if not quoted in the text, while a Reference List details only works actually cited in the text. The unit lecturer will indicate whether an assessment requires a Reference List or Bibliography.
- 8.3** The entries are listed alphabetically either by author or editor's surname, or the name of the sponsoring authority. If there is no sponsoring authority the title of the work is listed. The same method of presentation is used for both a Reference List and a Bibliography.
- 8.4** For ease of reference the author's surname should be typed flush with the margin and the following lines indented.
- 8.5** When listing **documents**, the information required is presented in the following order:
- author's surname with initials or given name
  - year of publication
  - title of publication
  - title of series, if applicable
  - volume number or number of volumes, if applicable
  - edition, if not the first
  - editor, reviser, compiler or translator, if other than the author
  - elements of a book, if applicable
  - publisher
  - place of publication
  - page number or numbers if applicable (not necessary in Reference List).
- 8.6** The author's surname appears first, separated from the initials or given name by a comma. As a general rule, only the author's initials should be used with a full stop after each initial. There is no comma between the author's name and the year of publication. Separate all elements following the year of publication with commas, and conclude the citation with a full stop.
- 8.7** Where a **book** has multiple authors, their names should be cited in the order in which they appear on the title page, with the last name linked by an ampersand.
- 8.8** Where co-authors have the same surname, list each name separately.
- 8.9** Where the role of an editor, compiler, reviser or translator is paramount, list the work under that person's name. Use the abbreviations 'ed.', 'eds.', 'comp.', 'comps.', 'rev.', or 'trans.' as appropriate.
- 8.10** Several works by the same author should be listed by date of publication, in chronological order. In second or successive citations the author's name may be replaced with an eight-space line. Two or more works published in the same year are arranged alphabetically by title, with lower-case letters after the publication date to match the references given in the text.
- 8.11** The title follows the year of publication, separated by a comma; is always italicised and cited as it appears on the title page rather than on the cover. Observe the capitalisation conventions of foreign languages and acknowledge the origin of translated titles. Titles within titles are distinguished by means of double quotation marks, as in:

*'The Annotated "Jane Eyre"'*.

**8.12** The following entries illustrate the principles for **citation of books** in a Bibliography or Reference List:

*The Australian Concise Oxford Dictionary* 1992, 2<sup>nd</sup> edn, Oxford University Press, Melbourne.

Berkhof, L. 1950, *Principles of Biblical Interpretation*, Baker, Grand Rapids.

\_\_\_\_\_ 1958, *Systematic Theology*, Banner of Truth, Edinburgh.

Blass, F. & Debrunner, A. 1961, *A Greek Grammar of the New Testament and Other Early Christian Literature*, trans. R.W. Funk, University of Chicago Press, Chicago.

Cerfaux, L. & Tondriau, J. 1957, *Le culte des souverains dans la civilisation gréco-romaine*, Desclée, Paris.

Dixon, A.C. 1913, *Through Night to Morning*, Robert Scott, London.

Dixon, F.W. 1975, *Running up the Stairs*, Marshall Morgan & Scott, London.

Fee, Gordon D. & Stuart, Douglas 1982, *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*, Zondervan, Grand Rapids.

Hagner, D.A. & Harris, M.J. (eds.) 1980, *Pauline Studies: Essays Presented to Professor F. F. Bruce on his 70<sup>th</sup> Birthday*, Paternoster, Exeter.

Lausanne Committee for World Evangelisation 1978, *Explaining the Gospel in Today's World: Church Planting, Gospel & Culture*, Lausanne Occasional Papers, vols 1 & 2, Scripture Union, London.

Office of the Status of Women 1981, *Fair Exposure*, AGPS, Canberra.

Proust, M. 1970, *Jean Santeuil*, trans. G Hopkins, Simon & Schuster, New York (with preface by André Maurois).

Thompson, J.A. 1980, *The Book of Jeremiah*, NICOT, Eerdmans, Grand Rapids.

**8.13** References **journal and periodical articles** in the following order:

- author's name
- year of publication
- title of article
- title of journal or periodical
- title of series, if applicable
- place of publication, if applicable
- volume number, if applicable
- issue number or other identifier, if applicable
- page number or numbers

**8.14** The requirements for citing articles in journals and periodicals are the same as for books with respect to author, date, titles within titles, and foreign titles.

**8.15** The title of an article is set between single quotation marks.

**8.16** The title of a journal or periodical is italicised, and separated from the title of the article by a comma. Each word is capitalised, excepting articles, prepositions and conjunctions.

- 8.17** If a journal or periodical forms part of a series, the series title is placed after the journal title, separated by a comma. The series title is typed in roman without quotation marks, and all words other than articles, conjunctions and prepositions are capitalised.
- 8.18** Journal citations do not include the city of publication, unless two or more different journals or periodicals have the same or similar title.
- 8.19** Arabic numbers should be used for the volume number regardless of the convention of the source. The volume number follows the title of the journal or periodical and is separated from it by a comma.
- 8.20** If issues of a journal or periodical are paginated separately rather than consecutively, the issue number or other identifier must be provided. If the issue has both number and identifier, one should be chosen and *used consistently*. Where the journal or periodical has no volume number the issue number comes immediately after the title, separated from it by a comma.
- 8.21** It is important to provide inclusive page numbers, presented as the final item of the citation, and separated from the preceding item by a comma.

- 8.22** Following are some illustration of the above principles for citation of **articles** in a Bibliography:

Blaxter, M. 1976, 'Social class and health inequalities', in *Equalities and Inequalities in Health*, eds. C. Carter & J. Peel, Academic Press, London.

Brandis, G. 1987, 'The Liberals: Just who is forgetting whom?', *Weekend Australian*, 24-25 Jan., p. 19.

Nicole, R. 1983, 'The Biblical Concept of Truth' in Carson, D. A. & Woodbridge, J. D. (eds.), *Scripture and Truth*, IVP, Leicester.

Shed, A.G. 1997, 'Reading Ecclesiastes "Epilogically"', *Tyndale Bulletin*, vol. 48, no. 1, pp. 67-92.

Tink, F.L. n.d., 'An Urban Missionary Encounters Jane Jacobs', *Urban Mission*, vol. 3, no. 3, p. 21.

- 8.23** **Audiovisual sources** listed in the Bibliography or Reference List, such as audio tapes, videos, television programs and movies, should include the title, format, date of recording, place of recording, publisher and any special credits.

*The Comedic Fall* (movie) 1981, Englewood, New Jersey, Pratfall Releases.

*Learning to Live* (motion picture) 1964, London, Fine Films Inc., Producer Martin Freeth.

*What are we going to Do With the Money* (video recording) 8 August 1982, ABC Television.

- 8.24** **Electronic sources** are references in the usual manner, with sufficient details included in the Bibliography or Reference List to allow another easy access to the information. The following information has been adapted from <<http://library.lib.binghamton.edu/search/citing.html>> (accessed February 9, 2001).

**8.25 World Wide Web (WWW)** (Information you find on the Internet comes from a multitude of sources. Some are more reliable and suitable for academic research than others. Look for citation information at the top or bottom of the web document.)

Weld, A. (ed.), (n.d.) 'Advances in Gene Therapy', The Salk Institute for Biological Studies, San Diego. <<http://www.salk.edu/advances/gene/gene.html>> (accessed September 10, 1999).

Babbie, E *Plagiarism*. Last modified October 26, 1998.  
<<http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>> (accessed April 18, 2000).

Shapiro, Howard M. General Counsel. *The Freedom of Information Act and the FBI* [WWW]. Washington: Federal Bureau of Investigation, last updated July 22, 1998. <<http://www.fbi.gov/foipa/main.htm>> (accessed January 13, 1999). [This information is no longer available at this government internet address.]

'Vietnam War', *Britannica Online*. <<http://www.britannica.com/>> (accessed June 3, 2000).

**8.26 CD-ROM**

"New York, Broome County, Tracts 0001-0005, Social Characteristics." U. S. Bureau of the Census, *Census CD + Maps*, Version 2.0 [CD-ROM], 1996-1998.

**8.27 Electronic Journal Article**

Mannion, A. M. "Global environmental change: the causes of disruption to biogeochemical cycles." *The Geographical Journal*, July 1998, vol. 164, issue 2, p. 168. <Expanded Academic ASAP, <http://web5.infotrac.galegroup.com/itw/session/>> (accessed September 10, 1999).

**Electronic Newspaper Article**

"Florida rescue experts on their way to Taiwan" *Miami Herald*, Posted at 1:05 p.m. EDT Tuesday, September 21, 1999. <<http://www.herald.com>> (accessed September 21, 1999).

**Electronic Text (a poem, work of fiction, or full-length book)**

Rosenberg, Liz. *Fathomless: The Interview*.  
<<http://www.emerson.edu/ploughshares/Spring1998/Rosenberg.html>> (accessed April 18, 2000).

**8.28 Digital Image**

*Halley's Comet on 12 March, 1986* [digital image], AAO image reference UKS 19. Edinburgh: Anglo-Australian Observatory/Royal Observatory.  
<<http://www.aao.gov.au/local/www/dfm/uks019.html>>  
(Accessed September 20, 1999).

**8.29 Numeric Computer File**

Gelles, Richard J. & Strauss, M.A. *Physical Violence in American Families, 1985* [computer file]. 2nd release. Durham, NH: University of New Hampshire Family Research Laboratory [producer], 1988. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 1991.

### 8.30 Personal Communication

Bracks, R. 2000, *Systematic Theology*, (class notes).

Beck, E. March 31, 1975 (personal communication).

Sacks, O. September 14, 1999 (personal e-mail).

- 8.31** An **annotated bibliography** requires more information than is necessary to locate each source. Each entry requires a brief description of approximately fifty words including the source, its content, its relevance to your work, its usefulness or otherwise to the reader for interest or further research.

*Table 1: Summary of Referencing* (below) is based on the author date system (Harvard) presented in Snooks et al 2002, and incorporates information from Quote, unquote (2004) and Harvard Referencing (2007). It illustrates and explains how to recognise the work of others from specific sources using the Harvard System<sup>1</sup>.

The first column describes the source of information; the second column demonstrates how to cite the source in the body of the text and this is explained in the third column. The fourth column shows how the reference should appear in the bibliography and an explanation of the example is explained in column five.

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<sup>1</sup> Table and related text courtesy of Cengage Education 2010. Used with permission.

<b>Books</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
<i>Single author</i>	'The theory was first propounded in 1993' (Comfort 1997, p. 58) <b>OR</b> 'Comfort (1997, p. 58) claimed that...'	At each point in the text that refers to a particular document, insert the author's surname and publication year as shown in the example.	Comfort, A 1997, <i>A good age</i> , Mitchell Beazley, London.	You should use the title page rather than the book cover as your authority as they are occasionally slightly different.
<i>2 or 3 authors</i>	(Madden & Hogan 1997, p. 45) <b>OR</b> Madden and Hogan (1997, p. 45) discuss this idea...	The use of '&' may replace 'and' when referencing two authors. Your choice must be used consistently throughout the work.	Madden, R & Hogan, T 1997, <i>The definition of disability in Australia: moving towards national consistency</i> , Australian Institute of Health and Welfare, Canberra.	You should highlight the title of the books using <i>italics bold type</i> , or <u>underlining</u> . Whichever you choose you must be consistent for all the references in your bibliography.
<i>4 or more authors</i>	(Leeder et al. 1996, p. 69).	In the case of four or more authors, the first author (from the title page) is followed by 'et al.' (abbreviated Latin term et alia meaning 'and others').	Leeder, SR, Dobson, AJ, Gibbers, RW, Patel, NK, Mathews, PS, Williams, DW & Mariot, DL 1996, <i>The Australian film industry</i> , Dominion Press, Adelaide.	All authors should be listed in the reference regardless of the number. They should be listed in the order they appear on the title page, and in the style of the Harvard System.
<i>No author</i>	'This was apparently not the case before about 1995' ( <i>Advertising in the Western Cape</i> 1990, p. 14)... <b>OR</b> 'In <i>Advertising in the Western Cape</i> (1990, p. 14) it was claimed that...'	If you can't establish the author(s) of a work, include the title within the brackets instead.	<i>Advertising in the Western Cape</i> 1990, ABC Publishers, Cape Town.	The reference is listed as normal without the Authors' details (begins with italicized title and alphabetically listed with authors).
<i>Multiple works by same author</i>	'University research (Brown 1982, 1988) has indicated that...'	In brackets, list the author once only followed by the publication dates of each work separated by a comma and listed in chronological order from earliest to most recent.	Brown, P 1982, <i>Corals in the Capricorn group</i> , Central Queensland University, Rockhampton. Brown, P 1988, <i>The effects of anchor on corals</i> , Central Queensland University, Rockhampton.	As with the citation, each reference in the bibliography by the same author (listed in full) in chronological order.
<i>Multiple works published in the same year by the same author</i>	'In recent reports (Napier 1993a, 1993b)...'	Use lower case letters after the date if referring to more than one item published in the same year by the same author (a/b etc. to differentiate between works in same year).	Napier, A 1993a, Fatal storm, Allen & Unwin, Sydney. Napier, A 1993b, Survival at sea, Allen & Unwin, Sydney. Order alphabetically by title in the reference list.	References are listed in the order cited and include the a/b/c etc. as indicated in the citation.

<i>No publication date</i>	It has been detailed that all seventeen cases have been reported in this way (Pirrotta, n.d.).	If you do not know the date of publication, use 'n.d.' (which stands for "not dated") in place of the year.	Pirrotta, P n.d., Reference title (book) or <i>Reference title</i> (journal) etc. Remainder of reference listed as usual.	Reference listed with all available details consistent with source type, with 'n.d.' replacing publication year.
<i>Direct Quotations</i>	"These resting times provide periods for reflection and permit time for new things to be learned, mastered and brought to fruition" (Jones, 1995, pp.122-3).	Enclose the quotation in quotation marks and then identify the author, publication year, and exact parts of the document that are required all within brackets. For example, page number (p) or numbers (pp), section (s.) or sections (ss.).	Jones, A.W. 1995. <i>Learners at the centre of the educational process</i> . Newcastle: Shearer Publishing, pp. 122-123.	Page number or page number range (in full) is listed following the Publishers name (itself followed by a comma rather than a full stop).
<i>Editor</i>	(Kastenbaum 1993, p. 78).	A book may not have an author listed, but rather an editor responsible for the final publication. This is not indicated in the citation.	Kastenbaum, R (ed.) 1993, <i>Encyclopedia of adult development</i> , Oryx Press, Phoenix.	'ed.' and 'eds.' are suitable abbreviations for editor and editors and is shown in brackets after editor's name prior to publication year.
<i>Different Editions</i>	Renton (2004, p. 5) suggests that...	Cited as usual (edition not cited).	Renton, N 2004, <i>Compendium of good writing</i> , 3rd edn, John Wiley & Sons, Milton.	An edition number is placed after the title of the work - this is not necessary for a first edition. Use the abbreviation 'edn' edition following the edition number (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , etc.).
<i>Encyclopedia or Dictionary</i>	The new Grove dictionary of music and musicians (1980, p. 85) defined it as...	Dictionaries normally do not have an author as such, so the reference is based on the title of the work.	Sadie, S (ed.) 1980, <i>The new Grove dictionary of music and musicians</i> , 6th edn, Macmillan, London.	The reference does not include detailed location of definition or description.
<i>Article or chapter in a book</i>	As discussed by Blaxter (1976, p. 101) <b>OR</b> health issues are discussed (Baxter 1976, p 101).	The author of the article or chapter, year and page(s) are cited.	Blaxter, M 1976, 'Social class and health inequalities', in C Carter & J Peel (eds), <i>Equalities and inequalities in health</i> , Academic Press, London, pp. 120-135.	The chapter of the book is referenced as a title in inverted commas. It is important to include the editor of the book in the bibliography as this is the information that would be needed to trace the source on a library catalogue, for example.
<i>Article or chapter in a book – no author</i>	(Solving the Y2K problem 1997, p. 23).	When the contributing author is not given for an article or chapter within a book, the name of the chapter replaces the author name in the citation.	<i>Solving the Y2K problem</i> 1997, in D Bowd (ed.), <i>Technology today and tomorrow</i> , Van Nostrand Reinhold, New York, p. 27.	Title of chapter replaces the author name / list in the reference.



<i>Brochure</i>	(Research and Training Centre 1993, p. 2).	The organisation being advertised replaces the author names and is followed by the year in which the brochure was published	Research and Training Centre on Independent Living 1993, Guidelines for reporting and writing about people with disabilities [Brochure], 4th edn, Research and Training Centre, Melbourne. The publisher's name may be abbreviated if it is also the author.	Organisation being advertised replaces author name / list.
<i>E-book</i>	(Pettinger 2002).	Cited as it would be for a printed source.	Pettinger, R 2002, Global organizations, Capstone Publishing, Oxford. Retrieved September 28, 2004, from NetLibrary database.	Referenced as usual for a printed book.  Include retrieval date and source of document in the reference.
<i>Thesis</i>	(Jones 1998, p. 89).	Cited as for a printed book.	Jones, F 1998, <i>The mechanism of Bayer residue flocculation</i> , PhD Thesis, Curtin University of Technology. Retrieved December 21, 2005, from Curtin University of Technology Digital Theses.	You need to include the name of the awarding institution.  If source is electronic, include retrieval date and source of document in the reference.
<i>Research Reports</i>	Mullineux (1997).		Mullineux, N. (1997) <i>The world tyre industry: a new perspective to 2005</i> . Research Report 348. London, Economist Intelligence Unit.	No one example can explain the type and range of reports. However it is important to include the subtitle and series information. The correct content and order is the same as for books.
<i>Conference Proceeding and Papers</i>	(Debono 2000).	Cited as for a printed book or journal article respectively.	Debono, C 2000, <i>The National Trust into the new millennium</i> , Proceedings of the ninth meeting of the International National Trust, Australian Council of National Trusts, Alice Springs, NT, pp. 44-6. Retrieved January 20, 2006, from Informit Online database.	Conference papers are similar to book chapters in that they appear as part of a wider publication (i.e. the conference proceedings).  If source is electronic, include retrieval date and source of document in the reference.

<i>Annual report of an organisation</i>	(Department of Transport and Regional Services 2001) OR Billabong's annual report (2005).	Title of report and year in which reported information was compiled / collected.	Department of Transport and Regional Services 2001, Annual report 2001-2002, Canberra. OR Billabong International Ltd. 2005, Annual report 2005 – brands. Retrieved January 27, 2006, from Connect4 database.	If source is electronic, include retrieval date and source of document in the reference.
<i>Image in a book</i>	The poster 'Buy Australian Apples' (Cowle & Walker 2005, p. 65).	The page of the book on which the image appears is cited.	Cowle, C & Walker, D 2005, The art of apple branding, Apples from Oz, Hobart.	Reference as usual for a book (image location in citation only).

<b>Print Journals</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
<i>Article</i>	As mentioned by Wharton (1996, p. 8)...	Including page number in citation is optional.	Wharton, N 1996, <i>Health and safety in outdoor activity centres</i> , Journal of Adventure Education and Outdoor Leadership, <b>12</b> , (4) 8-9.	
<i>Article – no author</i>	'It's a growing problem in the U.K.' (Anorexia nervosa 1969, p. 530)...	Including page number in citation is optional.	<i>Anorexia nervosa</i> 1969, British Medical Journal <b>1</b> , 529-30.	
<i>Newspaper/Magazine article</i>	(Towers 2000).		Towers, K 2000, <i>Doctor not at fault: coroner</i> , Australian, 18 January, p. 3.	
<i>Newspaper article – no author</i>	.....in the Sydney Morning Herald (24 January 2000, p. 12).		Provide all the details in the in-text citation – no need for an entry in the reference list.	
<i>Press release</i>	(Watersmith 2000).		Watersmith, C 2000, BHP enters new era, media release, BHP Limited, Melbourne, 1 March.	

<b>Electronic Journals</b>	<b>Citation Example (in body of text)</b>	<b>Comments</b>	<b>Reference Example (in Bibliography)</b>	<b>Comments</b>
<i>Full text from an electronic database</i>	(Madden 2002).	As usual for printed journal.	Madden, G 2002, <i>Internet economics and policy: an Australian perspective</i> , Economic Record, vol. 78, no. 242, pp. 343-58. Retrieved October 16, 2002, from ABI/INFORM Global database.	Include the retrieval date and source for electronic documents
<i>Full text from an electronic database – no author</i>	'The internet has had a huge impact on the Australian economy' (Internet economics and policy 2002, p. 350).	Including page number in citation is optional.	<i>Internet economics and policy: an Australian perspective</i> 2002, Economic Record, vol. 78, no. 242, pp. 343-58. Retrieved October 16, 2002, from ABI/INFORM Global database.	Include the retrieval date and source for electronic documents
<i>Full text newspaper, newswire or magazine from an electronic database – no author</i>	( <i>WA packed with overseas appeal</i> 2004).	Article title and year of publication.	<i>WA packed with overseas appeal</i> 2004, <i>West Australian</i> , 12 November, p. 47. Retrieved November 13, 2004, from Factiva database	Include retrieval date and source of document in the reference
<i>Full text from the internet</i>	It was proposed by Byrne (2004) that...	As usual for printed version.	Byrne, A 2004, <i>The end of history: censorship and libraries</i> , <i>The Australian Library Journal</i> , vol. 53, no. 2. Retrieved November 16, 2004, from <a href="http://www.alia.org.au/publishing/alj/53.2/full.text/byrne.html">http://www.alia.org.au/publishing/alj/53.2/full.text/byrne.html</a>	Include the retrieval date and source for electronic documents
<i>Article from database on CD-ROM (BPO)</i>	(La Rosa 1992, p. 58).	Including page number in citation is optional.	La Rosa, SM 1992, <i>Marketing slays the downsizing dragon</i> , <i>Information Today</i> , vol. 9, no. 3, pp. 58- 9. Retrieved October 16, 2002, from UMI Business Periodicals Ondisc database.	Include the retrieval date and source for electronic documents

<b>Secondary Sources</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
Book	'Including neuralgia' (Carini and Hogan, cited in Thibodeau & Patton 2002, p. 45) <b>OR</b> Carini and Hogan (cited in Thibodeau & Patton 2002, p. 45)...	For sources that you have not actually seen but which are referred to in another work, cite both the original source and the secondary source where you read it.	Thibodeau, GA & Patton, KT (eds.) 2002. <i>The human body in health and disease</i> , Mosby, St. Louis, Mo. <b>Record the book that you actually sourced.</b>	Reference the book in which the citation appears
Journal Article	'...origins of neuralgia' (Carini and Hogan, cited in Patton 2002, p. 2154) <b>OR</b> Carini and Hogan (cited in Patton 2002).	As above.	Patton, KT 2002, <i>Neuralgia and headaches</i> , <i>Science</i> , vol. 4, pp. 2153-55. <b>Record the journal that you actually sourced.</b>	Reference the journal in which the citation appears

<b>World Wide Web</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
<i>Document on WWW</i>	'It's essential you learn how to reference' (Dawson et al. 2002).	Author and date cited as usual.	Dawson, J, Smith, L, Deubert, K & Grey-Smith, S 2002, ' <i>S' Trek 6: referencing, not plagiarism</i> . Retrieved October 31, 2002, from <a href="http://studytrekk.lis.curtin.edu.au/">http://studytrekk.lis.curtin.edu.au/</a>	Include the retrieval date and source for electronic documents
<i>Document on WWW – No author</i>	( <i>Leafy seadragons and weedy seadragons</i> 2001).	Cited as usual with title of work replacing Author names.	<i>Leafy seadragons and weedy seadragons</i> 2001. Retrieved November 13, 2002, from <a href="http://www.windspeed.net.au/~jenny/seadragons/">http://www.windspeed.net.au/~jenny/seadragons/</a>	Include the retrieval date and source for electronic documents
<i>Document on WWW – No date</i>	(Royal Institute of British Architects n.d.).	Insert the abbreviation n.d. to indicate no date was indicated.	Royal Institute of British Architects n.d., <i>Shaping the future: careers in architecture</i> . Retrieved May 31, 2005, from <a href="http://www.careersinarchitecture.net/">http://www.careersinarchitecture.net/</a>	Include the retrieval date and source for electronic documents
<i>Image on the web</i>	The image of the bleached coral ( <i>Coral bleaching and mass bleaching events</i> 2002).	Prior to citing as usual, include with the image inserted the name given by the site authors. This can be found by right clicking on the image and selecting <i>view image</i> from the menu. The image name will be in the title bar.	<i>Coral bleaching and mass bleaching events</i> [Image] 2002. Retrieved September 2, 2005 from <a href="http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching">http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching</a>	Include the retrieval date and source for electronic documents

<b>Government Publications</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
<i>Act of Parliament</i>	The Commonwealth's <i>Copyright Act 1968</i> ...	Acts of Parliament are detailed in full <b>in the text of your essay</b> . Include: - the Acts <i>short title</i> - a legislation number - (the jurisdiction) - section (s. 3 or ss. 2-3) where appropriate (future references do not include date).	<i>Copyright Act 1968</i> (Cwlth).	Legislation is included in a list of references only if it is important to an understanding of the work. Set the list apart from the main body of the reference under the subheading 'Legislation'. Essential elements: <i>Short title</i> <i>Date</i> (Jurisdiction), If legislation is obtained from an electronic database, add a retrieved statement as for electronic journal articles.
<i>Cases</i>	<i>The State of New South Wales v. The Commonwealth</i> (1915) 20 CLR 54.	CLR = Commonwealth Law Report		Legal authorities are included in a list of references only if they are important to an understanding of the work. Set the list apart from the main body of the reference under the subheading 'Legal Authorities'.
<i>Australian Bureau of Statistics Bulletin</i>	(Australian Bureau of Statistics 1999).		Australian Bureau of Statistics 1999, <i>Disability, ageing and carers: summary of findings</i> , cat. no. 4430.0, ABS, Canberra.	For ABS material, always include the ABS catalogue number in the reference. This is usually found on the title page.
<i>Australian Bureau of Statistics from AusStats</i>	(Australian Bureau of Statistics 1999).		Australian Bureau of Statistics 1999, <i>Disability, ageing and carers: summary of findings</i> , cat. no. 4430.0, ABS, Canberra. Retrieved October 14, 2002, from AusStats database.	Include the retrieval date and source for electronic documents

<i>Census Information</i>	(Australian Bureau of Statistics 2001).		Australian Bureau of Statistics 2001, Census of population and housing: B01 selected characteristics (First release processing) postal area 6050. Retrieved November 20, 2002, from AusStats database.	
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<i>Patent</i>	U.S. Patent No. 4554399 (1985).		Cookson, AH 1985, <i>Particle trap for compressed gas insulated transmission systems</i> , U.S. Patent 4554399.	
<i>Standard</i>	(Standards Australia 1997).		Standards Australia 1997, <i>Size coding scheme for infants' and children's clothing – underwear and outerwear</i> , AS 1182-1997. Retrieved January 10, 2006, from Standards Australia Online database.	



<b>Other Sources</b>	<b>Citation Example (in text)</b>	<b>Comments</b>	<b>Reference Example (in bibliography)</b>	<b>Comments</b>
<i>Personal communication, e-mail and discussion lists with no web archive.</i>	'It was confirmed that an outbreak occurred in London' (S Savieri 1999, pers. comm., 24 April).	See entry under 'Books'.	<b>Not included in reference list as they cannot be traced by the reader.</b>	
<i>Personal email messages</i>	(Tutor 2008).		Tutor, C., 13 October 2008. <b>Re: reference style in assessments and large projects.</b> Email to A. Student (a.student@fttnesp.net.au).	For personal email messages the 'subject line' of the message is given as a title and the full date is given instead of just the year. In place of an 'availability' statement, use the words <b>Email to</b> followed by the recipient's name. Also include both the sender's and recipient's email address in the reference.
<i>Films and video recording,</i>	( <i>Grumpy meets the orchestra</i> 1992).		<i>Grumpy meets the orchestra</i> 1992, video recording, Australian Broadcasting Corporation, Sydney. Featuring the Sydney Symphony Orchestra.	Any special information may be noted after the citation.
<i>Television and radio programmes</i>	( <i>What are we going to do with the money?</i> 1997).		<i>What are we going to do with the money?</i> 1997, television programme, SBS Television, Sydney, 8 August.	

Podcasts	<i>(The wings of a butterfly – children, teenagers and anxiety 2005).</i>		The wings of a butterfly - children, teenagers and anxiety 2005, podcast radio programme, ABC Radio National, Sydney, 10 September. Retrieved September 16, 2005, from <a href="http://www.abc.net.au/podcast/default.htm#mind">http://www.abc.net.au/podcast/default.htm#mind</a>	
CD-ROMS	<i>(Dr Brain thinking games 1998).</i>		<i>Dr Brain thinking games 1998</i> , CD-ROM, Knowledge Adventure Inc., Torrance, California.	
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E-mail discussion list – web archive	(Little 2002).		Little, L 2002, <i>Two new policy briefs</i> , ECPOLICY discussion list, 16 April. Retrieved November 13, 2002 from <a href="http://www.askeric.org/Virtual Listserv_Archives/ECPOLICY/2002/Apr_2002/Msg00003.html">http://www.askeric.org/Virtual Listserv_Archives/ECPOLICY/2002/Apr_2002/Msg00003.html</a>	<i>Include discussion thread topic as the title after author and year. Following this is the discussion group and date of discussion. As with other electronic references, the retrieval date and source URL are listed</i>

## 9. USING AN APOSTROPHE

**9.1** An apostrophe (') is used to show possession and ownership except for possessive pronouns (see 9.5).

**9.2** The possessive for a singular noun is formed by adding 's:

a boy	a boy's dog
a woman	a woman's coat
a mouse	a mouse's tail.

**9.3** The possessive of a plural noun is formed by adding ' to nouns ending with an s, and 's to plural nouns which do not end in s:

many boys	many boys' dog
two women	two women's hats
mice	mice's tails.

**9.4** Some names end with the letter s, and the apostrophe is used as follows:

Jesus	Jesus' disciples
Moses	Moses' wife.

**9.5** Some pronouns are possessive in their form and require no apostrophe:

its, her, hers, his, your, their, theirs, our, ours, my, mine.

**9.6** An apostrophe indicates the omission of letters when combining two words:

it's = it is	can't = can not	don't = do not
doesn't = does not	he's = he is	she's = she is
aren't = are not	he'll = he will	I'll = I will
they're = they are	we're = we are	couldn't = could not
shouldn't = should not	you're = you are (not the possessive pronoun your)	
etc.		

**9.7** Note the distinction between "its" which means "belonging to it" and "it's" which is the contraction of "it is". 'It's' should never appear in academic writing – it should be 'it is'. If you can't change it to 'it is', it must be 'its'.

## 10. PRODUCING THE ASSESSMENT

**10.1** **Preparation:**

**10.1.1** Read, re-read and consider the question to obtain a clear understanding of it is asking.

**10.1.2** Highlight key word(s) then check the dictionary meaning to ensure a clear understanding of what the question asks.

**10.1.3** Research by collecting data/information from a number of sources. Build an understanding of the topic from condensed information through to more in-depth reading. It is important to:

- (a) undertake a *computer search* on the Internet or other databases for both summary and extensive articles;
- (b) research a *summary article* from a journal or multi-volume set of works, then read major articles;
- (c) read *key chapters from relevant books* then *whole books* on specific areas if necessary;
- (d) *utilise the Institute Library, Macquarie University Library, any other relevant University, College, or local library, to locate and borrow books;*
- (e) *make notes* as you go;
- (f) remember to *record bibliographical details* on ALL material collected.

**10.1.4** Referencing is essential so maintain clear and complete records of all sources for any notes, documents, photocopies etc. (see section on referencing for details). **Only referenced material can be utilised in an essay.**

**10.1.5** Digest the topic before commencing any research. If different points of view emerge from the research undertaken, decide which one best reflects your understanding of the question.

## 10.2 Writing:

**10.2.1** Prepare an essay outline, ensuring there is a logical sequence, with all necessary points covered rather than focussing on one area.

**10.2.2** Commence with an introduction summarising the main argument to be presented. The introduction should be about six lines (approx. 100 words) and may be presented with headings or a formal synopsis

**10.2.3** Construct the body of the essay to develop a logical argument, introducing data from various sources with appropriate referencing. Express ideas as clearly and concisely as possible, with complete English sentences and NOT in lists or point form.

**10.2.4** Academic writing differs from letter writing and should be well-organised, with clear, focussed direction. Utilise correct spelling, consistent grammar and use inclusive language. Express objective analysis rather than an emotional response.

- (a) Objective writing avoids the personal pronoun "I".
- (b) It is inappropriate to express opinions such as "I feel" or "I believe". Use objective statements such as "research indicates . . .".
- (c) If possible write in the past tense and use the active voice. For example:
  - Passive voice states: "Persons using telephones during thunderstorms are advised that electrical shocks may be experienced".
  - Active voice states: "You can get a shock from your telephone during a thunderstorm".

- 10.2.5** Paragraphs should have a logical sequence. For easier comprehension present the main point at the beginning of the paragraph then elaborate the argument.
- 10.2.6** Personal opinions may be expressed but should be stated objectively and supported by sound argument.
- 10.2.7** Do not write more than necessary. Decide on relevant information that best answers the question and discard the rest. Excess information can lose marks rather than gain more marks.
- 10.2.8** When quoting directly follow the guidelines in section 2 of this document.
- 10.2.9** If controversy exists concerning the meaning or use of terms in the literature, clarify how you intend to use the term(s).
- 10.2.10** If you wish to give information beyond that absolutely necessary for the paper or thesis, use a footnote with a small superscript Roman numeral within the text.<sup>2</sup> This allows expansion on the topic under discussion without interrupting the flow of the text. However, **footnotes must not be used for citing a reference** which ought to be included within the text. For example: (Smith & Jones 1935, pp.22-24) is a textual reference, NOT a footnote or endnote. (See **5.8** and **5.9** above for more information on textual referencing of Bible verses and the use of footnotes.)
- 10.2.11** This *Style Manual* precludes the use of endnotes in any context.
- 10.2.12** The conclusion draws the threads of your argument together and presents your final answer to the question. Limit the conclusion to approximately (six lines (about 100 words) and do not introduce any new material.

**An axiom to remember when writing an essay:**

- ***Say what you are going to say (the introduction)***
- ***Say it (the body of the text)***
- ***Say what you have said (the conclusion)***

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<sup>2</sup> Theology students may need to use multiple footnotes. However, Counselling students should not use footnotes unless absolutely necessary to amplify the information in the text.

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**COG 411 – CHRISTIAN COUNSELLING II**

Dr Cliff Powell

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**ABOUT ANGER:**

**TO BE OR NOT TO BE?**

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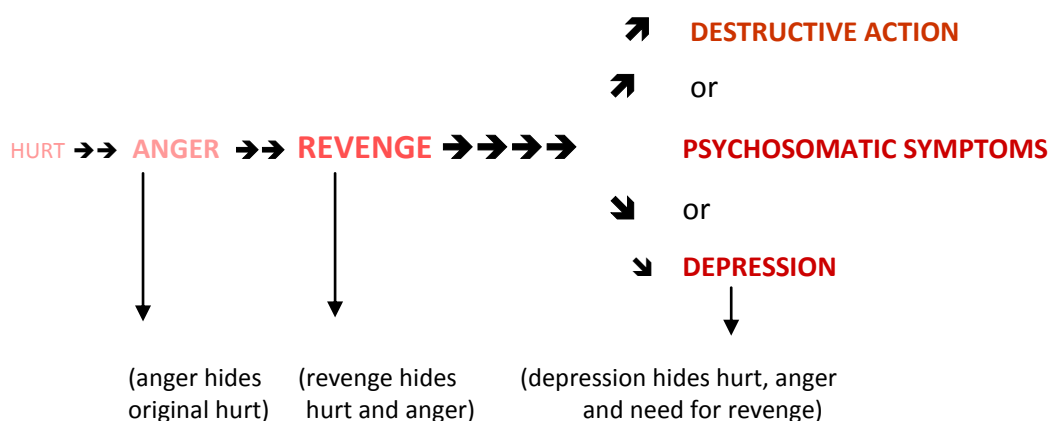
*“Anger is a great flame of presence. It is difficult to mistake or ignore an angry presence. Usually anger is like fire, it starts with a spark and then multiplies in a rapid exponential rhythm. Anger wants to break out; it stops us in our tracks. Much of the time we avoid conflict; we put up with things. We let things go. When the flame of anger rises, it confronts things. Anger shouts stop! It can be a great force for change.”*

*Eternal Echoes, John O’Donohue*

Lerner (1997, p.ix) describes anger as an intricate dance, believing it to be “one of the most painful emotions we experience . . . an important signal that always deserves our attention and respect”. O’Donohue (1998) views anger as an encouraging presence, heralding change to come. Some Christians consider anger to be “a gift from God” (Oliver & Wright 1992, p.76), while others believe all anger is sin (Richards 1991; Collins 1988). This paper discusses some of the enigmatic qualities of anger, attempts to demythologise anger as an emotion, and suggests several therapeutic interventions which may be helpful in enabling clients to process anger issues in ways beneficial to emotional, physical and spiritual health.

A vast number of words has been penned about theories of anger ranging from Lorenz’s (1966) hydraulic model of built-up anger, to Berkowitz’s (1978) contention that frustrated expectations create anger, to Bandura’s (1979) studies on the social learning effects of modelled aggression (cited in Benner & Hill 1999). Anger functions as an “umbrella emotion” (Barker 1999) that covers over and protects other more primitive responses. It serves to block painful emotions or sensations such as hurt, fear, anxiety or loss; protects from a perceived threat and discharges the frustration caused by unmet needs or drives (Johnson 1989).

Collins (1988) contends most anger begins as hurt because of disappointment and unmet needs. If the hurt is not expressed appropriately it is suppressed and covered over with anger, which eventually becomes strong enough to hide the hurt. If the anger, in turn, is not released, the result may be the original hurt being acted out in unhealthy behaviours, which Collins (1988 p.109) expressed diagrammatically:





Many people work hard to hide anger responses, and the energy required to do so can result in physical or psychosomatic symptoms. Others turn the anger in on themselves, consciously or unconsciously, as guilt or self-condemnation and this repressed anger may reappear as depression. Barrett (1977, cited in Collins 1988) claims depression can be a form of psychological blackmail, in which the sufferer may be using depression as a subtle means of expressing anger, thus obtaining revenge.

Beliefs about anger tend to be shrouded in myths. Johnson (1989) claims anger is a choice and dismantles four common myths associated with anger:

- *Anger is not determined biochemically* but rather is a cognitive response “associated with personal appraisal and interpretation” (Rosenman 1985, cited in Johnson 1989).
- *Anger is not an instinctive human response*, and our neurophysiology does not compel us to act out aggression towards each other.
- *Anger is not an uncontrollable and automatic consequence of frustration*. It is only one of many possible responses to frustration (Dollard et al 1939, cited in Johnson 1989).
- While ventilation of anger can be a useful therapeutic response, *on-going catharsis can be counterproductive and solidify anger and aggression* (Kahn 1966, cited in Johnson, 1989. Note that Johnson [1989 p.22] is careful to identify an important exception: “The incest victim(‘s) ... emotional response is an outgrowth of facing and conquering a real situation involving ... injustice, coercion, and so on”).

Oliver and Wright (1992) address three popular cultural myths surrounding anger, which they claim are particularly prevalent in the Christian community:

- *Anger destroys relationships*. Inappropriate anger can be damaging, but if expressed constructively can actually help build healthy relationships.
- *Ignore anger and it will go away*. Anger may be suppressed or repressed, but this does not mean it has gone away. Ignoring anger can be hazardous to spiritual, psychological, emotional and physical well-being.

- *God is love and therefore anger is a sin and Christians should not express anger.* This is false, for Scripture is replete with references to the righteous anger of God. Christians (and all other human beings) are created in God's image, and this includes emotions. (*Italics supplied.*)

Addressing a number of "puzzling attitudes" toward anger, Augsburger (1983 p.86) believes:

anger is not an evil entity to be denied; an attack which should be suppressed; immature behaviour that needs to be outgrown or power to be asserted. Anger is not necessarily self-destructive. Rather, anger is arousal, which needs to be acknowledged and managed constructively.

Wright (1974) suggests four basic responses to anger. Rather than be felt, anger may be repressed (denied), suppressed (hidden away), expressed (constructively or destructively) or confessed (to others and God). Anger is "...at the root of many psychological, interpersonal, physical, and spiritual problems" (Collins 1988, p.120) and is a major issue for many people seeking help.

Describing the process of therapy, Orbach (1999 p.4) refers to the "twin arcs of...the pentimento and palimpsest". A pentimento is a "...visible trace of (an) earlier painting beneath a layer or layers of paint" while a palimpsest is "a manuscript in which a later writing is written over an effaced earlier writing" (Brown 1993, p. 2152, 2076). Psychodynamic therapy builds a relationship in which the pentimento, the client's anger, can be peeled away slowly to reveal the pain and hurt beneath. Negative emotions can then be expressed appropriately in a safe environment and, while history cannot be rewritten, it is possible to write a new chapter in the client's personal story: a palimpsest.

Effective therapy will enable the anger to surface, and Oliver and Wright (1992) suggest several cognitive and behavioural tasks to assist a client to keep track of how anger is experienced, felt and expressed each day between sessions. For example, an anger log (see Appendix A) may alert the client to behaviours not previously observed and, with this heightened awareness, possibly help to slow down anger responses. Johnson (1989) has formulated an anger inventory, which allows an individual to begin understanding the impact of anger (see Appendix B). Oliver and Wright (1992, p.25) suggest using a chart (see Appendix C) to

assist in documenting anger responses and consider how the situation might be handled more appropriately.

Describing the negative impact of explosive anger in relationships, Augsburger (1981) uses graphic language:

“It (*anger*) dissipates needed energies, stimulates increased negative feelings, irritates the other persons in the transaction and offers nothing but momentary discharge. Vented anger may ventilate feelings and provide instant though temporary release for tortured emotions, but it does little for relationships” (p.41).

Cloud (1992) maintains Christians have placed too much emphasis on dealing with distressing symptoms such as explosive anger, with too little emphasis on the issues underlying the symptoms, with the result that many angry individuals have experienced only superficial healing. Cloud (1992) states: “if we resolve the issues, the symptoms will no longer have a reason to be” (p.253). As long as people are able to control others with their anger, they will not seek to change or be responsible for their behaviour (Cloud & Townsend 1992). If the recipients of entrenched anger refuse to be manipulated, “those who are angry at you will have to...find a different way to relate” (p.243). Lerner (1997) stresses the important of learning to use “‘anger energy’ in the service of our own dignity and growth...(It) is essential that we learn to translate our anger into clear, non-blaming statements about our own self” (pp.10, 90).

Taking responsibility for our anger forces us to confront the real issues involved, and Johnson (1989) lists a number of techniques for handling the responses and energy, which might otherwise be discharged as anger. Johnson's (1989) suggestions include expressing the pain by verbalizing or writing; taking time out for relaxation and reflection, or listening to soothing music and/or meditation. Physical activity such as crying and/or beating a pillow will release tension and relax the body. Any aerobic activity – such as gardening or walking – is a constructive way of discharging excess energy. Importantly, attempting to understand the root causes of the anger and utilising problem-solving techniques, such as good

communications skills, will help dissipate the anger, although these last two suggestions imply the necessity to seek professional help with communications skills and understanding the core issues involved.

Every human relationship holds the potential for anger (Richards 1991), either with each other or with God. Nahum 1:3 (NIV) assures us God is “slow to anger”, yet that same anger does not diminish His power in any way. Oliver and Wright (1992 p.64) reiterate several Bible narratives where anger caused a loss of relationship with God. Paul instructed the Ephesians to “be angry and yet do not sin...(or) give the devil an opportunity” (Eph.4:26, 27, NASB), his language suggesting that, while the anger may be justified, it should be processed and not allowed to simmer or become a fixation (Guthrie & Motyer 1970). Richards (1991, p.50) states: “. . . there is no question that anger is a signal to us to examine and to deal with ourselves, not justification for striking out at others”.

According to Lerner (1997, p.45) anger causes such intense emotional reactions that we tend to focus on the other person’s behaviour, rather than:

“ . . . observe our own part in the interaction. Self-observation is the process of seeing the interaction of ourselves and others, and recognizing that the way other people behave with us has something to do with the way we behave with them. We cannot *make* another person be different, but when we do something different ourselves, the old dance can no longer continue as usual.”

Anger is imputed with many negative connotations, yet “in the right place, at the right time, and in the right degree, anger is not only appropriate but may be indispensable” (Bowlby 1988, p.79) and, if dealt with constructively, is capable of driving positive changes (Oliver & Wright 1992; O’Donohue 1998). Martin Luther King Jnr and Mahatma Ghandi turned their anger resulting from racial discrimination into peaceful protests (Oliver & Wright 1992), altering the way millions think about race and colour. Nelson Mandela (1995) redirected his anger at apartheid, exchanging terrorism for a Nobel Peace Prize. Christina Noble (1998) channelled her anger over being raised in an extremely abusive Irish family, changing forever the lives of tens of thousands of Vietnamese children.

While it may be possible to avoid admitting and dealing with anger, none of us is immune because ALL human beings experience thwarted expectations and unfulfilled needs (Carter 1987). The Chinese character for “crisis” consists of two symbols: danger and opportunity (Oliver & Wright 1992), and both these elements are inherent in anger. The danger lies in choosing to avoid personal growth, remaining stuck in the rut created by our anger, and so continue living with the same negative consequences. However, there is opportunity in the crisis induced by unresolved anger: the pain and anxiety may bring a client into the therapy room, where the concealed hurt can be uncovered, exposed, understood and processed appropriately in a supportive, therapeutic relationship – yet another intricate, rather beautiful version of the dance of life.

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**APPENDIX A**

**ANGER LOG**

	DAY						
	1	2	3	4	5	6	7
<b>Frequency</b> How many times each day do you become angry, internally or externally? (Place a number for each day.)							
<b>Intensity</b> On average, how intense was your anger today? (10 = most intense, 1 = almost none.)							
<b>Duration</b> On average, how many minutes do you usually remain angry?							
<b>Negative Expression</b> How many times today did you express your anger negatively?							
<b>Positive Expression</b> How many times today did you express your anger positively?							
<b>Relationship Disturbance</b> On average, did your anger today help or hinder your relationships. (10 = a disaster, 1 = most helpful)							

(Adapted from Oliver & Wright 1992, p.24.)



## **APPENDIX B**

### **ANGER IMPACT INVENTORY**

**0 = No effect**

**1 = Minor effect**

**2 = Moderate effect**

**3 = Very significant effect**

**4 = Major effect**

*Instructions:* Using the five-point scale, rate the degree of impact your anger has on the following:

	<b>Rating</b>
1. Relationships to authority figures (teachers, bosses, police, government employees, and so on)	_____
2. Relationship to peers and colleagues at work	_____
3. Relationships to subordinates at work	_____
4. Relationships to customers, clients, business associates, and so on	_____
5. Relationships to children	_____
6. Relationships to children's teachers, other parents	_____
7. Relationships to spouse or partner	_____
8. Relationships to previous spouse or partner	_____
9. Relationships to in-laws	_____
10. Relationships to parents	_____
11. Relationships to other family members	_____
12. Relationships to current friends	_____
13. Relationships to former friends	_____
14. Relationships to neighbours	_____
15. The role of anger in lost relationships	_____
16. Relationships to recreational groups/organizations	_____
17. Relationships to religious groups/organizations	_____
18. Relationships to political and other groups	_____
19. Impact on your health of anger episodes	_____
20. Effect of anger symptoms (rapid heart rate, tension, shoulder and neck pain, headache, irritability, insomnia, feeling of pressure, restlessness, brooding, and so on)	_____
21. Time lost to angry feelings	_____
22. Intrusion of anger into relaxing or pleasurable activities (sex, sport, hobbies, day in the country, holidays and so on)	_____
23. Effect of anger on drinking or drug use	_____
24. Effect of anger on your creativity or productivity	_____
25. Effect of anger on your driving	_____
26. Accidents, errors, and mistakes	_____

As you examine your list, what patterns emerge? Are you angrier at work or at home? With intimates or more distant relationships? Do you tend to feel angrier with authority figures and parents or with peers? Does your sexual relationship become a battleground? Have you lost a significant number of relationships because of anger? Identify one or two areas where you want to concentrate your efforts. Journal some of your responses to these questions.

(Adapted from Johnson, 1989, pp. 39, 40.)

**APPENDIX C**

**ANGER EXPRESSIONS**

**(1) Mark with a tick (✓) how you expressed anger most recently to your:**

Person	Held it back	Indirect anger	Direct anger (see note below)
Spouse/partner	_____	_____	_____
Children	_____	_____	_____
Mother	_____	_____	_____
Father	_____	_____	_____
Family members	_____	_____	_____
Employer/ees	_____	_____	_____
Co-worker	_____	_____	_____
Friends	_____	_____	_____

**(2) Think about the people toward whom you might express anger.  
How do they respond when you express anger?  
How would you like to respond next time?**

Person	Response	How I would like to respond next time
Spouse/partner	_____	_____
Children	_____	_____
Mother	_____	_____
Father	_____	_____
Family members	_____	_____
Employer/ees	_____	_____
Co-worker/s	_____	_____
Friends	_____	_____
Others	_____	_____

**(3) Think of a behaviour or situation which consistently provokes you, then think of a change you can make next time in your behaviour/responses. Write about your responses below:**

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**Note:** “Hold it back” means repressing or suppressing anger, “Indirect anger” describes passive/aggressive behaviours and “Direct anger” is various ways of acting-out anger.

(Adapted from Oliver & Wright, 1992, p.25.)