



## Style Guide for Education and Counselling

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### Introduction

All students and staff of Morling College are entitled to know the appropriate style for written work in education and counselling courses.

The purpose of this guide is to outline the appropriate style to be used and how to use referencing in order to give credibility to students' academic writing.

Content includes:

- Assignments and essays
- Styles of referencing
- Using quotations
- The purpose of quotations
- Quoting a citation
- How to reference quotations
- Paraphrases or summaries
- Using reporting structures
- Bibliography/reference lists

### **Assignments and essays**

All written assignments and essays for education and counselling courses and awards are to be submitted electronically in MS Word format (unless otherwise specified).

MC Cover sheet, signed

A4

2.54 cm margins all round

2 spaced

12 point font (Times New Roman, Arial, or Calibri are preferred)

Justified left

Students must ensure that they keep their own copy of all written work and assignments submitted.

### **Styles of referencing**

The APA 6th (Author-Date) referencing style will be used for assignments, courses and awards in education and counselling.

### **Using quotations**

Quotations are exact words taken from any published or unpublished material. In general, students should use direct quotations judiciously in their written work. It is usually much better to restate quotations in the students' own words, while still referencing the original source.

Direct quotations should only be used where:

- (a) rewording the quote in any way would substantially alter its meaning, or
- (b) the quote is phrased in such an elegant manner that rephrasing it would destroy its substantive literary quality.

Quotations can be used to give a definition of technical or key words/concepts or to restate or elaborate a main idea or generalisation.

### **The purpose of quotations**

It is important that material is not cited just for the sake of it. This means that all references included in assignments are to be used to support the students' main points and interpretations.

### **Quoting a citation**

When reading journal articles or other texts students may decide to use the same quotation or paraphrase as the author they are reading. This is 'referring to an author in another work'.

This procedure is not always advisable as the original meaning of a sentence/phrase can be altered once it is removed from its original context. Ideally students should locate the source of the quotation/paraphrase and read it in its original context. If students are

unable to locate the source of the quote, but feel confident that it is suitable for their purposes, there are a few additional conventions to follow. For quotations of citations:

- Include the author and year of both texts; first the one the student read about (the 'other' work) and second the one the student read it in
- Use the words 'cited in', and include the page number for the text read.
- In the reference list the student should only include the text they read. In the example below, Olsen would be in the reference list because that was the text read.

For example:

*James (2009, cited in Jackson, 2011, p.223)*

### **How to reference quotations**

For quotations less than 3 lines, the exact words must be surrounded by quotation marks (“ ”)

If the quotation is more than 3 lines then:

- begin the quotation on a new line,
- indent the whole quotation one tab space,
- use single spacing,
- use 11 point font (, ie 1 point less than main essay font), and
- do not use quotation marks.

Quoting only part of a sentence or a group of sentences that leave some words out, replace the missing words with three full stops ( ... ). These signal that information has been deliberately omitted because it was not necessary.

### **Paraphrases or summaries**

Paraphrases and summaries contain the original meaning of exact quotes, but have been summarized or paraphrased. These techniques make the students' work appear more mature, and more interesting to read.

Sometimes for emphasis a special introductory clause can be used such as “it is apparent from the data that . . .” Other expressions such as “research has shown that . . .” or “there is evidence that . . .” are commonly used when a writer wants to introduce supporting material.

In all areas of the students' writing, including paraphrasing and summarising, students should avoid the use of 'we' e.g. “we believe that . . .” It is permitted to use the designation 'I' in academic writing when deliberately expressing a personal opinion.

Conventions for summaries and paraphrases are very similar to those for quotations. For paraphrases you must include:

- the surname of the author,

- the year of copyright or edition,
- the relevant page/s,
- be placed in brackets.

If you are summarising an entire text or a major theme of the work then you do not include page numbers e.g. (Jackson, 2011).

### **Using reporting structures**

Reporting structures are commonly used when including quoted or summarised information. Reporting structures allow students to include not only the author's purpose and attitude, but also their own judgments on the material.

### **Bibliography/reference lists**

A bibliography is a list of sources used in compiling a document. Students should arrange the bibliography in alphabetical order by the author's last name or, if there is no author, by the first main word of the title.

### **Related documents**

*Plagiarism Policy*

*Grievance Policy (Academic Matters)*

For all theology awards, refer to the ACT guide found in the relevant Handbook ([www.actheology.edu.au](http://www.actheology.edu.au)).