



Wendy Noble - MC Academic Tutor

Like your life depends on it

# Referencing

Coming  
Up

---

Paraphrasing

---

Summarising

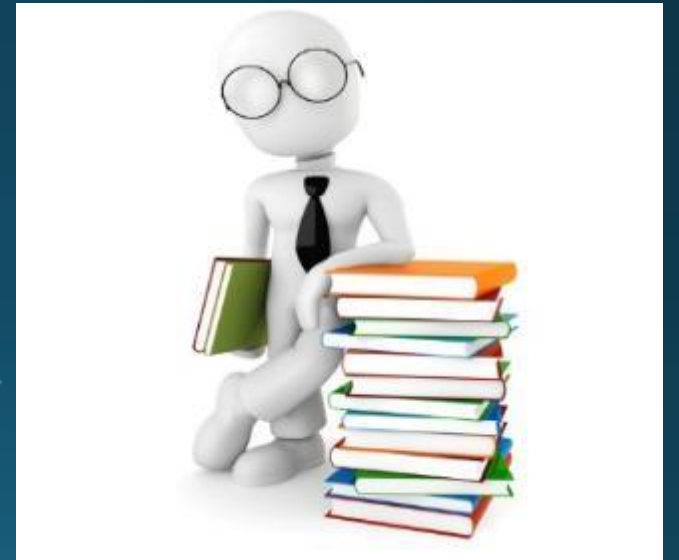
---

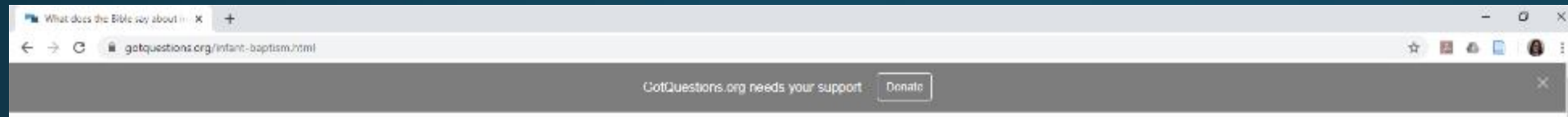
Voices

---

Bibliographies

# From ideas to scholarship





Other Languages ▾

[Home](#) > [Content Index](#) > [Church](#) > [Bible and Creeds](#) > [Infant baptism](#)

## What does the Bible say about infant baptism / paedobaptism?

**Question:** "What does the Bible say about infant baptism / paedobaptism?"

**Answer:** There is much confusion about baptism in the various Christian denominations. However, the Bible presenting a confusing message on baptism. The Bible is abundantly clear of what baptism accomplishes. In the Bible, only believers who had placed their faith in Christ were baptized in testimony of their faith and identification with Him (*Acts 2:38; Romans 6:3-4*). Water baptism by obedience after faith in Christ. It is a proclamation of faith in Christ, a statement of submission to identification with His death, burial, and resurrection.

With this in view, infant baptism is not a Biblical practice. An infant cannot place his or her faith and cannot make a conscious decision to obey Christ. An infant cannot understand what water baptism accomplishes. The Bible does not record any infants being baptized. Infant baptism is the origin of the sprinkling and baptism - as it is unwise and unsafe to immerse an infant under water. Even the method of infant baptism with the Bible. How does pouring or sprinkling illustrate the death, burial, and resurrection of Jesus?

Many Christians who practice infant baptism do so because they understand infant baptism as the equivalent of circumcision. In this view, just as circumcision joined a Hebrew to the Abrahamic covenant, so baptism joined a person to the New Covenant of salvation through Jesus Christ. This view is in the New Testament nowhere describes baptism as the New Covenant replacement for Old Covenant circumcision.

*Themelios* 40.1 (2015): 14–34

## ‘Fathers of Faith, My Fathers Now!’: On Abraham, Covenant, and the Theology of Paedobaptism\*

— David Gibson —

*David Gibson is the Minister of Trinity Church, Aberdeen, Scotland. He is author of Reading the Decree (T&T Clark, 2009) and co-editor of From Heaven He Came and Sought Her (Crossway, 2013).*

\*\*\*\*\*

**Abstract:** The figure of Abraham creates a covenantal framework for biblical theology that allows baptism to be considered in relation to the Bible's developing story line. On this credobaptists and paedobaptists agree. I suggest, however, that reflecting on Abraham also requires baptism to be located in relation to the doctrines of Christology and anthropology, and the theology of divine agency in covenant signs, in a way which points to the validity and beauty of infant baptism. Locating baptism in this way sketches a theology of paedobaptism which has a richer view of Jesus, a more attractive understanding of creation, and a more powerful conception of what God is doing in the sacraments than is present in credobaptist theology.

\*\*\*\*\*

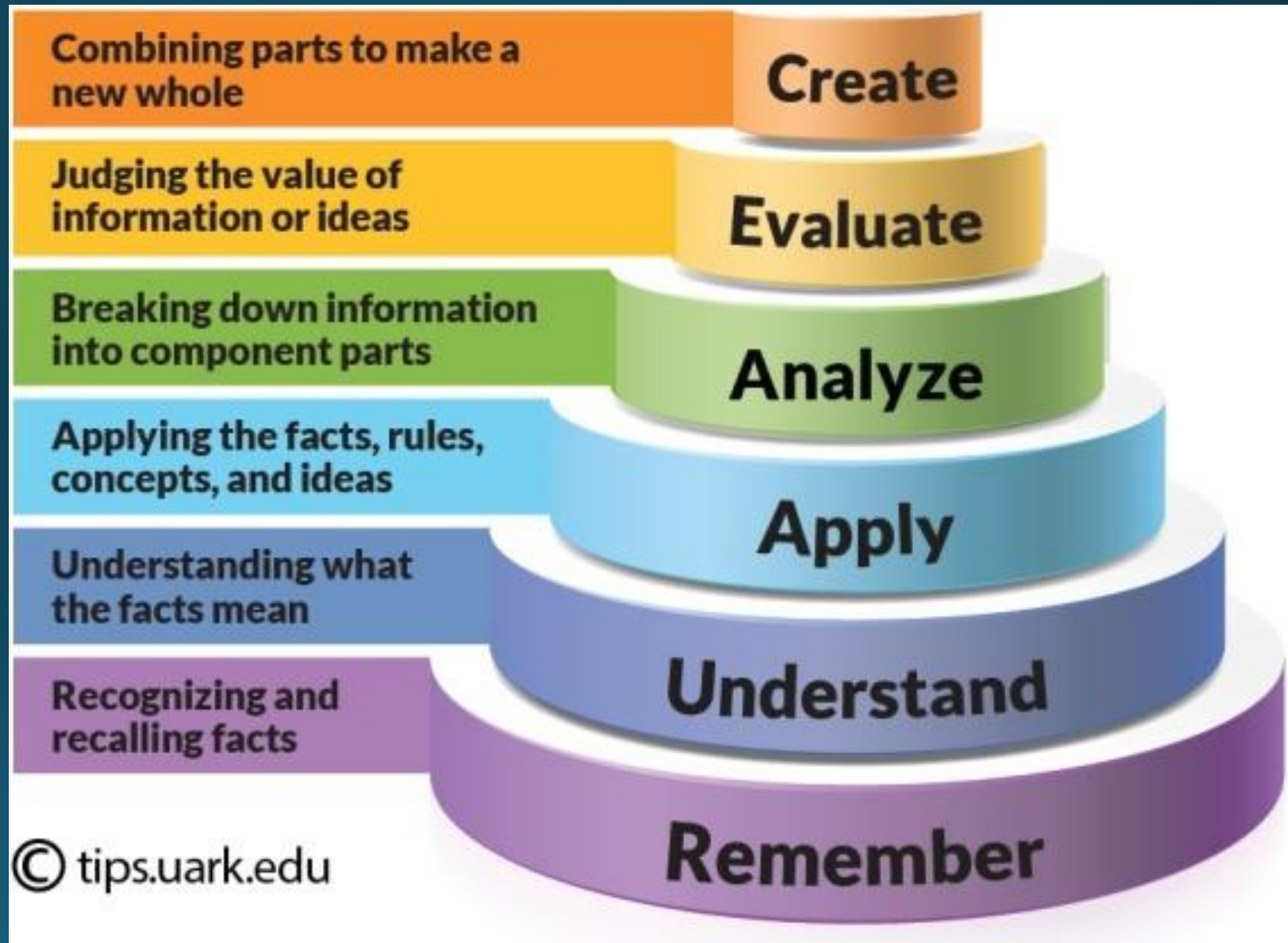
‘That feeling of a baby’s brow against the palm of your hand—  
how I have loved this life.’

Rev. John Ames, in *Gilead*.<sup>1</sup>

Collin Brooks wrote that the difference between David Lloyd George and Winston Churchill in a debate was that while Lloyd George had the gift of getting on the right side of a man, Churchill had the gift of getting on the right side of a question.<sup>2</sup> Christian brothers in debate are charged with emulating both British Prime Ministers: there is a need to be on the right side of our brethren *and* the question. The former is surely not difficult; the latter is arguably more difficult.



# Bloom's Taxonomy



# Where does plagiarism stop?

Where would you 'draw the line' between the last approach that would produce plagiarism and the first approach that would produce acceptable original work.

1. Copying a paragraph as it is from the source without any acknowledgment.
2. Copying a paragraph making only small changes such as replacing a few verbs or adjectives with synonyms.
3. Cutting and pasting a paragraph by using the sentences of the original but leaving one or two out, or by putting one or two sentences in a different order.
4. Composing a paragraph by taking short standard phrases from a number of sources and putting them together with some words of your own.
5. Paraphrasing a paragraph by rewriting with substantial changes in language and organization, amount of detail, and examples, with the source cited.
6. Quoting a paragraph by placing it in block format with the source cited.



Acceptable and Unacceptable ways of

# Using a Source

# Freshwater Resources

1. Freshwater resources are being squandered...	Original, not quoted
2. Hughes (2004) points out that freshwater...	Not acceptable: Hugh's voice only labeled once; original should be summarised
3. According to Hughes (2004) freshwater...	Hughes' voice is identified, but not the essay writer; wording is still too close
4. According to Hughes (204)....He points out...	Info has been omitted but words are still Hughes
5. Pollution of Freshwater sources...	Argument is in essay writer's voice and supported by a reference.



# Freshwater Resources

## Original:

- Freshwater resources are being squandered due to the pollution and the way in which we use water. Some two million tons of waste per day are pumped into rivers and lakes. This includes industrial and agricultural wastes, chemical and human. Human waste is a special problem, with only about 35 per cent of wastewater being treated in Asia, and about 14 per cent in Latin America. In Africa, the figure is even lower, where only a negligible percentage of treatment has been reported.
- Even in industrialised countries, sewage is not universally treated.

## Best of the lot:

- While industrial and agricultural wastes are major sources of freshwater pollution, human waste is of even greater concern. Hughes (2004) states that in the developing world the amount of wastewater that is treated ranges from 35 percent in Asia to almost none in Africa. He also points out that not all industrialised countries treat their wastewater.
- Essay writer's voice introduces the argument and is supported by Hughes' voice. Info is summarized appropriately. **Acceptable**
- (From Brick, Jean, Nick Wilson, Deanna Wong, and Maria Herke, *Academic Success: A Student's Guide to Studying at University*, 2019, p.122)

# Summarising and Paraphrasing

- Summarising involves putting the main ideas into your own words, including only the main points. It is necessary to attribute summarised ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.
- Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is the same length or a little shorter than the original passage.

# Example Summary:

Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that don't want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers wouldn't feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.

## Summary of 6 paragraphs

[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/paraphrasing\\_sample\\_essay.html](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing_sample_essay.html)

# Example Paraphrase:

Roger Sipher concludes his essay by insisting that schools have failed to fulfill their primary duty of education because they try to fill multiple social functions (par. 17).

## Original Conclusion

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

# Example Quotation:

According to Roger Sipher, a solution to the perceived crisis of American education is to "[a]bolish compulsory-attendance laws and allow only those who are committed to getting an education to attend" (par. 3).

## Original

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.



# Using evidence

Many voices

**Once you have an argument, you will want to make claims to build a case.**

Your argument appears most directly in three place: *Introduction*, *Conclusion* and in the Body via *topic sentences of your paragraphs*. The placement is crucial in establishing your voice and authority as the writer.

Use evidence from your readings to help you to discuss your claims. Notice the evidence does not drive the direction of your essay, you do! Stay in the driver's seat.

1. Your voice as writer
2. Direct voices – the actual words used by another writer
3. Indirect voices – a summary of another writer's ideas



# Using evidence

1. Your voice as writer
2. Direct voices – the actual words used by another writer
3. Indirect voices – a summary of another writer's ideas

Evangelists are defined as those who announce good news. Philip, one of the seven chosen deacons in Acts 6, was called the evangelist in Acts 21:8. Timothy was urged to do the work of an evangelist (2 Timothy 4:5). Little was known about why evangelist is named separately from pastors and teachers. Merkle contends that “the function of the evangelist may be distinguished from that of pastor-teacher (Eph 4:1-11.), but being an evangelist is also a mark of those who, like Timothy, are called to preach the Word (2 Tim 4:1-5).<sup>18</sup> It has also been suggested that evangelists should be regarded as a specialised category of elders as they played a similar role as elders but with an emphasis on saving the lost rather than shepherding the saved ones.<sup>19</sup> It seems that today evangelist are not as well anchored in the church as in the past.



# Using evidence

1. Your voice as writer
2. Direct voices – the actual words used by another writer
3. Indirect voices – a summary of another writer's ideas

Evangelists are defined as those who announce good news. Philip, one of the seven chosen deacons in Acts 6, was called the evangelist in Acts 21:8. Timothy was urged to do the work of an evangelist (2 Timothy 4:5). Little was known about why evangelist is named separately from pastors and teachers. Merkle contends that “the function of the evangelist may be distinguished from that of pastor-teacher (Eph 4:1-11.), but being an evangelist is also a mark of those who, like Timothy, are called to preach the Word (2 Tim 4:1-5).<sup>18</sup> It has also been suggested that evangelists should be regarded as a specialised category of elders as they played a similar role as elders but with an emphasis on saving the lost rather than shepherding the saved ones.<sup>19</sup> It seems that today evangelist are not as well anchored in the church as in the Early Church.



Pattern Analysis

Over to you

## Plagiarism...

may a suspected if  
you do not make  
clear whether **all** the  
ideas being discussed  
belong to another or  
are your own  
comment.

## Original text

Todd's critique of truth  
[2006,p.16] is based on his  
analysis of discursive  
procedures. The relation  
between truth and power  
is one between truth and  
discursive practice. Truth is  
not a stable and  
independent entity.

## Amended text:

Todd's critique of truth  
[reference] is based on  
his analysis of discursive  
procedures. The relation  
between truth and  
power is [**seen by him as**]  
one between truth and  
discursive practice. [**This  
argument suggests**] that  
truth is not a stable and  
independent entity



## Set up Expectation in Topic Sentence

If all the ideas in a paragraph are being taken from **a single source** and you are not interpolating any comments of your own, then simply phrase your lead sentence to indicate that this will be so, as seen in these examples:

- The following discussion draws on an empirical study **undertaken by Smith** (2001).
- Further support for this type of intervention is found in **Smith's argument** (2003), as now discussed.
- The extent of military interference in the political process is attested to in an extensive study **conducted** by Smith, Todd and Edey (2002).

# Referencing Questions?

[academictutor@morling.edu.au](mailto:academictutor@morling.edu.au)