

Academic Handbook



TYRANNUS ONLINE SEMINARY

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Part 1 STUDENT ACADEMIC AFFAIRS

1.1 Class Attendance and Participation

Due to positioning itself as an online Seminary, TOS is gradually transitioning to asynchronous learning, while still offering a flexible blended mode of asynchronous learning through pre-recorded video lectures, and also synchronous learning through using Zoom. This implies that for

1.1.1 Synchronous mode

- Students must attend synchronous sessions by participating in all online learning activities, including group discussions and projects
- Students may not miss more than 20% of the total course
- 3-4 absences: One full letter grade deduction
- 5 or more absences: Automatic withdrawal or “W” grade

1.1.2 Asynchronous mode

- Students can register at any time, and will have full access to the courses after paying the required fees.
- Students taking the online courses for credit can submit their written assignments through the TOS Learning Management System (LMS).
- The course written assignments remain the same as the synchronous learning, with the exception that the marks for class attendance during Zoom meetings are no longer applicable, and these marks are to be transferred to the other written assignments instead.
- A lecturer or supervisor will be assigned to mark the written assignments and to address any outstanding issues pertaining to the chosen course of study.

1.2 Assignment Submission and Extensions

1.2.1 Assignments must be submitted by due dates via the Learning Management System (LMS).

1.2.2 Extension requests must be submitted via email to the instructor and CC-ed to the Academic Office. All assignments must be submitted before the next term begins.

1.2.3 Students with an approved extension may not change course status to “Audit.”

1.3 Methods Of Assessment

Lecturers will use various methods of assessment of student performance, and may apportion marks accordingly. Students are expected to avail themselves to what the Lecturer is recommending.

- (a) **Class Reflection** – A student is expected to submit a 300-word (600-word for Chinese Department) to 500-word (1,000- word for CD) reflection after each class or after each main topic is covered. This is compulsory.
- (b) **Class Participation** – Students are expected to be punctual and have their cameras switched on when logging in for class. The lecturer must be informed of any absence due to emergencies.
- (c) **Assignment Papers** – Students will be required to write papers as required by the lecturers. The number and length of such papers will also be determined by the lecturers.
- (d) **Report Writing** – Practical assignments may be assigned, which entail a report, the length of which will be determined by the lecturer. Such practical assignments will include a mission trip report, local ministry evaluation, programme assessment, sermon, book review, conducting & transcribing interviews, or translating.
- (e) **Examinations & Quizzes** – Students must be prepared to sit for Examinations and participate in in-session Quizzes, if any. Students are also expected to pay attention in class because what is required in exams is never outside the scope of all the classroom lessons.
- (f) **Re-sitting Papers** – Students will be allowed to re-sit their Examinations if they failed or were unable to sit the first time due to extenuating circumstances. Students must write in, giving details to the Dean for such a request, with any necessary proof.
- (g) **Long Essay** - The length of this essay should be around 2000 to 2500 words for the Bachelor of Theology degree program, on a theological topic mutually agreed between the course lecturer and the student.
- (h) **Book Report** – To fulfil ATA requirements of upgrading all TOS courses from 2 Credit hours to 3 Credit hours, it is therefore necessary for students to submit an additional book report of between 1500 to 2000 words. This is not a descriptive book report, but an analytical and evaluative report of a particular theological issue articulated and discussed in the selected book.

1.4 Mode of Assigning Marks

- 1.4.1 Lecturers are not to mark down a student for their theological stance. Where there is a flagrant discord with evangelical standards, it is sufficient that the student understands evangelical standards, and advised accordingly.
- 1.4.2 Students should be able to demonstrate the following:
- The method of presenting an Assignment that is comprehensible,

- properly formatted, and turned in on time.
- ii. To give at least two proper citations in an assignment question.
- iii. To be able to think in terms of pros and cons to an argument; and
- iv. To capture the requirement of the assignment in the introduction and give a cogent conclusion at the end.

1.4.3 Assessment Scheme

The table given below is meant for synchronous mode of learning. For the asynchronous learning mode, the Attendance & Participation Component is no longer applicable. Thus, the marks for the 10% weightage will be reassigned to the evaluative Book Report instead. Accordingly, the Book Report will thus be increased from 1000 words to between 1500 to 2000 words to reflect the new weightage of 30% of the total marks for the asynchronous learning mode.

Component	Description	Weight
Attendance & Participation	Presence in online sessions, active engagement in forums, and timely submissions	10%
Weekly Reflections	500-word reflections after each class session (10-12 reflections x ~2.5-3% each)	30%
Term Paper / Exegesis / Major Project	3,000-word theological, biblical, or applied ministry project or exegetical paper	40%
Book Review / Quiz	1,000-word critical review of assigned book(s) or thematic quiz on course content	20%
Total		100%

1.4.4 Issues that would fail a student:

- i. Failing to attend 5 or more classes in the course will result in withdrawal.
- ii. Submitting someone else's assignment or quote as their own.
- iii. Not submitting the required assignments.
- iv. Breaching the Student Code of Conduct during class. This will be notified at the Faculty Meeting.
- v. Plagiarism wholly or partly of works belonging to others.

1.5 Markings And Grades

Lecturers are free to assign a percentage of marks to each Method of Assessment.

Grade	Percentage	GPA	Description
A	95-100	4.0	Excellent
A-	90-94	3.7	Very Good
B+	85-89	3.3	Good
B	80-84	3.0	
B-	75-79	2.7	
C+	70-74	2.3	Satisfactory
C	65-69	2.0	
C-	60-64	1.7	
D+	55-59	1.3	
D	50-54	1.0	Pass
F	0-49	0.0	Fail

Additional Grade Symbols:

- P: Pass (non-GPA)
- S: Satisfactory
- AU: Audit
- W: Withdrawal
- WF: Withdrawal-Fail

1.6 GPA and Academic Standing

1.6.1 Minimum GPA requirements for graduation:

1.6.1.1 Certificate: GPA \geq 1.3

1.6.1.2 Diploma: GPA \geq 2.0

1.6.1.3 Bachelor: GPA \geq 2.3

1.6.2 Students falling below the required GPA will receive academic probation status.

1.7 Repeat Courses and GPA Improvement

1.7.1 Students may repeat a course once to improve their GPA (maximum 5 courses).

1.7.2 Both attempts appear on the transcript and factor into the cumulative GPA.

1.8 Audit and Course Status Change

- 1.8.1 Students may choose to audit a course during registration. Audit students must attend at least two-thirds of sessions to receive an “AU” grade.
- 1.8.2 Changes from credit to audit must be requested in writing to the Academic Dean before the final assignment due date.
- 1.8.3 Students may not change from audit to credit after the course begins, unless explicitly permitted by the academic office and upon payment of the applicable fee difference.

Footnote: For asynchronous learning, students will have to decide beforehand whether they will be doing audit or credit when they register for a particular course, which is in the form of pre-recorded video lectures. Once payment is made, the entire course content will be available to the students. So the change of course status is no longer relevant for the asynchronous learning mode.

- 1.9 **Withdrawal** – Withdrawal from a course is allowed within the first two weeks of the commencement of the course. Students must communicate such a decision to the Dean of Studies to qualify for a refund. They may resit for any courses that they have withdrawn from earlier.

1.10 Field Education - Field Education (FE) is one important component in the TOS Curriculum, which helps to train students for Christian ministry. At each level of the three-year BTh program, FE is a one-hour credit course. The TOS FE Director will assign the student to a local church where he/she comes under the supervision of a FE Supervisor (usually the pastor or a representative from the church). The FE supervisor will help mentor the student to develop ministry gifts by providing practical advice and mentoring the student. This is a hands-on experience for the student to be actively engaged in real-life learning and work in a church context.

1.10.1 Objectives of the FE module:

- 1.10.1.1 Help the student to reflect on his/her experience working in the local church during the duration of the FE training
- 1.10.1.2 Learn to integrate intellectual knowledge with practical ministry skills
- 1.10.1.3 Test and affirm one's calling to ministry
- 1.10.1.4 Learn to be aware of one's weaknesses and strengths
- 1.10.1.5 Develop healthy working relationships with others in the pastoral team
- 1.10.1.6 Develop useful ministry skills like preaching, teaching, counselling, and pastoral visits.

1.10.2 FE Requirements:

When a student is sent out for his/her weekend training, they are required to serve between 10-12 hours a weekend in the local church for a total of 12 weekends. If a student finds that he/she is required to do more than the stipulated hours, the TOS

FE Director should be notified immediately to resolve the matter with the local FE supervisor.

At the first meeting, the student and the local FE will map out the goals that the student hopes to achieve at the end of the FE training. The goals can include the following:

- 1.10.2.1** During the First Year, teach Sunday school class teaching
- 1.10.2.2** Weekly ministry with Youth Fellowship
- 1.10.2.3** Attachment to a Cell Group with responsibilities of leading/teaching a weekly Bible Study
- 1.10.2.4** By the Second Year, learning to do pastoral and hospital visitations with the pastor or pastoral care team
- 1.10.2.5** Assist the pastor in some pastoral role ministry like leading worship, Holy Communion, baptism or infant dedication, funeral, house dedications, weddings, and evangelistic meetings
- 1.10.2.6** By Third Year, occasional preaching from the pulpit
- 1.10.2.7** Assist the pastor in conducting leadership or ministerial training seminars
- 1.10.2.8** Assist in ministry in the church's outreach work or preaching point
- 1.10.2.9** Attachment to a Christian NGO for specialized training in social work, prison ministry, drug rehabilitation, and special needs.

The local church or ministry that the student is serving will agree to reimburse the student for travelling, food, and pocket money for the whole 12-week duration.

During the 12-week training, the student will meet with the local FE supervisor at least 4 times to evaluate and reflect on the training.

1.10.3 FE Evaluation and Grading

At the end of the training, the local FE supervisor will fill out a feedback form for the student he/she had supervised and return to the TOS FE Director. The student will also write and submit a report of around 3,000 words to the TOS FE Director. The student report should consist of the following items:

- 1.10.3.1** Ministry goals/tasks accomplished
- 1.10.3.2** Lessons learnt from FE placement
- 1.10.3.3** Theological reflections arising from the FE training

The FE Director will then liaise with the student to go over the feedback form from the local supervisor and the student's report to evaluate the learning process. The FE Director will grade the assignment by evaluating the quality of the student's report, the outcome of the local supervisor's feedback, and whether the course objectives are met satisfactorily. The Academic Office will be notified of the students' completion of the FE module, and the one-credit hour will be awarded to the student's grades

1.11 Credit Hour Transfer

- 1.11.1** The transferring students should be of good standing in character in the previous Seminary by obtaining a letter of endorsement from the Dean of Students
- 1.11.2** To transfer the credits from another theological institution to TOS, the course taken there should be from an accredited Seminary.
- 1.11.3** Credit Hours gained from ATA accredited Courses from other institutions may be accepted at TOS up to a maximum of 40% of the total Credit Hours of each Programme.
- 1.11.4** The transference of Credit hours from another Seminary should be from courses undertaken within the last 5 years.
- 1.11.5** The TOS Academic Committee will evaluate the equivalency of the courses from another Seminary by examining the course syllabus and the number of credit hours assigned to a particular course.
- 1.11.6** To pursue a higher academic qualification in TOS, a minimum CGPA of 2.0 is required, for example, in upgrading from a Certificate of Theology to a Diploma or Degree course.

1.12 Exemption of Credit hours for Degree Holders and Mature Students

- 1.12.1** Mature Students refer to those who have successfully completed five years of service (i) as a pastor; (ii) as a church-planter; (iii) as a missionary; (iv) in a teaching position; or (v) as a worker in a para-church organization. Such candidates must be at least 30 years of age and must submit a written report of their ministry.
- 1.12.2** Such students may apply for a reduction of the total of 21 Credit hours. Nevertheless, this reduction of Credit hours only applies to students taking the degree programme. This exemption of credit hours will spread over three programmes.

- 1.13 Students from Distressed Regions** – Candidates who are affected by war, political instability, persecution, natural disaster, poverty, or lack formal education may apply for special dispensation. Such candidates will be interviewed and must record an oral submission or submit a report in their native language to qualify them as “mature students”.

1.14 Nested Programmes

TOS Programmes are nested, i.e., students who sign up for the Certificate Programme of 40 Credit Hours, if the Credit Grade Points Average (CGPA) is sufficient, the student may choose to graduate or continue with the Diploma Programme, and likewise to the Bachelor's Programme.

1.15 Programme Completion Time

1.15.1 All coursework for Certificate, Diploma, or Bachelor programs must be completed within:

- 1.15.1.1** **Certificate:** 3 years
- 1.15.1.2** **Diploma:** 6 years
- 1.15.1.3** **Bachelor:** 8 years

1.16 Graduation Requirements

- 1.16.1** Graduation applications must be submitted two months prior to graduation. Students must:
 - 1.16.1.1** Complete all required credit hours
 - 1.16.1.2** Meet the GPA requirement
 - 1.16.1.3** Satisfy Field Education and character references

1.17 Appeals and Academic Review

1.17.1 Grade appeals must be first addressed to the course instructor.

1.17.2 If unresolved, a formal written appeal may be submitted to the Academic Committee within 3 months of grade release.

1.17.3 Appeals must include all relevant documentation. Decisions of the Academic Committee are final.

This policy is reviewed annually to ensure alignment with academic best

1.18 Programmes Offered

(a) Certificate in Theology (CertTh)

- i. The goal of the certificate in Theology graduate is to demonstrate foundational proficiency in biblical knowledge, theological understanding, and ministry awareness.
- ii. The focus of this programme is on equipping learners with essential tools for personal growth, basic biblical interpretation, and introductory engagement in Christian service.
- iii. Entrance Qualification: Successful completion of 11 years of schooling, and a demonstrable proficiency in the language medium of the courses offered.
- iv. Students above 25 who have not completed the required years of schooling or demonstrate language proficiency may apply to the Dean for exemptions.
- v. Students opting to do this course have to fulfil 40 Credit Hours.
- vi. Student is expected to finish 70% of Core Courses and 30% of Elective Courses
- vii. The GPA expected to be achieved in order to graduate is 1.30

(b) Diploma in Theology (DipTh)

- i. The goal of Diploma in Theology graduate is to build on the Certificate level by deepening biblical engagement, expanding systematic theological understanding, and developing awareness of church history.
- ii. This programme aims to prepare learners for lay leadership or support roles in ministry.

- iii. Entrance Qualification: Successful completion of 11 years of schooling, and a demonstrable proficiency in the language medium of the courses offered.
- iv. Students opting to do this course have to fulfil 80 Credit Hours.
- v. Student is expected to finish 70% of Core Courses and 30% of Elective Courses.
- vi. The GPA expected to be achieved in order to graduate is 2.00

(c) Bachelor of Theology (BTh)

- i. The goal of the Bachelor of Theology graduate is to become a theologically grounded, biblically literate, and practically equipped individual ready for pastoral leadership, theological instruction, or advanced theological study.
- ii. This programme fosters integration of theology, history, and ministry in a comprehensive and critical way.
- iii. Entrance Qualification: Successful completion of 11 years of schooling; and a demonstrable proficiency in the language medium of the courses offered.
- iv. Students opting to do this course has to fulfil 120 Credit Hours of Course.
- v. Student is expected to finish 70% of Core Courses and 30% of Elective Courses.
- vi. The GPA expected to be achieved in order to graduate is 2.3.

PART 2 ACADEMIC RESOURCES

This section is meant to assist students in grappling with the academic rigours of Christian education. When in doubt, please check with your Lecturer or the Dean of Studies.

1. ABBREVIATIONS

1.1 Abbreviation For Bible Books

- (a) An “abbreviation” is a short form of a longer word.¹ Use these abbreviations for your Bible references. Note that if the book is complete in 3-5 alphabets, it has no full-stop ... Ruth, Ezra, Job, Jonah, Song (of Solomon), Joel, Amos, Jonah, Mark, Luke, John, Acts (of Apostles), Titus, James, and Jude. Always dot the abbreviations.
- (b) Most students will truncate these further when they take notes and eventually develop some interesting styles. Imagine “2 Pet. 2:5” (which is proper when you write out your assignments) will become “2Pt2:5” which in the computer will read as one word and so you will have the awkward line-breaks in your Word document.
- (c) Some scholars mix and match the abbreviations but you are to follow the recommended abbreviations strictly.

¹ Note that an abbreviation is not an acronym. An acronym is a truncation of a longer phrase or word and pronounced as if the acronym is a word in itself, e.g. NASA (naa-saa).

- (d) If you like Bible abbreviations a lot, a full range in existence can be found here: <https://biblija.net/help.en/abbrevs.en.php>
- (e) The books here are presented in what is called the *canonical order* (i.e. how it was arranged from the days of the Nicaean Council when the first modern Bible was put together). There is an important *chronological order* which is important for you to know but you have to figure it out later. For now, this you must know:

Old Testament

Torah (aka Pentateuch)

Genesis	Gen.	Gn	Proverbs	Prov.	Prv
Exodus	Exo.	Ex	Ecclesiastes	Eccles.	Ecc
Leviticus	Lev.	Lv	(Ecc aka Qoholeth	Qoh.	Qh)
Numbers	Num.	Nm	Song of Solomon	Song	SS
Deuteronomy	Deut.	Dt			

Major Prophets

Isaiah	Isa.	Is
Jeremiah	Jer.	Jr
Lamentations	Lam.	Lm
Ezekiel	Ezek.	Ezk

Historical Books

Joshua	Josh.	Jsh
Judges	Judg.	Jdg
Ruth	Ruth	Rt
1 Samuel	1 Sam.	1Sm
2 Samuel	2 Sam.	2Sm
1 Kings	1 Kings	1Kg
2 Kings	2 Kings	2Kg
1 Chronicles	1 Chron.	1Chr
2 Chronicles	2 Chron.	2Chr
Ezra	Ezra	Ezr
Nehemiah	Neh.	Neh
Esther	Est.	Est

Minor Prophets

Daniel	Dan.	Dn
Hosea	Hos.	Hs
Joel	Joel	Jo
Amos	Amos	Am
Obadiah	Obad.	Ob
Jonah	Jonah	Jon
Micah	Mic.	Mic
Nahum	Nah.	Nh
Habakkuk	Hab.	Hb
Zephaniah	Zeph.	Zph
Haggai	Hag.	Hg
Zechariah	Zech.	Zch
Malachi	Mal.	Mal

Wisdom Books

Job	Job	Job
Psalms	Ps.	Ps

(e.g. Psalm 11 never Psalm chapter 11)

New Testament

Gospels

(Mt – Lk are called Synoptic Gospels)

Matthew	Matt.	Mt
Mark	Mark	Mk
Luke	Luke	Lk
John	John	Jn
Acts	Acts	Act

(Rm–Hb are Epistles of Paul)

Romans	Rom.	Rm
1 Corinthians	1 Cor.	1Cr
2 Corinthians	2 Cor.	2Cr
Galatians	Gal.	Gal
Ephesians	Eph.	Eph
Philippians	Phil.	Phl

Colossians	Col.	Col	James	James	Jas
1 Thessalonians	1 Thess.	1Th	1 Peter	1 Pet.	1Pt
2 Thessalonians	2 Thess.	2Th	2 Peter	2 Pet.	2Pt
1 Timothy	1 Tim.	1Tm	1 John	1 John	1Jn
2 Timothy	2 Tim.	2Tm	2 John	2 John	2Jn
Titus	Titus	Tit	3 John	3 John	3Jn
Philemon	Philem.	Phn	Jude	Jude	Jd
Hebrews	Heb.	Hb	Revelation	Rev.	Rev

Deuterocanonical Books

These are the additional books in the Bible, called the Apocrypha or the Deuterocanon (in some context it is called “the broader canon”) – these are not “rejected books” but books not used for doctrines, not by the Protestants, not by Catholics nor the Jews. In TOS we do not study these books but it is important that you know that it exists. There is a whole lot of books called the Pseudepigrapha which are of spurious origin, authorship or provenance, which are the true “rejected books”. They Apocrypha are as follows:

Esther	Esth.	Est
Judith	Jdth.	Jdt
Tobit	Tob.	Tb
1 Maccabees	1 Macc.	1Mac
2 Maccabees	2 Macc.	2Mac
3 Maccabees	3 Macc.	3Mac
4 Maccabees	4 Macc.	4Mac
Wisdom	Wisd.	Wis
Sirach	Sir.	Si
(aka Ecclesiasticus)	Ecc.	Ec
Baruch	Bar.	Ba
Letter of Jeremiah	LJer.	LJe
	EJer.	EJe
Prayer of Azariah / Song of the Three Young Men	PrAzar.	PrAz
	or	
	SongThr.	SofThr
Susanna	Sus.	Su
Bel and the Dragon	BelDr.	Bel
Prayer of Manasseh	PrMan.	Man
1 Esdras	1 Esd. or 3 Ezr.	1Es or 3Ez
2 Esdras	2 Esd. or 4 Ezr.	2Es or 4Ez
Psalm 151 ²	Ps.151	PsCLI

² The Psalm 151 is found in the Greek LXX but was not found in the MT, leading to a belief that it did not exist in the

Some Catholics are so fond of their Latin Psalter³ (aka *Psalterium iuxta Hebraeos*) that you can consider it as part of the broader canon of the Roman Catholic Church.

In using the Bible and doing comparative work, you will come across these abbreviations. It will be helpful to recognize it.

Old Testament	OT	Genesis to Malachi
New Testament	NT	Matthew to Revelation
Hebrew Bible	HB	OT but arranged differently (aka Tanakh consisting of the Torah, Nevi'im and the Ketvim and usually without the Minor Prophets)
Septuagint	LXX	The OT in Greek translation c. 200 BC (consisting of the Tanakh and the Twelve (i.e. Minor Prophets)
Masoretic Text	MT	The authoritative Hebrew/Aramaic HB (usually with the Minor Prophets) compiled c. AD 9-10 C.
Qumran Literature	QL	aka DSS (i.e. Dead Sea Scrolls) is the oldest collection of OT material , c. 150 BC - AD 75

1.2 Abbreviations in your Assignments

e.g.	exempli gratia – for example
i.e.	id est – that is
i.a.	inter alia – among other things
et al.	et alii/et aliae/ et alia – and others
op. cit.	opera citato – (in) the work cited
P.S.	post scriptum – written after
vs. / v.	versus – against
stat.	statim – starting immediately
AD	Amino Domini, i.e. Year of the Lord, placed before the year, as in AD 345. Note lower caps, not upper caps.
BC	Before Christ, placed after the year, as in 223 BC – Note small caps.
cf.	compared with (cf. Deut. 23:4 means “compared with Deut. 23:4”)
Exo. 2:34f	Exo. 2:34 and the verses after
Col. 1:3b	b stands for the 2nd part of the verse Col. 1:3
ms / mss	manuscript / manuscripts

Hebrew to start with until 1956 when it was discovered among the QL trove. It does exist in Hebrew but no one is sure what its end part looked like. It is thought to be written by David: “I went out to meet the Philistines...”

³ A book of Psalms (usually with chanting notations) is called a Psalter.

c.	circa	[??]	Unknown
e.	Early	[...]	left out / missing
m.	Middle	/	line break
l.	Late		end of a sentence
C	Century	Gk.	Greek
b:	Year of birth	Heb.	Hebrew
d:	Year of death	Arm.	Aramaic
[?]	Questionable	Arb.	Arabic

1.3 If not on the key-board, get these from Character Map

(Character Map is in your PC. Go to the search box and type it in.)

~	tilde	-	en-dash
!	exclamation mark	—	em-dash
@	'at' sign	†	dagger
#	hash	‡	double dagger
\$	dollar sign	•	this is bullet
%	per centum		subscript 'e' is _e
%00	per thousand		superscript '6' is like this ⁶
^	caret or wedge		lower case is a, b, c etc.
&	ampersand ('and' sign)		upper case is A, B, C etc.
*	asterisk		small cap is AD, BC, LORD
(bracket		italic is <i>slanted lettering</i>
[square bracket		bold is thick lettering
{	claw bracket		strikethrough is strikethrough
-	hyphen		underscore is <u>underscore</u>

2. ROMAN NUMERALS

Roman numerals are still used in modern times as an additional numbering system. You would run into it mentioned as the year of publication of some older books. Or when you come across the older method of citing Bible verses, the chapter is often written in this numerals, for example "Isa. 6:33" would appear as "Isa vi.33". Though this is going to be infrequent, Roman numerals are still used to number the pages in a book that appears before page one – the first sheet being "page i" until page one. When students are stuck with translating the numbers, it is handy to google it up. Just so you know, this is how it looks:

I	i	1	VII	vii	7	XV	xv	15
II	ii	2	VIII	viii	8	XIX	xix	19
III	iii	3	IX	ix	9	XX	xx	20
IV	iv	4	X	x	10	L	l	50
V	v	5	XI	xi	11	LX	lx	60
VI	vi	6	XII	xii	12	LXX	lxx	70

XC	xc	90
C	c	100
CCC	ccc	300

CD	cd	400
D	d	500
DCC	dcc	700

CM	cm	900
M	m	1,000
MMM		3,000

3. USEFUL MICROSOFT TOOLS

3.1 Microsoft Shortcuts

cntrl a	all
cntrl b	bold
cntrl c	copy
cntrl d	open font edit
cntrl e	align middle
cntrl f	go to navigation tools
cntrl g	find / replace / go to
cntrl h	find / replace / go to
cntrl i	italicize
cntrl j	align justify
cntrl k	open hyperlink tools
cntrl m	move tab
cntrl n	open new document
cntrl o	open file tools
cntrl v	paste
cntrl r	align right
cntrl s	save current document
cntrl u	underscore
cntrl w	save and close
cntrl z	undo

cntrl h (for correcting errors)

^t	tab
^p	ente

3.2 Remove double spaces in your assignment

Ctrl h > click tab “replace” > enter double spaces in “Find what” > enter a single space in “Replace with”. You can “Replace All” or choose individually by clicking on “Replace”.

3.3 Change the orientation of one page to Landscape in a document that is Portrait in orientation

Move your cursor to a point where the part of a document is to be separated. Click on “Layout” > “Breaks” > “Section Break > Next Page”. Now change the orientation to landscape: “Layout” > “Orientation” > “Landscape”. Then go to the end of the landscape orientation page and click on “Layout” > “Breaks” > “Section Break > Next Page”.

4. USE OF DICTIONARY

- 4.1 You need a good dictionary at your ready disposal. Download one from Princeton University at <https://wordwebsoftware.com> for free.
- 4.2 Certain institutions have preferences for either the British publication Oxford English Dictionary (OED) or the American publication of Merriam-Webster but TOS only prefers that you be consistent.
- 4.3 There are other specialist dictionaries that will be handy for quick references such as these:
 - a. *Logos Bible Software* published by Inter-Varsity Press.
 - b. Gerhard Kittel & Gerhard Friedrich (eds.) Geoffrey W. Bromiley (trans.) *Theological Dictionary of the New Testament* (William B. Eerdmans Publishing Company: Grand Rapids, 1985)
 - c. Richard N. Soulen, *Handbook of Biblical Criticism*, 2nd Ed. (John Knox Press: Atlanta, 1981)
 - d. Yohann Aharoni & Michael Avi-Yonah (eds), *The Macmillan Bible Atlas* (Macmillan Publishing: New York, 1968); or, Zaine Ridling, *Bible Atlas* (Access Foundation: ud) available online for free at http://ultimatebiblereferencelibrary.com/001_The_Bible_Atlas.pdf

5. WRITING AN ASSIGNMENT

- 5.1 Rule number one in preparing an assignment is that you are writing to a specific lecturer, conveying that you understand the question or requirement. Your goal is to answer the question, not exploring your faith, or write to the world, or make a political manifesto. It is very important that the student is seen as a clear thinking, mindful of other thinkers, and respectful towards the lecturer.
- 5.2 Your choice of words should be neutral i.e. you are forbidden from being witty because you risk being interpreted as` cynical, sarcastic, prideful, judgemental or even shallow.

- 5.3 Even if you are going to write a long question in the examination hall, you must sketch out the essay structure. Cannot tell you enough how essential this is to produce a good paper.
- 5.4 As in all assignment if you are arguing a certain point, present all other alternative points of view that you disagree first, and then conclude with your point of view arguing against these other povs.
- 5.5 When in doubt consult a style guide or a grammar book. I have attached here a sample of the University of Chicago recommendation, if you prefer American; and *The Economist* style guide if you prefer British. In Malaysia, we are happy to mix the best of both worlds but be consistent, especially with spelling.
- 5.6 As a rule ...
- (a) Avoid archaic words unless you do intend it for style.
 - (b) Avoid words foreign to English, and especially if your lecturer is himself an English you must avoid French borrowings definitely. If you must use a foreign word, it must be written in italics.
 - (c) Avoid Latinate words in English, if you can help it – if there are two words with similar meaning, it is likely that the long one is foreign. (Such as, ‘purchase’ and ‘buy’, or ‘proceed’ and ‘go on’.)
 - (d) The Bible abounds in sentences that begins with the conjunction “And...” and that is a license not available to you, yet.
 - (e) Do not coin new words for your assignments, unless it is a new *genius* you have geniused out all by yourself... and italicize it, if it is a noun. It is never good to pepper your paper with neologism.
 - (f) Punctuation is important, unless you want to write like a clever 7-year old. To write complex sentences (which reflects in part your intellectual maturity) you need to have *proper* punctuations in your sentence.
 - (g) Any number less than ten should be spelt out. I prefer eleven and twelve to be spelt out – no harm done. If it is a number less than ten, do not begin a sentence with it.
 - (h) A four-digit number in your assignment means it is understood as a year, it usually means it is in AD. You do not have to write “in the year ...”. If there is going to be a confusion resort to BC or AD.
 - (i) If you are writing a number proper make use of the comma after each thousand. USD 20,000 and not USD 20000.
 - (j) Many English verbal phrases and compound nouns have a hyphen in it. There is no rule governing it, so check it out in a dictionary.
- 5.7 After you have finished your assignment polish up your paper.
- (a) Use the correct (or agreed) font. By sheer habit it is Times New Roman. Otherwise, use Cambria. Avoid all other fonts – fancy or otherwise. An assignment should ideally have only one font in size, type, and colour.

- (b) Remove double spaces. (Use the ctrl-h in Word: find > double space, replace > single space, result should be 0)
- (c) Put in the page number. Nothing fanciful, please.
- (d) Proofread yourself. The PC generated red squiggly lines will not pick up misspelt words that are words like “us” and “is”. (Go to File > Options > Proofing etc. and set it to your needs.) Do not rely on grammar checks too much – rely on your own wisdom.
- (e) Do not embellish your assignment with borders, pictures, and cute cut-outs!
- (f) Get the cover page right. There should be a recommended format but it usually contains: 1. course title; 2. lecturer’s name; 3. number and assignment title (e.g. “4. student’s name; 5. student’s degree and year (e.g. B.D. Year 2); 6. date of submission; 7. space for lecturer’s comments.
- (g) The cover page of any assignments should have the following information:

TYRANNUS ONLINE SEMINARY

Course Title : Systematic Theology

Lecturer’s Name : Dr. Cheah Yee Lee

Assignment : 2. Give a critical review of Peter Toon’s book *Salvation on The Crossroads*.

Student : Mr. Chin Yew Lai

Year : Year 3 (2023)

Lecturer Remarks :



6. CITATION

- 6.1 **This is the Chicago (or Turabian) Guide** – Sources (stuff that you are planning to refer to in order to authenticate the information you are offering) comes in different mediums. It used to be just books, and journals. But now it includes what is available on-line, movies, and even social media. The intention of the citation is to provide a valid reference for the reader, supervisor, or critique to access that material. There are many differing styles with each having its own history and advantages, and each institutions chooses one over the other, or even individual researchers have their own preference. The need to choose and master the method is to establish consistency, and avoid mistakes. The format and style of a citation should not distract the reader from the content.
- 6.2 Though, it is a good idea to master the rudiments of citation, there are online citation generators which you may subscribe to. Online help is also available at
 - (a) <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>
 - (b) <https://cmosshoptalk.com/for-students/>
- 6.3 To make citations you use footnotes though some Seminaries or lecturers prefer endnotes.
- 6.4 Footnotes can also be used to clarify a point that may be seen as a digression from the main argument of an essay. This is called “commentary in the footnote” but please use footnotes for this purpose sparingly.
- 6.5 Citations are numbered. Do not worry if you seem to have “too many” citations. It is okay, so long as they are relevant.
- 6.6 Citations are extremely important for the following reasons:
 - (a) to credit the source of your information;
 - (b) lecturers may find your source interesting enough to look it up themselves, so the citation must contain sufficient information for that; and
 - (c) basically, you are not passing off someone else’s idea as your own. This is offensive and somewhat tricky for two reasons: one, if the lecturer is not sure that the idea is new and novel from you and may assume you have plagiarised; and two, you yourself do not know that your original idea has already been presented by someone else. In such a situation, consult with you lecturer.
- 6.7 Do not cut and paste citations from online sources. It is so easy but unless it is consistent with your overall usage of footnote format, it is unwise.
- 6.8 **Names** – There will always be a problem with names. Westerners have their surnames (which is used to search in library indexes) which is often the last part of their name. For example, in “Tommy Lee Jones”, Tommy is the first name, Lee is middle name (sometimes none or only offered in abbreviation) and Jones is the surname. In footnote it will be “Tommy Lee Jones, ...” but in bibliography it will be

“Jones, Tommy Lee...”

- (a) Now for the Chinese, Koreans and Japanese, the first name is the surname. So, Tan in “Tan Jin Huat” is the surname, and you should not do a Jin Huat, Tan in the bibliography. Likewise, for a “Park Kim Sul”; or “Yamada Atsuo” It remains the same in bibliography.
- (b) Now, the Indian names are more interesting. Most have no surname, even if they adopt their father’s first name as their surname, the length of the names can be pretty long. Wisely, some just abbreviate their father’s name and place it before their given name. For example, “Kirumathapathy Jambunathan” will simply be “K. Jambunathan” it will be good to present the name as “Jambunathan K., ...” both in footnotes as well as in bibliography.

6.9 **Page Numbers** – To refer to a page in a book there is the consecutively running number. However, if you are referring to the Introduction or parts of the books before page 1, then refer to the book and see if there is Roman numeral printed on the page. If there is none, then count the page number from the very first page to the desired page and give one in Roman numeral, in lower case.

6.10 **Publishers & Cities** – Some books may be published in several publishers in several cities simultaneously. Pick the first one.

6.11 **Punctuation** – Punctuation convention in citations are important to the last full-stop. So please pay special attention.

6.12 **Using Microsoft Word** – In the main menu that appears on the top of a Word document there is a tab “Reference”. When you click on it you will find options to “Insert Footnote”. Clicking on this will allow the Word to create a footnote. Do not get into the habit of leaving a space after a word for footnoting. (You can also set the “Style” to “Turabian” etc for extended use. Explore and learn.)

6.13 **Eras** – In most seminaries the traditional use of BC and AD are accepted. Note that AD (*anno Domini*, i.e. the year of our Lord) comes before the year in number and BC comes after; and they are presented in lower caps. However, if the alternative CE (Christian Era, or Common Era) or BCE is needed they come after the year in numbers. (In Microsoft Word: “Home” > “Font” > “Lower Caps”).

6.14 **Measurements of Units** – Units of measurements are usually abbreviated after the unit is given in numbers. Note that there is a single space after each number for the unit designation. For example, “23 km” and not “23km”, but please do not allow for a sentence break that splits number and measurement unit into separate lines. It is increasingly prevalent among journalists to designate thousand as “k”, million as “m”, billion as “b”, or trillion as “tr” but this is not accepted for academic papers (yet).

6.15 **Calendar Year** – The civil calendar that is commonly used in the world was not uniformly accepted by all the countries at the same time. As such the year of

publications can sometimes lead to confusion. Mostly this is of academic interest but it is important for those studying 16th century history of mission in Africa, India, and China. The calendrical system that was used in the publication world and the computation of historical dates by European authorities is called the Julian Calendar.

- (a) Pope Gregory XIII decreed in 1582 by the papal bull *Inter gravissimas* to correct an error in the Julian Calendar that caused confusion in the calculation of the date of Easter which increasingly did not correspond to the astronomical observations that should coincide with Easter. The new Gregorian Calendar was not uniformly adopted in the publishing world. Speed of communication, and resistance to papal authority caused delays. This divergence in the calculation of the date of Easter was not reconciled until 2000. (The Gregorian Calendar allows for this: the first Sunday after the first full moon on or after 21 March (the March equinox) will be Easter.)
- (b) The Italian papal states, Poland-Lithuania, Spain (along with her European and overseas possessions), Portugal, and the Catholic states of the Holy Roman Empire were first to adopt the Gregorian calendar. 4 October of 1582 was followed by 15 October 1582. The 5th to 14th October ceased to exist.
- (c) France adopted the Gregorian on 9 December 1582 which was followed by 20 December 1582. The Dutch, and the Belgian states adopted it in stages that continued until 1863. The Catholic Swiss cantons adopted the new calendar in January 1684 and the Protestant cantons adopted it in January 1701 with two communes switched only in 1812.
- (d) In Denmark and Norway, preferred to calculate Easter according to astronomical principles and as a result ended up adopting the Gregorian Calendar in 1700 whereby 18 February was followed by 1 March.
- (e) The English under Queen Elizabeth I favoured the “new style” calendar but the Anglican Bishops held out until it was finally and clumsily adopted in 1752. During which time the discrepancy had grown to eleven days. Jumping from 2nd September to 14th September caused riots in the country. This affected their colonial possessions. The Scots though adopted the “new style” in 1600.
- (f) The Russians adopted the Gregorian Calendar in 1918. As a result 31 January 1918, was to be followed by 14 February 1918. The 13 days in between do not exist in the calendar. The Orthodox Church of Russia however did not harmonize with the calendars until 2000.
- (g) Muslim nations and the various other nations of the world have their various calendrical systems but often are correlated to the Gregorian Calendar for formal citations.
- (h) Due to the connection of the Gregorian Calendar to the Church, the secular world often calls it the Civil Calendar, and AD is called the Civil Era (CE) and BC as BCE (Before the Common Era). Note that AD comes before the year and BC comes after. Whereas CE and BCE comes after the year is mentioned, and whether it is in lower caps or in upper case is purely a matter of style.

6.16 Citing the Bible

- (a) You do not need to give a citation for a Bible verse, even though there are many versions and TOS does not favour one over the other.

- (b) Recommended Bible is NKJV, NRSV or ESV. If you want to refer in Greek or Hebrew generally use the digital Bible ISA (Interlinear Scripture Analyzer).
- (c) If you are using multiple versions to compare or develop your argument use like this: Jas. 2:1 (KJV) which means this particular quote is from KJV. In such case, you need to indicate in the Bibliography all the versions you had used.
- (d) Usually, in books or theses the particular usage of Bible versions are acknowledged.

6.17 Citing online material

Usage of online material for citation is on the rise – it must be approached with proper caution because:

- (a) the quality of such work is not immediately apparent. You may have to defend why you think that your online source is reliable.
- (b) It is good in some cases to use Wikipedia to get some ideas about what you may be working on but as a rule of thumb, please do not provide this in your citation.
- (c) Certain sites are carefully regulated by some authority for the information that represents their institution, such as New Advent, National Geographic. The STAR or Bertia Harian etc but otherwise, you may want to put some thought to who the author is, or where a particular source is coming from.
- (d) Sometimes online material are taken down and will not be available for future reference. So the date of access is important but some institutions do not care for it. So archive your source material for future reference especially if gets taken down and your lecturer could not locate it.

6.18 Use of abbreviations in citations

- (a) “Ibid.” should only be used if the citation is exactly as the preceding one and the only change is the page number.
- (b) Do not use “op. cit.” or “loc. cit.” Nope.
- (c) Do not use “p.” or “pp.” for page or pages unless not using it is going to confuse the reader. The last number in a citation is reserved for page number.
- (d) “n.p.” means publisher unknown. (no publisher)
- (e) “n.d.” means year of publication not known. (no date)
- (f) online intellectual property now have a “D.O.I” identification tag which may become compulsory in TOS in the future.

6.19 To cite a book

Note the last number at the end of a citation is the page number. It must end with a full-stop. And the title of the book is italicized. Also note the indentation and do pay careful attention to the punctuations.

In the footnote:

³. Donald L. Brake, *A Visual History of the English Bible – The Tumultuous Tale of the World’s Bestselling Book* (Baker Books: Grand Rapids, 2008) 98.

In subsequent reference:

²². Blake, *A Visual History of the English Bible*, 113.

In Bibliography:

Blake, Donald L. *A Visual History of the English Bible – The Tumultuous Tale of the World's Bestselling Book*. Baker Books: Grand Rapids, 2008.

6.20 To cite the same book in the author-date format

This is another format in the Turabian style where the critical focus of the work is the year of publication. However, it is not commonly used in theological work.

In the footnote:

³. Donald L. Brake, 2008. *A Visual History of the English Bible – The Tumultuous Tale of the World's Bestselling Book*. Baker Books: Grand Rapids, 98.

In subsequent reference, placed in the body of the text: (Brake 2008, 113.)

In Bibliography:

Brake, Donald L. *A Visual History of the English Bible – The Tumultuous Tale of the World's Bestselling Book*. Baker Books: Grand Rapids, 2008.

6.21 To cite a book with two authors or more

The example given here is for two authors. If there are three or four authors, you mention them all. If there are more than four authors mention the first author followed by et. al., but mention them all in the Bibliography inverting the name of the first author only.

². D. Peter & Ivy Peter, *Liberation of the Oppressed – A Continuous Struggle – A Case Study (Since 1822 A.D.) – Socio-Economic and Political Liberation Struggle in the Extreme South of India* (Kanyakumari Institute of Development Studies: Nagercoil, 2009) 11-15.

¹⁹. D. Peter, *Liberation of the Oppressed*, 223.

Peter, D. & Ivy Peter, *Liberation of the Oppressed – A Continuous Struggle – A Case Study (Since 1822 A.D.) – Socio-Economic and Political Liberation Struggle in the Extreme South of India*. Kanyakumari Institute of Development Studies: Nagercoil, 2009.

6.22 To cite a book that was published by an editor

²³. Gail Omvedt, ed. *Understanding Caste – From Buddha to Ambedkar and Beyond* (Oriental Black Swan: New Delhi, 2011) ix.

⁴². Omvedt, ed. *Understanding Caste*, 2-11.

Omvedt, Gail, ed. *Understanding Caste – From Buddha to Ambedkar and Beyond*.
Oriental Black Swan: New Delhi, 2011.

6.23 To cite a self-published book

^{142.} John Kalai, *Anglicanism in West Malaysia*, (Kuala Lumpur: Self-published, 2004) 51-53.

^{97.} Kalai, *Anglicanism in West Malaysia*, 89.

Kalai, John, *Anglicanism in West Malaysia*, (Kuala Lumpur: Self-published, 2004).

6.24 To cite a book that is a translation

Note that translators are not given the same treatment as editors.

^{92.} Oscar Cullman, *Early Christian Worship*, trans. A Steward Dodd & James B Torrance (London: SCM Press, 1953) 21-22.

^{97.} Cullman, *Early Christian Worship*, 51.

Cullman, Oscar. *Early Christian Worship*. Translated by A Steward Dodd & James B Torrance. London: SCM Press, 1953.

6.25 To cite an author who is not the editor of the book

^{12.} Glenn Gould, "Streisand as Schwarzkopf," in *The Glenn Gould Reader*, ed. Tim Page (New York: Vintage, 1984), 310.

^{19.} Gould, "Streisand as Schwarzkopf," 309.

Gould, Glenn. "Streisand as Schwarzkopf." In *The Glenn Gould Reader*, edited by Tim Page, 308-11. New York: Vintage, 1984.

6.26 To cite a specific edition of a book

^{21.} Richard N. Soulen, *Handbook of Biblical Criticism*, 2nd ed. (Atlanta: John Knox, 1981) 99.

^{54.} Soulen, *Handbook of Biblical Criticism*, 45.

Soulen, Richard N. *Handbook of Biblical Criticism*, 2nd ed. Atlanta: John Knox, 1981.

6.27 To cite multi volume books in a series:

You have a choice to omit the series editors.

³⁴. Henry R. Percival, *The Seven Ecumenical Councils of the Undivided Church, Their Canons and Dogmatic Decrees, together with the Canons of all the Local Synods which have Received Ecumenical Acceptance*, Vol. XIV of *Nicene and Post-Nicene Fathers of the Christian Church – Second Series*, Edited by Philip Schaff & Henry Wace (Grand Rapids: Wm B. Eerdmans Publishing House, 1900) xxxi.

⁸⁹. Percival, *The Seven Ecumenical Councils*, 21.

Percival, Henry R. *The Seven Ecumenical Councils of the Undivided Church, Their Canons and Dogmatic Decrees, together with the Canons of all the Local Synods which have Received Ecumenical Acceptance*, Vol. XIV of *Nicene and Post-Nicene Fathers of the Christian Church – Second Series*, Edited by Philip Schaff & Henry Wace. Grand Rapids: Wm B. Eerdmans Publishing House, 1900.

6.28 To cite a dictionary:

This is important where you are dealing translation. The alphabet on the page number refers to the column.

²². Monier Monier-Williams, *A Sanskrit-English Dictionary* (Motilal Banarsidass Publishers: New Delhi, 1999) 417b.

²⁹. Monier-Williams, *A Sanskrit-English Dictionary*, 418c.

Monier-Williams, Monier. *A Sanskrit-English Dictionary*. Motilal Banarsidass Publishers: New Delhi, 1999.

6.29 To cite an encyclopaedic entry

³⁴. William Crooke, “Sudra” in *Encyclopaedia of Religion and Ethics*, Vol. XI (New York: Charles Scribner’s Sons, 1910) 223.

⁴⁵. William Crooke, “Sudra” 224.

Encyclopaedia of Religion and Ethics, Vol. XI. New York: Charles Scribner’s Sons, 1910.

6.30 To cite a journal article

³⁴. Ines G Županov, "Conversion, Illness and Possession – Catholic Missionary Healing in Early Modern South Asia" *Purushartha* Vol. 27 (2008) 22.

⁵⁶. Županov, "Conversion, Illness and Possession" 29.

Županov, Ines G. "Conversion, Illness and Possession – Catholic Missionary Healing in Early Modern South Asia" *Purushartha* Vol. 27, 2008.

6.31 To cite a journal article (available online):

²³. Jn. G. Gammie, "The Angelology and Demonology in the Septuagint of the Book of Job" *Hebrew Union College Annual* Vol. 56, (Hebrew Union College Press: 1995): 18 <https://www.jstor.org/stable/23507645>

⁷⁷. Gammie, "The Angelology and Demonology" 20.

Gammie, Jn. G. "The Angelology and Demonology in the Septuagint of the Book of Job" *Hebrew Union College Annual* Vol. 56, 1-21. Hebrew Union College Press: 1995. <https://www.jstor.org/stable/23507645>

6.32 To cite a dissertation:

⁷⁷. John Manual, "The Problem of Evil in the Church" (undergraduate thesis, STM, 1985), 34, [http:// ...](http://...) if available online

⁸¹. Manual, "The Problem of Evil", 54.

John Manual, "The Problem of Evil in the Church." Undergraduate diss., Seminary Theologi Malaysia, 1985.

6.33 To cite a script in a movie – The reference to a script is indicated by a time reference. Note that usually the distributor of a movie is the copyright owner unless stated otherwise.

⁶⁷. *Blade Runner*, directed by Ripley Scott (Warner Bros., 1982), DVD. 0:45:13

⁷⁸. *Blade Runner*, 1:12:03

Blade Runner, directed by Ripley Scott (Warner Bros., 1982), DVD. 1:47

6.34 **To cite a newspaper article** – Note that if author's name is not listed, begin the citation with the title of the article.

⁶⁷ D. Ponnusamy, "War Damages Compensation – Voiceless Malaysian Victims" *Malay Mail*, 12 Aug 1992, p.6-7

⁷⁸ D. Ponnusamy, *Malay Mail*, 12 Aug 1992, p.6-7.

Ponnusamy D., "War Damages Compensation – Voiceless Malaysian Victims" *Malay Mail*, 12 Aug 1992.

6.35 **To cite a government report:**

⁷⁷ Kerajaan Malaysia, *Laporan Tahunan Banci Kerajaan 2020*, Prime Minister's Office, Department Of Statistics Malaysia. (Kuala Lumpur: Government Printing Office, 2023) <https://www.example.gov.my/reports/12345>. 148-160

¹¹⁸ *Laporan Tahunan Banci Kerajaan 2020*, 188.

Kerajaan Malaysia, *Laporan Tahunan Banci Kerajaan 2020*, Prime Minister's Office, Department of Statistics Malaysia. (Kuala Lumpur: Government Printing Office, 2023) <https://www.example.gov.my/reports/12345>.

7. PLAGIARISM & CHEATING

- 7.1 You may have access to web resources such as Turnitin.com for plagiarism. Use such resources.
- 7.2 So, if you have an original idea, say so in your assignment, “In my opinion...” or “Therefore, I must conclude ...” and where personal pronouns are not encouraged “In the opinion of the student ...” or “Inevitably, this leads to the conclusion...” etc.
- 7.3 Now if you know that what you are about to say has been said but unsure who or where you had heard or read, please say so: “It is not a new idea that ...” or “It has been said that ...” You are allowed to be creative in your language.
- 7.4 So, give proper citations in your assignment. Seminaries often have their own conventions or formats for the students to follow. Here are some examples following the 16th Edition of *Chicago Manual of Style*. Keep in mind that there are many other styles of citation – the most common being APA, Chicago (rooted in Turabian) and the Harvard-Anglia. Different fields of academia has its own preferred citation styles.
- 7.5 You cannot cut material available in the net and paste it on your assignment giving the impression that it is your own work. Neither can you get someone else to do your assignments for you. This is unethical and constitutes cheating.
- 7.6 See 8.4 for using online software to cheat.
- 7.7 **Using Chatbots (AI Tools)**
 - (a) The newest addition to digital resources available to students is the Artificial Intelligence (AI) engined systems of algorithms or “chatbots” (e.g. ChatGPT, Grammarly, etc.). Carefully querying these AI algorithms or “chatting” can give the user some insights into issues and should be used judiciously. TOS however cautions the [students are not to present such findings as their own](#) – it is unethical.
 - (b) While TOS encourages the use of chatbots as part of their learning tool, and incorporate it into your assignments, it had made the more traditional methods of assessing the students all the more important. As such, oral tests or written tests may be administered somewhat more routinely.
 - (c) There are inherent issues in using chatbots such as hyper-accuracy in grammatical construction but a tendency to “hallucinate” information. Care must be taken. Students may want to use such tools to do outlines of an assignment for its logical layouts but they are encouraged to do their own homework to flesh out such assignments.

9. ONLINE RESOURCES

- 9.1 There are many online resources available, and the students are urged to evaluate the reliability of the information they are getting.
- 9.2 Always acknowledge all online resources. See the citation of online resources.
- 9.3 Some institutions do provide legitimate resources free. These include:
 - (a) <https://archive.org/>
(This is a library of books in public domain useful for researches into older periods in history. Students may register to borrow some more recent read-only books.)
 - (b) <https://gutenberg.org/>
(An early repository of books worldwide and later collaborator with Internet Archive. A good place to look for old books.)
 - (c) <https://www.loc.gov/>
(Library of Congress of the US.)
 - (d) <http://www.theologian.org.uk>
(An internet journal for integrated theology)
 - (e) <https://www.ccel.org/>
(Christian Classic Ethereal Library of Grand Rapids, USA)
 - (f) <https://www.biblicalstudies.org.uk/>
(A vast library of Union Theological College, UK)
 - (g) <https://www.jstor.org/>
(A vast reservoir of scholarly work run by ITHAKA. Students may sign in using a personal account, to read-only up to 100 articles every 30 days.)
 - (h) <https://apnts-gnec.kari.opalsinfo.net/bin/home>
(Sue Fox Library and Resource Center of Asia-Pacific Nazarene Theological Seminary)
 - (i) <https://gptslibrary.follettdestiny.com/>
(GPTS Smith-Singer Library of Greenville Presbyterian Theological Seminary)
 - (j) <https://opendigitaltheolibrary.worldcat.org/>
(Open Access Digital Theological Library of WorldCat Discovery)
 - (k) <https://moorecollege.access.preservica.com/>
(Donald Robinson Library of Moore Theological College of Australia)
 - (l) <https://repository.globethics.net/>
(Globethics Library of Globethics a Swiss online institute specializing on

contemporary ethical / theological issues)

- (m) <https://ttcportal.vvibrant.com/>
(Trinity Theological College Library based in Singapore)

10. LIBRARY

- 10.1 With digitalization of knowledge, physical libraries seem to have receded to the background. However, you cannot rely on the internet for everything. You at least need to know what you are looking for – so you must read. It is easy to note someone who is a reader when they speak or preach.
- 10.2 A smart kid must read at least one or two books per month – one academic, another not so academic. Keep a journal on what you read. Open a file and keep important quotes with the citation – you never know when you will need to use that quote.
- 10.3 Up to 30% of a book can be legitimately photocopied. Make your requisitions directly to the Librarian. There may be costs involved for photocopying and mailing.

11. READING & RECOMMENDED READING

- 11.1 Every lecturer will prepare a list of reading material for the course. It will likely be put together painstakingly for what they think is a time-saving benefit for the student.
- 11.2 The reading list also reflects the theological leaning of the said lecturer, and though TOS is an evangelical seminary, students are encouraged to express their own theological POV with due respect.

12. TAKING NOTES & PREPARING FOR AN EXAMINATION

- 12.1 There is a simple method to taking notes called the “three-ink method” (a) What the lecturer teaches is something he or she deems important. Jot these notes in black. (b) Find out why that information is important and jot down those in blue. (c) If you have concerns/questions about this and perhaps some other ideas, jot those down in red or green.
- 12.2 Your exams will not be outside the scope of what is offered in the lectures, which if you had taken notes carefully will help you immensely.
- 12.3 Before you enter the exam room, just know that if you have been faithful with your studies, you will know how to answers those questions. There is no need for anxiety, and you must trust your mind to do its job. You can only help it by resting half a day before the exam, so that you enter the room fresh and energetic.
- 12.4 No amount of fervent prayer will help solve your problem. In fact, being anxious kills your energy. Resign to the fact that if you had not studied throughout the semester, the chances of succeeding in the subject is going to be slim. Don't think you can cramp at the last minute ... it never works.
- 12.5 If you have not kept faith in studying, there is no point in passing the paper. Don't go for a D because that will bring down your entire GPA. Just get an F and repeat the paper.

