

JOURNEY OF DISCOVERY:

RESEARCH WRITING IN COLLEGE

BY

DOUGLAS LAY

JOURNEY OF DISCOVERY: RESEARCH WRITING IN COLLEGE 13.1

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ACKNOWLEDGEMENT

TO MY ENGLISH COMPOSITION TWO STUDENTS:

YOU ARE THE REASON!

THANK YOU.

TABLE OF CONTENTS

ASSIGNMENTS		6
FIGURES		7
OPEN LETTER TO MY STUDENTS		10
THE PARABLE OF THE MOWER		12

PLAN

CHAPTER 1	INTRODUCTION	18
CHAPTER 2	REQUIREMENTS	20
CHAPTER 3	PROCESS	24

EXPLORE

CHAPTER 4	PREWRITING	34
CHAPTER 5	PRIMARY SOURCES	36
CHAPTER 6	SECONDARY SOURCES	46

FIND

CHAPTER 7	BOOKS	54
CHAPTER 8	PERIODICALS	64
CHAPTER 9	INTERNET	70

READ

CHAPTER 10	STRATEGIES	82
CHAPTER 11	NOTES	84
CHAPTER 12	PLAGIARISM	88

DRAFT

CHAPTER 13	OUTLINE	94
CHAPTER 14	DRAFT	100
CHAPTER 15	CONFERENCING	104

REVISE

CHAPTER 16	IDEAS	110
CHAPTER 17	STRUCTURE	112
CHAPTER 18	CONTENT CHECKLIST	114

EDIT

CHAPTER 19	PARAGRAPHS	120
CHAPTER 20	SENTENCES	124
CHAPTER 21	STYLE CHECKLIST	132

PROOF

CHAPTER 22	SYNTAX	138
CHAPTER 23	MECHANICS	142
CHAPTER 24	GRAMMAR CHECKLIST	144

FORMAT

CHAPTER 25	MLA	148
CHAPTER 26	FONTS	150
CHAPTER 27	FORMAT CHECKLIST	152

PUBLISH

CHAPTER 28	FINAL DRAFT	156
CHAPTER 29	PORTFOLIO	158
CHAPTER 30	CELEBRATE	160

ARGUE

CHAPTER 31	APOLOGETICS	164
CHAPTER 32	PETER AND PAUL	170
CHAPTER 33	FALLACIES	178

ESSAY ASSESSMENT GUIDE		202
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REFERENCES		210
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ASSIGNMENTS

1	PRE-EVALUATION	18
2	PAPER REQUIREMENTS	20
3	PLANNING CALENDAR	29
4	BIBLE ANALYSIS	40
5	REFERENCE NOTES	51
6	SOURCE LIST BOOKS	62
7	PERIODICAL SOURCE LIST	68
8	INTERNET SOURCE LIST	76
9	BOOK NOTES	87
10	PERIODICAL AND INTERNET NOTES	91
11	BIRTH DRAFT	105
12	CONTENT DRAFT	115
13	STYLE DRAFT	133
14	PROOF DRAFT	144
15	FORMAT DRAFT	152
16	BIBLE FINAL DRAFT	156
17	PORTFOLIO	158
18	TEXTBOOK JOURNAL	168
19	REFERENCES	176
20	INTERVIEW	186
21	SOURCE LIST	188
22	NOTES	190
23	BIRTH DRAFT	191
24	CONTENT DRAFT	193
25	STYLE DRAFT	195
26	PROOF DRAFT	196
27	FORMAT DRAFT	197
28	APOLOGETIC FINAL DRAFT	198
29	PORTFOLIO	199
30	PRESENTATION	200
31	POST-EVALUATION	201

FIGURES

2.1	OBJECTIVES FOR ENGLISH COMPOSITION TWO	20
3.1	BALANCED WRITING PROCESS	24
3.2	LAST-MINUTES WRITING PROCESS	24
3.3	TEN STAGES OF THE WRITING PROCESS	25
3.4	LENGTH OF THE TEN STAGES OF WRITING	26
3.5	TIME REQUIREMENTS	26
3.6	STAIR-STEP WRITING PROCESS	27
3.7	BICYCLE WRITING PROCESS	27
5.1	BIBLE TRANSLATIONS	37
5.2	BIBLE TRANSLATION READING LEVELS	38
5.3	THREE BIBLE TRANSLATIONS: ROMANS 3:25	38
5.4	BIBLICAL STUDY OBSERVATIONS	39
5.5	STUDY BIBLES	39
6.1	REFERENCES FOR THE PROBLEM OF EVIL	46
6.2	BIBLE REFERENCE MATERIALS	49
7.1	TYPES OF SOURCES	54
7.2	PASTORAL BIBLE COMMENTARIES	55
7.3	CHRISTIAN BOOK PUBLISHERS	56
7.4	LIBRARY OF CONGRESS/MAJOR HEADINGS	57
7.5	LIBRARY OF CONGRESS / SUB-HEADINGS FOR RELIGION	58
7.6	LIBRARY OF CONGRESS / SUB-HEADINGS FOR BIBLE	58
7.7	STRATEGIES FOR FINDING BOOKS	61
8.1	PERIODICALS	64
8.2	BIBLICAL, RELIGIOUS, AND THEOLOGICAL INDEXES	66
8.3	INDEXES FOR GENERAL TOPICS	67
8.4	STRATEGIES FOR FINDING JOURNALS	68
9.1	LIBRARY CATALOGS	70
9.2	BOOKS ON THE WEB	71
9.3	JOURNALS ON THE WEB	71
9.4	RELIGIOUS WEB SITES	72
9.5	BIBLE WEB SITES	73

9.6	COMMENTARIES ON THE WEB	73
9.7	CHRISTIAN LITERATURE ON THE WEB	73
9.8	THE INVISIBLE WEB	74
9.9	CHRISTIAN SEARCH ENGINES	74
9.10	SPECIALTY GUIDES	75
9.11	GENERAL SEARCH ENGINES	75
9.12	BIBLE SOFTWARE	75
9.13	RELIABILITY QUESTIONS FOR THE INTERNET	76
10.1	SOURCE LIST	82
12.1	EXAMPLES OF PLAGIARISM	88
13.1	NARRATION OUTLINE	94
13.2	PROCESS OUTLINE	95
13.3	COMPARISON AND CONTRAST OUTLINE	96
13.4	CLASSIFICATION OUTLINE	96
13.5	CAUSE OUTLINE	97
13.6	EFFECT OUTLINE	97
13.7	DRAMATIC ORDER OUTLINE	98
20.1	TRANSITION WORDS	126
20.2	CONCISE WORDING	129
20.3	INCLUSIVE LANGUAGE	130
26.1	TYPES OF FONTS	150
31.1	EIGHT WORLDVIEWS	167
33.1	CIRCULAR ARGUMENT	181

OPEN LETTER TO MY STUDENTS

What is a ClassBook? You have in your possession a cross between a standard English Composition textbook and the notes from a specific English course, thus the name—ClassBook.

This ClassBook presents the college research and writing process in ten steps—Plan, Explore, Find, Read, Draft, Revise, Edit, Proof, Format, and Publish. It also introduces students to the two primary types of research writing expected at a Christian college—the biblical and the apologetic research papers.

Why a ClassBook? As a college professor, I have required my students to purchase textbooks, yet I often would use only a fraction of the material. This ClassBook allows you to know the essential concepts and ideas expected for the course without you needing to weed through a 500-page textbook.

In addition, I have provided class notes to my students, yet these notes were mostly broad summaries of key concepts without extensive narrative. This ClassBook provides a much-expanded unified explanation of the class notes without you needing to fill in the gaps by taking additional notes during class.

The concept is simple—you read the ClassBook at home BEFORE class instead of consuming valuable class time with note taking, so you can spend time practicing and applying the concepts of research writing during the class period.

How Do I Use The ClassBook? It is intended to be used as a workbook: space is provided in the margins to write your own comments and questions along with additional space at the end of each chapter. It is also intended to be printed and brought to class as a reference source while working on writing projects. In addition, the ClassBook is intended to be an interactive text; you are encouraged to share your own ideas for future editions of the ClassBook at this website:

(www.classbookcomp.wordpress.com).

When Did The ClassBook Begin? The *Journey of Discovery* began as hand-written notes, nearly fifteen years ago, then transferred to piles of transparencies, then converted to a number of power point presentations, then reworked and placed on

the course website as a PDF file. Finally, it was reformatted and expanded with more narrative and graphics and presented as a ClassBook.

As writing is a process, so is teaching. This text is constantly being revised, reshaped, and reworked—a perpetual unfinished work. It is not the most complete, most in-depth, most engaging text on writing and research; it is, however, the fruit of my labor of teaching, a blessed labor for which I am grateful to the Lord.

A special thank you goes out to Megan Goff. She graciously and joyfully worked her magic by proofreading this edition.

Why the Title? The name, *Journey of Discovery*, comes from an idea inspired by the picture on the cover—a picture of the Inca trail in the well-known city of Machu-Pichu in Peru. Several years ago, my wife and I spent two days admiring and exploring the city, amazed at the architectural genius of the city. The trail, part of an extensive highway system throughout South America, reminded me not only of the strenuous and tiresome work involved in constructing the trail, but also of the purpose of the trail—to travel on a journey of discovery.

Academic research writing, likewise, is like that trail—a strenuous and tiresome work, leading to a journey of discovery.

12/21/12

THE PARABLE OF THE MOWER

Now the new students were all drawing near to hear the professor speak of Essay Therapy. The upperclassmen, grumbled among themselves, saying, “The professor receives freshmen and takes them to the White Barn.” So one of the upperclassmen told a new student to ask the professor a question on the first day of class.

Behold, a new student stood up in class to put the professor to a test, saying, “Professor, what shall I do to pass this class?”

“What is written in the syllabus? How do you read it?”

The student answered, “You shall fulfill all of the objectives of the class.”

“You have answered correctly,” replied the Professor. “Do this, and you shall pass.”

But the student, desiring to justify himself, said to the professor, “And just what are all of the objectives of the class?”

So the professor told them this parable:

There was a father who had one son. The father said to his son at the age of ten, “Today I am going to show you how to mow the yard.” The father divided up the equipment the son would need to mow the yard—the mower, the gas trimmer, the grass bags, and the push broom. Not too many hours later, the son started up the mower and began to mow the one-acre of land.

At first, the son took over three hours to mow the entire yard, bag the grass, trim, and sweep. As he increased in strength and wisdom, the time it took to complete the job decreased. Years passed and by the time the son entered high school, he could mow the yard in just less than one hour.

In the fall of the son’s eighteenth year, he left for college. The father was sad and said, “Who will mow the yard?” The son said, “I promise I will return the following summer to mow the yard.” The father rejoiced.

When the following summer arrived, the son returned home, and as promised, he agreed to mow the yard. He would, however, have to mow the yard on Saturdays since he had accepted a job at a stockyard during the week from sun-up to sundown.

When the first Saturday arrived, the son prepared, as he had hundreds of times before, to mow the yard, a yard he had so deeply loved since his childhood.

Yet, as he reached to pull the cord on the mower, his cell phone rang. It was his childhood friend, home from college.

“Hey, dude. Que pasa?”

“Nothin. Just gettin ready to mow the yard.”

“Come on, man. We are all goin’ down to the lake to do some serious fishin.”

“Hey, I’d love to go, but I promised my father.”

“The grass can wait...we can’t. We got alot of catching up to do.”

So the son, contrary to his promise, left the mower in the yard, left his father a note on the refrigerator, and left for the lake with his friends.

It was a dark and stormy Sunday evening when the son returned. The father, waiting in the living room wearing sandals and his bathroom robe, asked where the son had been.

“I’ve been hanging out with my buddies. You remember, father. My Puerto Rican friend, Pedro, and the Italian twins, Jimmy and Johnny.”

“But what about your promise?”

“Oh, don’t you worry, father. I’ve come to my senses! Next Saturday, I will get up an hour earlier and mow the yard twice!”

The father, placing his hand on his chin, looked intently into his son’s eyes, and quietly but calmly asked,

“When you get off work tomorrow night, son”, said the father, “could you stop by the hardware store and pick up the largest flashlight you can find? And don’t forget to get a basket of batteries also.”

“Ok, father. But...why do YOU want a flashlight?”

“Son, when you return from the farm tomorrow night after the sun has gone down, you will need that flashlight.....to mow the yard!”

The professor said, “He who has ears to hear, let him hear.”

And when the professor was alone with the new students in class, they asked him about the parable. And the professor said to them, “To you has been given the secret of passing Comp. 2, but for those upperclassmen outside of the wedding feast where there is much weeping and gnashing of teeth, everything is in parables, so that

They may indeed see but not perceive,
and may indeed hear but not understand,
lest they should turn and pass the course.

They have hardened their hearts as hard as the solid ground,
Lest they produce a harvest of C’s, B’s and even A’s.”

And the professor said to them, “Do you not understand this parable? How then will you understand all of the other parables I will speak in class?”

Turning to his students, he began to explain the parable when all of a sudden, a squirrel ran across his feet.....

PLAN

STAGE ONE

1 INTRODUCTION

WELCOME

I am honored you have chosen Saint Louis Christian College—a college committed to pursuing excellence in the Word and producing servants to the World.

As a part of your degree program, you are enrolled in English Composition Two—an advanced course designed to develop your writing skills through in-depth biblical research, critical thinking, and source documentation.

My desire and goal is to guide and encourage you so you may write with confidence, clarity, and conviction, effectively communicating in this class, in your other classes, and outside of the college in your career and ministry.

May God bless your faithfulness and devotion as you pursue His purposes for you at Saint Louis Christian College.

1 ASSIGNMENT: PRE-EVALUATION

In preparation for the course, please take the time to answer these pre-evaluation questions concerning your expectations for the course, your writing strengths and weakness, and any questions you may have as you begin this *journey of discovery*.

INSTRUCTIONS: Write a 600+ word pre-evaluation essay, answering the following questions. This is to be written as an essay, including MLA formatting.

Introduction: Create an introduction to your reflection paper using any introductory examples of your choice. Include a thesis statement in your paper, presenting an overview of the paper.

Expectations: After you look over the syllabus and the assignments, reflect on your feelings about this research project. What are you looking forward to? What are you hesitant about? Also, present any experiences, here at the college or

elsewhere, you have had with research writing.

Writing Strengths: So far in your college experience, what would you describe as your major writing strengths? What parts of the process do you enjoy? What aspects of writing do you understand well?

Writing Weaknesses: In contrast to your strengths, what major areas do you see as your weakness, areas you desire to improve in?

Questions: At this early point in the course, what questions do you have about the course? About the process? About the assignments?

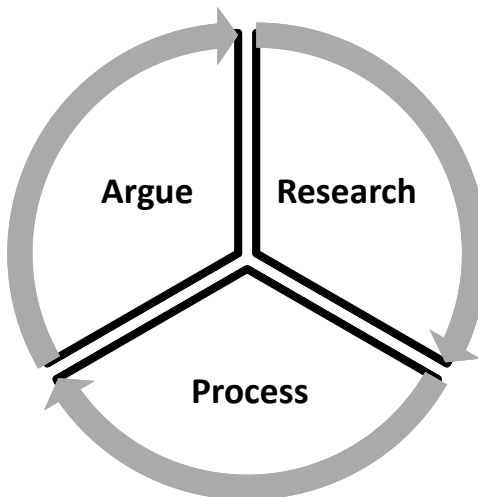
Conclusion: End your reflection with any concluding examples of your choice.

2 REQUIREMENTS

OBJECTIVES

Welcome to your research journey. This course, English Composition Two, is centered on three broad objectives—research, process, and argumentation. You will engage in academic research; you will develop skills to argue and defend the faith; you will utilize the writing process. The following graphic represents these three objectives:

FIGURE 2.1 OBJECTIVES FOR ENGLISH COMPOSITION TWO



2 ASSIGNMENT: PAPER REQUIREMENTS

As you begin the process, you will want to familiarize yourself with the overall requirements of the class. The syllabus—your contract with the professor—describes objectives, assignments, assessments, policies, and resources. It is easier to arrive at the final destination if you know where you are going and how you are going to get there.

This stage begins with understanding the specific requirements for the writing assignment. Although this is the easiest of the stages, it is foundational to the rest of

the paper.

INSTRUCTIONS: Answer the Requirement Questions listed below (#1-16) concerning the first paper required for this course. Use the syllabus and this ClassBook to discover the answers.

1. TYPE: What type of paper is required—Research, Biblical, Reflective, Other?
2. TOPIC: Who picks the topic? What are the parameters?
3. LENGTH: How many pages are required? How many words?
4. SOURCES: Are there a specific number of sources needed? What type of sources—Books, Journals, Internet, Interviews, Questionnaires, Other?
5. NOTES: What type of notes—Summaries, Paraphrases, and Quotations—is required? Are there a certain number of notes?
6. OUTLINE: What type of outline—Sentence, Phrase, Word, Other—is required?
7. AUDIENCE: Who is the target audience—Professor, Students, Christians, Non-Christians, other?
8. PURPOSE: Is the paper to inform, persuade, entertain, reflect, other?
9. DRAFTS: How many drafts are required? What type of drafts?
10. FORMALITY: Is the tone to be formal, popular, informal, slang, other?
11. PROCESS: What parts of the process writing is needed—prewriting, notes, outline, drafts?
12. FORMAT: Is MLA required? Are there additional requirements?
13. DUE DATES: When is the final paper due? Are other parts of the paper due beforehand? What is the late policy?
14. BIBLE: What translation is required? Can I use multiple ones?
15. SUBMISSION: How is the paper to be submitted—paper and/or electronic copy?
16. ASSESSMENT: How will the paper be graded? What is the grading rubric?

BIBLICAL RESEARCH

One main type of research project at the college is the exegetical Bible paper; you take a specific passage of Scripture and analyze numerous contexts surrounding the text, examine the interpretation of the text, and provide an application to today's

culture. An exegetical paper can be written in three different formats.¹

Commentary style

You write your own commentary of the passage. You begin with an introductory paragraph, providing an overview of the passage and how it fits into the entire book. Next, you include a brief description of the setting of the passage, the author, the date, the audience, the genre, and the historical background. In the major part of the paper, the text, you examine the passage, the words, the images, the characters, the cities, and other relevant information in the passage. You can address each verse separately or arrange the verses together in related groupings. Finally, you complete the paper with a summary paragraph of the passage. Examples are found in most biblical commentaries.

Thesis style

You develop a thesis statement—the main idea of the passage—and present evidence from the passage supporting the thesis. This is a familiar format found in exegetical preaching or in many magazine articles. It includes an engaging introduction followed by the thesis. It would then look at the main points of the passage, arguing each point from the passage. Finally, it would conclude with an engaging summary or call to action.

Commentary/Thesis

This strategy combines the two styles above. The opening paragraph introduces the passage selected and the reasons for choosing it. The background section includes an analysis of the setting of the passage, the author, the date, the audience, the genre, and the historical background. Next, the text is examined by looking at the words, the images, the characters, the cities, and any other significant information. Finally, the paper concludes with the application section. A thesis statement is presented, followed by the main lessons drawn from the passage. This section includes secondary sources and personal illustrations. Finally, a summary paragraph completes the paper.

MINISTRY RESEARCH

The Ministry paper begins with a question, not a Bible passage, and seeks to answer that question from a Christian worldview. This type of paper may include one of three options:

¹ Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*. Grand Rapids, Zondervan, 2001.

Doctrinal Question

You begin with a biblical question—How Is Someone Saved?—and develop an argument from multiple Bible passages. Although this is similar to an Exegetical Thesis paper, it is a topical paper; you are examining multiple Bible verses, not just one passage.

Ministry Question

You start with a contemporary ministry question—How Do You Plant an Urban Church?—and write an argument answering the question. This paper may include biblical passages and cultural resources.

Cultural Question

You develop a cultural question—How Should the Church Confront Stem-Cell Research?—and present an argument from a Christian worldview. This type of paper may include direct biblical passages and cultural resources.

APOLOGETIC RESEARCH

The apologetic paper’s purpose is to defend a Christian truth. Sire writes that apologetics... “lays before the watching world such a winsome embodiment of the Christian faith that for any and all who are willing to observe there will be an intellectually and emotionally credible witness to its fundamental truth”²

A number of common topics are as follows:

- Is Christianity rational?
- Is there a God?
- Is Jesus Christ God?
- Did Christ rise from the dead?
- Is the Bible God’s Word?
- Are the Bible documents reliable?
- Are miracles possible?
- Why does God allow suffering and evil?
- Does Christianity differ from other religions?

A valuable resource is a book by Paul E. Little, *Know Why You Believe*.³ Further explanation of an Apologetic paper is in Chapter 28 of the ClassBook.

² Sire, James. *A Little Primer on Humble Apologetics*. 2006. (page 26).

³ Little, Paul E. *Know Why You Believe*. Downers Grove, IL: Intervarsity P, 1975.

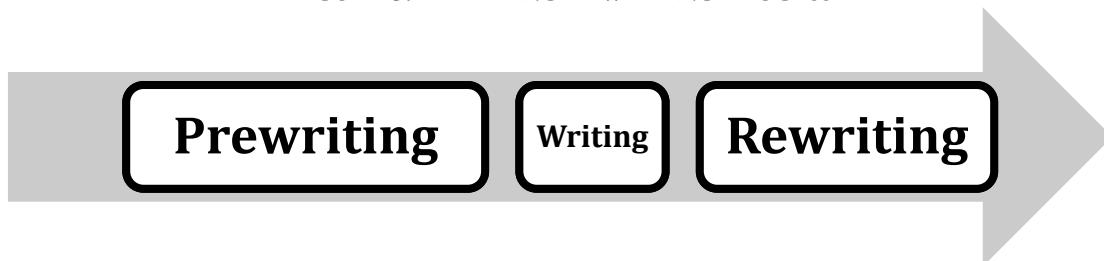
3 PROCESS

Although producing an academic research paper is a long and complex process, it is manageable when it is addressed in stages—focusing on smaller pieces of work consistently over a period of time. Preparing a plan is a valuable exercise on how to focus on each stage of the research project.

PROCESS

About 50% of your initial time is spent in the prewriting stage—planning the paper, prewriting for ideas, finding sources, reading, and taking notes. The writing stage, the smallest block of time, requires about 10% of your time—focusing on putting the initial ideas and sources on paper. The third stage—rewriting—consumes nearly 40% of your time. This allows for multiple drafts, additional research, revising, and editing. The following figure shows this process:

FIGURE 3.1 BALANCED WRITING PROCESS



In contrast to this strategy, the *Last-Minute* strategy spends about 90% of the time on the writing stage and divides the prewriting and rewriting stages between the remaining ten percent. This often occurs when a student waits until the night before to write the paper. The figure below illustrates this process:

FIGURE 3.2 LAST-MINUTE WRITING PROCESS



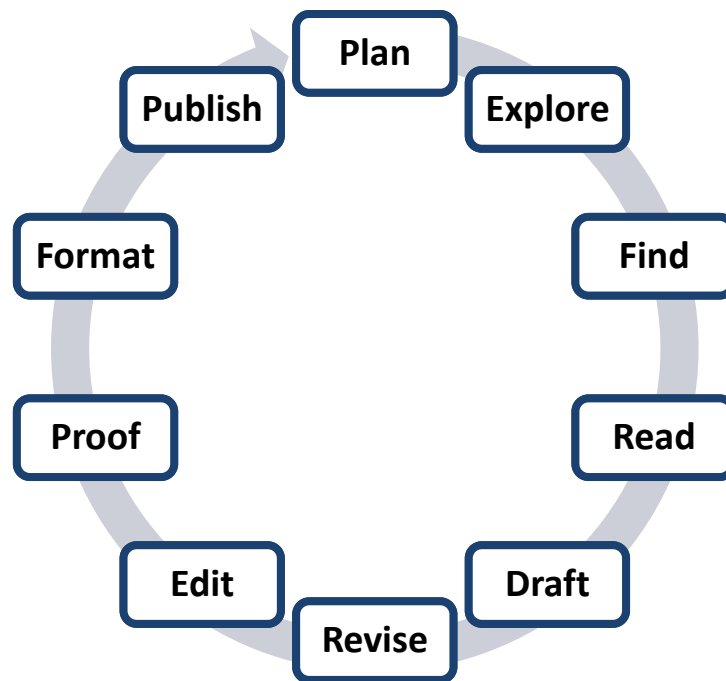
PLANNING STRATEGY

Writing a research paper is best approached “one step at a time”, the same way a runner finishes a 26.2 mile marathon. Understanding each stage and the time necessary to complete each stage is imperative before you begin.

Ten Stages of Writing

The writing process involves ten key stages—Plan, Explore, Find, Read, Draft, Revise, Edit, Proof, Format, Publish. Each stage will be utilized for the research writing process. The class is built around this process, as illustrated below:

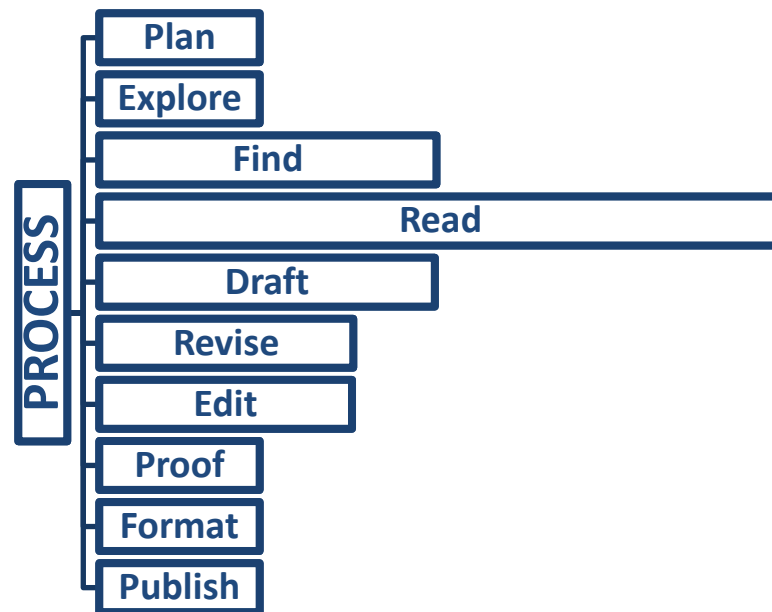
FIGURE 3.3 TEN STAGES OF THE PROCESS



Each stage, however, does not involve the same amount of time. The following figure lays out an estimate of time required. Each stage lists a recommended percentage of time necessary to accomplish each stage.

You can, for example, plan to spend about 5% of the total time to produce a paper in the Plan stage. The Explore stage requires about 10% of the total time. You will notice that the major stage—Read—requires about a fourth of the process writing time.

FIGURE 3.4 LENGTH OF THE TEN STAGES OF WRITING



Length of Time

Depending on your background and experience, you will vary as to the time necessary to complete the project. A beginner student—one who is new to the research process—might plan on 60 hours to complete the project. An intermediate student—one who has written a few research papers—might plan on 40 hours while an advanced student—one who has written multiple research projects in recent years—may need only 30 hours to complete the paper. To help you get started with the process, three examples are provided for three different levels of writers.

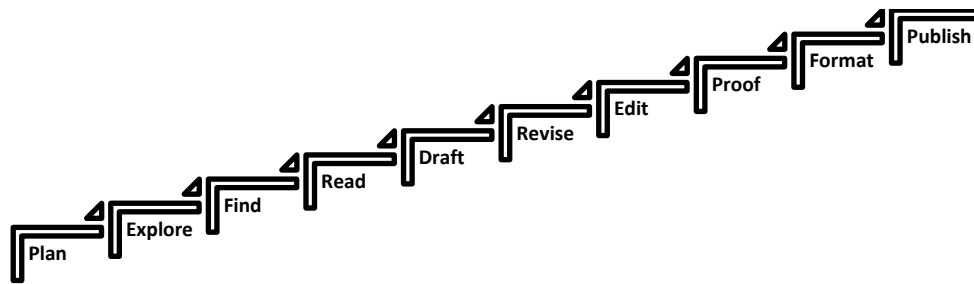
FIGURE 3.5 TIME REQUIREMENTS

Steps	%	Beginner 60 hours	Intermediate 40 hours	Advanced 30 hours
1) Plan	5	3	2	1.5
2) Explore	5	3	2	1.5
3) Find	15	9	6	4.5
4) Read	25	15	10	7.5
5) Draft	15	9	6	4.5
6) Revise	10	6	4	3
7) Edit	10	6	4	3
8) Proof	5	3	2	1.5
9) Format	5	3	2	1.5
10) Publish	5	3	2	1.5

Stair Step Process

As you prepare your own calendar, remember:--the research writing process is never like how the textbooks describe it. Most texts present the process as a stair step process; the student spends a specific amount of time on the first step—Plan—and then proceeds to the next step, and so forth. The student would continue to move towards the completed project, never returning to the previous steps. It looks like this:

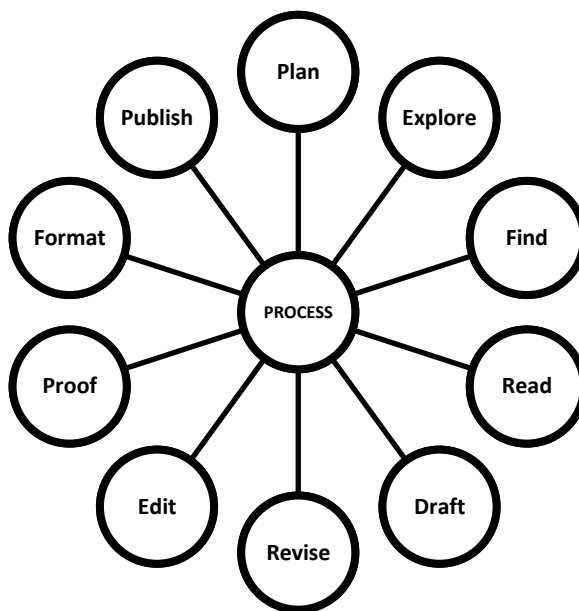
FIGURE 3.6 STAIR STEP WRITING PROCESS



Bicycle Process

The Stair Step Process, however, is almost never the case. Rather, the process students use is more like a bicycle wheel; the student will travel back and forth between the different stages as seen in this model.

FIGURE 3.7 BICYCLE WRITING PROCESS



Planning Calendar

Writing down the assignments is a simple but powerful way to keep you focused during this long research writing process. Using those guidelines from the Figure 3.5 Time Requirements, develop your own calendar during this semester of when you will work on each assignment.

Listed below is an example of a calendar, including the week, the day, the assignment, and the specific times to complete the assignment. You may include this information in any format you would like—paper calendar, electronic calendar, or graph. However you format the calendar, it is imperative you take the time to write out each step and the amount of time it will take for the entire project. For example:

DAY	DATE	STAGE	TIME	COMMENTS
Mon	3/4	Plan	1-2 p.m	After lunch
Wed	3/6	Explore	4-5:30	Before dinner
Wed	3/6	Explore	9-11 pm	

Research Journal

A research journal complements the calendar. As the calendar gives you an overview of the entire process, the research journal gives you the weekly and daily view of the process. All calendars are limited—changes will need to be made throughout the process. You may find you need less time for one stage and more time for another one. You most likely will have other commitments that will interfere with the calendar.

The journal is a diary. You keep track of your progress—what you have done; you reflect on the progress—how you feel about the quality of the work; you plan for the next stage—what you need to change or keep the same. The journal is for your benefit to keep you on task. A sample journal entry is given below.

Jan 9, Entry 1

Started the process of writing a paper. I haven't done one since h.s, over 10 years ago. I'm feeling unsure about this. I've heard from others this is a challenge. But I want to do this well. I've just put together my calendar and I've read through the syllabus. I still have questions. I'll ask the prof in class or email him. I'm not sure about the topic. What is an exegetical paper? Why do I have to use the ESV? I'm hoping to work on some of the prewriting for this weekend. My wife will be with the kids for several hours sat. morning. I hope to go on the google and do some initial research on my topic. Next week, I have meetings all week, so I won't have much time to work on this then.

Write in the journal **AFTER** you have worked on each stage of the process. Some entries may be longer than others. The key is to keep up on the journal as a regular self-assessment tool. You can use these three questions as guidelines.

- What did I just do? Summarize what you did?
- How do I feel about what I did? Reflect on what worked well and what difficulties you encountered.
- What do I need to do next? Record what you need to change in the calendar. Set short-term goals you were unable to see when you did the calendar.

If for some reason you were unable to work on the project during the week, you still need to record in your journal why and what plans you have to get caught up. Remember, the journal is to reflect what you did, and in this case, what you did not do.

3 ASSIGNMENT: PLANNING CALENDAR

The research writing process demands organization; preparing a working calendar is a simple but powerful tool to help you to stay on course. Do not overlook this assignment; a little bit of planning today will prevent an enormous disaster later.

INSTRUCTIONS: Using the information below, prepare your own working calendar for the Bible paper.

1. Prepare a working calendar for the Bible paper. Print a calendar from any program.
2. Include each of the elements in the calendar, indicating which day each element will be accomplished and how much time you predict it will take to complete it. Refer to Figure 3.7 Time Requirements.
3. Use the following example to guide you:

Intermediate Plan

Plan	Monday	1/16	4-6 pm
Explore	Friday	1/25	8-9 pm
	Saturday	1/26	2-5 pm
Find	Tuesday	2/5	7-9 p
	Wednesday	2/6	1-3 pm

	Saturday	2/9	3-5 pm
Read	Sunday	2/10	4-7 pm
	Thursday	2/14	9-11 pm
	Monday	2/18	7-10 pm
	Wednesday	2/20	8-11 pm
	Friday	2/22	9-10 am
Draft	Sunday	2/24	12-3 pm
	Wednesday	2/27	9-11 pm
	Friday	3/1	9-10 am
Revise	Monday	3/4	3-5 pm
	Tuesday	3/5	8-10 pm
Edit	Sunday	3/10	3-5 pm
Proof	Monday	3/11	8-9 pm
Publish	Wednesday	3/13	7-9 pm
Due Date	Friday	3/15	1:30 pm

EXPLORE

STAGE TWO

4 PREWRITING

“What am I going to write about?”

“I just can’t think of anything.”

“I’m just not inspired right now.”

These reflections are all too common at the early stages of a research paper. Unless the professor specifically gives you the exact topic, you will need to spend time exploring numerous topics and then narrow those down to a workable and enjoyable research topic. Prewriting—the process of developing initial ideas—is essential to an academic research paper. Multiple prewriting strategies exist—seeking, writing, facebooking, and interviewing.

SEEKING

The research writing process is not only an academic exercise—it is also a spiritual exercise. You are not only developing more proficient research, argumentation, and writing skills, but you are also developing a deeper understanding of God’s character, God’s kingdom, and God’s will through his Word. Thus, a powerful yet sometimes ignored strategy in academic research writing is seeking the Lord through prayer and his Word during the entire process.

Before you open your first book or type your first word, pray to the Lord for direction. As you search for sources in the library and on the web, pray for discernment. As you read countless pages of articles, pray for understanding. As you type out your first draft and multiple revised drafts, pray for strength. As you print out the final page and submit the portfolio, pray for opportunities to use your findings from the paper.

WRITING

This strategy proposes you write the research paper before doing any research—you write the paper without any sources; you simply write—freewriting with parameters—what you currently know of a topic of interest.

If you chose, for example, to write about divorce, you would write out what you currently believe about the topic—not stopping for too long to think through your

position. Or you could write down over several days different things you think about divorce. The purpose is to get information on paper.

The other strategy is to read a passage and then write out what you believe you see. You simply write out as much as you can. This strategy is different from prewriting to discover a possible topic. Rather, this is designed to be used after you have already determined a topic or chosen a passage.

Journaling is a form of freewriting—you write out what you are thinking about a topic. You do it on a regular basis, every day, week, or month. It allows you to record ideas as they come to you, so you can refer to them later when you need topic ideas.

FACEBOOKING

Another form of free writing is “facebooking”—a form of brainstorming done online. You post a possible topic or a question and wait for others to respond with their perspectives. It allows you a much broader pool of people to pull from instead of asking a few of your friends.

INTERVIEWING

In addition, interview others more knowledgeable in the area of your initial topic. This may include professors, pastors, church leaders, local authors, and other students.

5 PRIMARY SOURCES

Primary sources are the original documents, not the secondary documents. For example, the Declaration of Independence is a primary source; a book by an author about the document is a secondary source.

THE BIBLE

The biblical text is a primary source; commentaries, books, and journal articles are secondary sources. If you are asked to research a biblical topic and/or passage, do not begin with your study Bible, favorite commentary, or popular book on Christian living—begin with the Bible.

The place to begin is with the original text—the Hebrew text of the Old Testament and the Greek text of the New Testament. Technically, copies of the original texts do not exist; yet sufficient reliable copies do, sufficient enough to study the Bible with confidence. But what if you do not read Hebrew or Greek? How will you be able to study the Bible as a primary source?

Bible Translations

Today, numerous translations exist for both the Hebrew and Greek text. In fact, it is the variety of these translations that make it possible for you to study the original text without knowing the original languages. Understanding what the major types of translations and the variety of English translations are will help you to discover biblical truth without spending years mastering Hebrew and Greek.

Your major primary source is the biblical text—the Hebrew, Arabic, and Greek texts. Since most undergraduate students have not studied the original languages, they will need to use multiple English translations of the Bible. These translations are categorized into three major categories.

Word-For-Word: First, some translations attempt to translate the text with a word-for-word translation. These include the King James and New King James Versions, the New American Standard Version, and the English Standard Version.

Thought-For-Thought: At the other end of the spectrum are the thought-for-thought translations including the New Living Translation and the Contemporary

English Version. A unique translation, The Message, is actually a paraphrase—the most thought-for-thought of all of the English Bible versions.

Balance: In the middle is the popular New International Version, a balance of word-for-word and thought-for-thought translation.

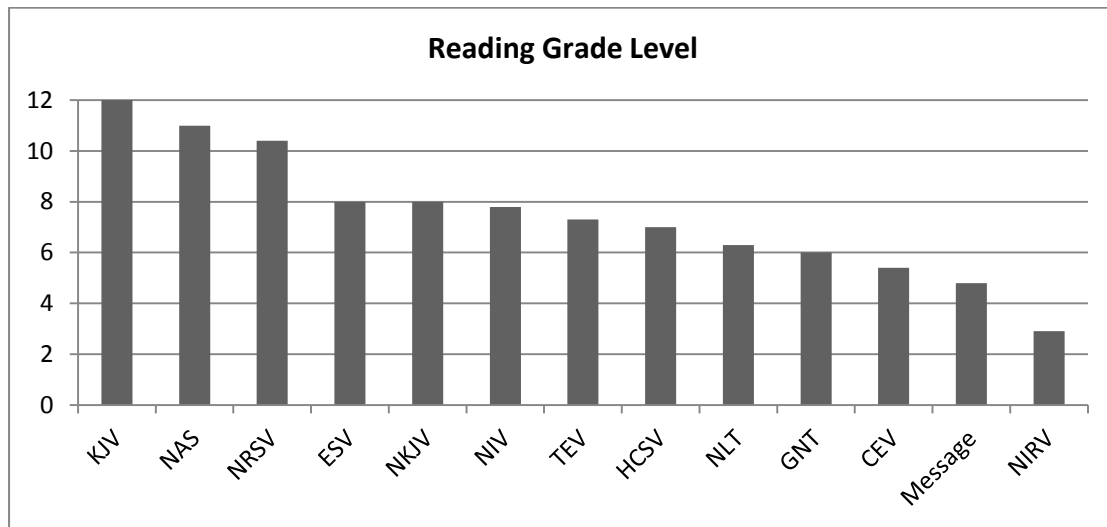
In addition, the translation method determines the readability of Bible translations. The word-for-word translations require a higher reading ability. The King James Version reads at a twelfth grade level, the New American standard at an eleventh grade level. The thought-for-thought versions require a lower reading level—the New Living Translation is at a sixth grade reading level. The lowest reading grade level translation is the New International Reader’s Version, written at a high second grade level designed for children and ESL readers. For academic purposes, the word-for-word translations are preferred for study, although the others may be consulted to complement the word-for-word translations.

The following two figures show the variety of translation types and the reading grade level.

FIGURE 5.1 BIBLE TRANSLATIONS

Version	Translation Type	Reading Grade Level
King James Version	Word-for-Word	12
New American Standard	Word-for-Word	11
English Standard Version	Word-for-Word	8
New King James Version	Word-for-Word	8
New American Bible	Word-for-Word	6.6
New Revised Standard	Balance	10.4
New International Version	Balance	7.8
Holeman Christian Standard Version	Balance	7
Today’s English Version	Thought-for-Thought	7.3
New Living Translation	Thought-for-Thought	6.3
Good News Translation	Thought-for-Thought	6
Contemporary English Version	Thought-for-thought	5.4
New International Reader’s Version	Thought-for-Thought	2.9
The Message	Paraphrase	4.8

FIGURE 5.2 BIBLE TRANSLATION READING LEVELS



A simple and helpful strategy to study the Bible is to use each of the major translations—word-for-word, balance, and thought-for-thought. For example, consider this passage from Romans 3: 25. Look at the passage in each of these translations.

FIGURE 5.3 THREE BIBLE TRANSLATIONS: ROMANS 3:25

New King James	New International Version	New Living Translation
²⁵ whom God set forth as a propitiation by His blood, through faith, to demonstrate His righteousness, because in His forbearance God had passed over the sins that were previously committed	²⁵ God presented him as a sacrifice of atonement, through faith in his blood. He did this to demonstrate his justice, because in his forbearance he had left the sins committed beforehand unpunished—	²⁵ For God presented Jesus as the sacrifice for sin. People are made right with God when they believe that Jesus sacrificed his life, shedding his blood. This sacrifice shows that God was being fair when he held back and did not punish those who sinned in times past

The New King James Version uses the word *propitiation*, yet the NIV and the NLT do not. The NIV says, *sacrifice of atonement*, and the NLT says, *the sacrifice for sin*. The NIV and the NLT are defining the word *propitiation* with its translation. Thus, a thought-for-thought translation will often define specific Greek/ Hebrew words.

Bible Passage Analysis

As you begin to read the biblical text, choose a variety of translations and examine the text, writing down a number of observations. A few are listed below:

FIGURE 5.4 BIBLICAL STUDY OBSERVATIONS

1. Indicate key words that are repeated in the passage.
2. Identify any lists presented in the passage.
3. Identify any figures of speech used.
4. Indicate any conjunctions and what they are joining (and, but, or, so, for, etc)
5. Indicate the main subject and main verb in each sentence.
6. Identify any *pronouns* and the antecedent.
7. Identify any questions and if the question is given an answer.
8. Identify any conditional statements (If) and any result or consequence.
9. Identify any *adjectives* and indicate what they modify.
10. Identify any *prepositions* and what it refers to (the object).
11. Summary: Write out a number of observations you see.

Specialized Bibles

In recent years, Christian publishers have published a number of study Bibles—the complete biblical text with study notes. These notes vary from a range of different theological perspectives and from a variety of specific purposes. Some of the most common Study Bibles include the following:

FIGURE 5.5 STUDY BIBLES

Translation	Personality	Thematic
NIV Study Bible	MacArthur Study Bible	Life Application Study Bible
ESV Study Bible	Scolfield Study Bible	NKJV Chronological Study Bible
NLT Study Bible	Ryrie Study Bible	NIV Archaeological Study Bible
TNIV Study Bible	Charles Stanley Life Principles	NIV Strive: The Bible for Men
NAS Open Bible	Thomson Chain-Reference Bible	NIV Life in the Spirit Study Bible
	NRSV Wesley Study Bible	NKJV New Spirit Filled Life Bible
		Literary Study Bible
		Reformation Study Bible
		Personal Worship Bible
		Apologetics Study Bible

Hermeneutics

During the process of writing a biblical exegetical research paper, you need to adhere to foundational hermeneutical principles of interpretation. Although you will be exposed to these principles in the class, *Hermeneutics*, this exegetical research paper is

designed to “get you started” in the process of biblical interpretation. One helpful key resource is *Knowing Scripture* by R. C. Sproul.⁴ This is a short, concise overview of key hermeneutical principles. The second source is *Grasping God’s Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible* by J. Scott Duvall and J. Daniel Hays.⁵ Used as a textbook in undergraduate classes, it is a complete yet practical presentation of the science of hermeneutics

In your study of the scriptures, you may encounter misuses of basic rules of interpretation—fallacies—by authors, particularly by groups opposed to orthodox Christianity. A brief summary of these fallacies is presented in James Sire’s book, *Scripture Twisting: 20 Ways the Cults Misread the Bible*.⁶

4 ASSIGNMENT: BIBLE ANALYSIS

INSTRUCTIONS: Analyze your Bible passage by comparing and contrasting different English translations by examining specific linguistic structures, and then by drawing specific conclusions from the material.

1. Look up your passage in each of these three translations. Cut and copy each of the three translations it into a Word document.
 - a. English Standard Version
 - b. New International Version
 - c. New Living Translation

2. Reformat the each passage according to the sentence structure. Eliminate the verse numbers and number each of the sentences. For example, Psalm 23:1-3 is written as four sentences in the New Living Translation.
 - a. The Lord is my shepherd; I have all that I need.
 - b. He lets me rest in green meadows; he leads me beside peaceful streams.
 - c. He renews my strength.
 - d. He guides me along right paths, bringing honor to his name.

3. Compare and contrast the three translations, looking for the following items:
 - a. Compare the number of sentences.
 - b. Choose five key words and compare what each translation uses for that word.
 - c. Identify additional similarities and differences you observed.

⁴ Sproul, R. C. *Knowing Scripture*. Downers Grove, IL: 1977.

⁵ Duvall, J. Scott and J. Daniel Hays. *Grasping God’s Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. Grand Rapids: Zondervan, 2001.

⁶ Sire, James W. *Scripture Twisting: 20 Ways the Cults Misread the Bible*. Downers Grove, IL: Intervarsity P, 1980.

4. Use the **English Standard Version** of your passage for the following exercises. Reformat the passage by eliminating the verse numbers and arranging the
5. passage according to the number of sentences. An example from Psalm 23 is listed below
 - a. The LORD is my shepherd; I shall not want.
 - b. He makes me lie down in green pastures.
 - c. He leads me beside still waters.
 - d. He restores my soul.
 - e. He leads me in paths of righteousness for his name's sake.
 - f. Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me; your rod and your staff, they comfort me.
 - g. You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows.
 - h. Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the LORD forever.
6. Indicate **key words** that are repeated in the passage.
 - a. The **LORD** is my shepherd; **I** shall not want.
 - b. **He** makes **me** lie down in green pastures.
 - c. **He** leads **me** beside still waters.
 - d. **He** restores my soul.
 - e. **He** leads **me** in paths of righteousness for his name's sake.
 - f. Even though **I** walk through the valley of the shadow of death, **I** will fear no evil, for **you** are with **me**; your rod and your staff, they comfort **me**.
 - g. **You** prepare a table before **me** in the presence of my enemies; **you** anoint my head with oil; my cup overflows.
 - h. Surely goodness and mercy shall follow **me** all the days of my life, and **I** shall dwell in the house of the **LORD** forever.
7. Lord (2x); He (4x); Me (7x); I (4x); You (3x)
8. Identify any **lists** presented in the passage.
9. The Lord does 7 things (makes, leads, restores, leads, comfort, prepare, anoint)
10. Identify any **figures of speech** used. (13 figures of speech)
 - a. The LORD is my **shepherd**; I shall not want.
 - b. He makes me lie down in green **pastures**.
 - c. He leads me beside still **waters**.
 - d. He restores my soul.
 - e. He leads me in **paths** of righteousness for his name's sake.
 - f. Even though I walk through the **valley** of the **shadow** of death, I will fear no evil, for you are with me; your **rod** and your **staff**, they comfort me.

- g. You prepare a **table** before me in the presence of my enemies; you anoint my **head** with **oil**; my **cup** overflows.
- h. Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the **house** of the LORD forever.

11. Indicate any **conjunctions** and **what they are joining** (and, but, or, so, for, since, because, therefore, yet, however, etc)

- a. The LORD is my shepherd; I shall not want.
- b. He makes me lie down in green pastures.
- c. He leads me beside still waters.
- d. He restores my soul.
- e. He leads me in paths of righteousness **for** his name's sake.
- f. Even though I walk through the valley of the shadow of death, I will fear no evil, **for** you are with me; your rod **and** your staff, they comfort me.
- g. You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows.
- h. Surely goodness and mercy shall follow me all the days of my life, **and** I shall dwell in the house of the LORD forever.

12. Indicate the **main subject** and **main verb** in each independent clause. Write S over the subject and V over the verb. Only identify the S/V in each independent clause, not in a dependent clause. The Noun is BOLD and the Verb is UNDERLINED.

- a. The **LORD** is my shepherd;
- b. **I** shall not want.
- c. **He** makes me lie down in green pastures.
- d. **He** leads me beside still waters.
- e. **He** restores my soul.
- f. **He** leads me in paths of righteousness for his name's sake.
- g. Even though I walk through the valley of the shadow of death, **I** will fear no evil,
- h. for **you** are with me;
- i. your **rod** and your **staff**, they comfort me.
- j. **You** prepare a table before me in the presence of my enemies;
- k. **you** anoint my head with oil;
- l. my **cup** overflows.
- m. Surely **goodness** and **mercy** shall follow me all the days of my life,
- n. and **I** shall dwell in the house of the LORD forever.

13. Answer: 14 independent clauses

14. Identify any **pronouns** and their **antecedents**.

- a. The LORD is **my** shepherd;
- b. **I** shall not want.
- c. **He** makes **me** lie down in green pastures.
- d. **He** leads **me** beside still waters.
- e. **He** restores **my** soul.
- f. **He** leads **me** in paths of righteousness for **his** name's sake.
- g. Even though **I** walk through the valley of the shadow of death,
- h. **I** will fear no evil,
- i. for **you** are with **me**;
- j. **your** rod and **your** staff, **they** comfort **me**.
- k. **You** prepare a table before **me** in the presence of **my** enemies;
- l. **you** anoint **my** head with oil;
- m. **my** cup overflows.
- n. Surely goodness and mercy shall follow **me** all the days of **my** life,
- o. and **I** shall dwell in the house of the LORD forever.

15. He, you, his = Lord; I, me, my = Reader; they = rod, staff

16. Identify any **questions** and if the question is given an **answer**.

17. No questions

18. Identify any **conditional statements (If)** and any **result** or **consequence**.

19. No statements

20. Identify any **adjectives** and indicate what they **modify**.

- a. He makes me lie down in **green** pastures.
- b. He leads me beside **still** waters.

21. Identify any **prepositions** and the **object** they refer to.

- a. He makes me lie down **in** green pastures.
- b. He leads me **beside** still waters.
- c. He leads me **in** paths
- d. **of** righteousness
- e. **for** his name's sake.
- f. Even though I walk **through** the valley
- g. **of** the shadow
- h. **of** death, I will fear no evil, for you are
- i. **with** me; your rod and your staff, they comfort me.
- j. You prepare a table **before** me
- k. **in** the presence

- l. **of** my enemies;
- m. you anoint my head **with** oil; my cup overflows.
- n. Surely goodness and mercy shall follow me all the days **of** my life,
- o. and I shall dwell **in** the house
- p. **of** the LORD forever.

22. **Summary:** Write out a number of observations you have made about the passage. This includes your interpretation from looking at the translations

6 SECONDARY SOURCES

Before embarking on any research paper, you should build a working knowledge of the topic. It is much easier to research the specifics of a topic if you have a broad understanding of the material.

REFERENCES

This is accomplished by utilizing the credibility of reference materials—encyclopedias, dictionaries, and handbooks. Among many general Bible dictionaries and encyclopedias, there are numerous specialized reference materials—providing a more-in-depth coverage of the subject.

The advantages of this strategy are as follows:

- (1) To give a broad overview of a complex topic
- (2) To present information from reliable academic authors
- (3) To provide a list of additional sources

An example of this pre-research strategy is described in the following example:

For a research paper, a student chose the broad topic, “the problem of evil.” He first consults a Bible Dictionary, then a Bible Encyclopedia, and then four specialized dictionaries and encyclopedias. After each entry in the reference material, the student finds a bibliography of the sources used in the entry. Each of the six reference sources is listed below.

FIGURE 6.1 REFERENCES FOR THE PROBLEM OF EVIL

REFERENCE	ARTICLES
<i>New Bible Dictionary.</i> “Evil” (2 pages)	<ol style="list-style-type: none"> 1. Lewis, C. S. <u>The Problem of Pain</u>. 1940. 2. Joad, C.E.M. <u>God and Evil</u>. 1943. 3. Whate, J. S. <u>The Christian Answer to the Problem of Evil</u>. 1936. 4. Orr, James. <u>The Christian View of God and the World</u>. 1897. 5. Farrer, A.M. <u>Love Almighty and Ills Unlimited</u>. 1962. 6. Hick, J. <u>Evil and the God of Love</u>. 1966. 7. Wenham, J. W. <u>The Goodness of God</u>. 1974.
<i>Baker</i>	<ol style="list-style-type: none"> 1. Augustine. <u>Against the Epistle of the Manicheans</u>.

<p><i>Encyclopedia of Christian Apologetics.</i></p> <p>“Problem of Evil” (6 pages)</p>	<ol style="list-style-type: none"> 2. ---The City of God. 3. ---On the Nature of the Good. 4. ---On True Religion. 5. Aquinas, Thomas. Compendium Theologica. 6. ---Summa Theologica. 7. ---On Evil. 8. Geisler, N.L. Philosophy of Religion. 9. ---The Roots of Evil. 10. Leibniz, G.W. Theodicy. 11. Lewis, C. S. The Great Divorce. 12. ---The Problem of Pain. 13. Camus, A. The Pague. 14. ---The Roots of Evil. 15. Plantinga, A. God, Freedom and Evil. 16. Voltaire, F.M. Candide.
<p><i>New Dictionary of Theology.</i></p> <p>“Evil” (3 pages)</p>	<ol style="list-style-type: none"> 1. Augustine. The Nature of the Good. 2. Davis, S.T. Encountering Evil: Live Options on Theodicy. 1986. 3. Farrer, A. Love Almighty and Ills Unlimited. 1961. 4. Geisler, N. The Roots of Evil. 1981. 5. Leibniz, G. Theodicy. 1951. 6. Lewis, C. S. The Problem of Pain. 1940. 7. Wenham, J. The Enigma of Evil. 1985.
<p><i>The International Standard Bible Encyclopedia.</i></p> <p>“Evil” (5 pages)</p>	<ol style="list-style-type: none"> 1. Clark, W. M. JBL. 1969. 2. Eichrodt. Man in the O. T. 1951. 3. Lewis, C. S. Problem of Pain. 1962. 4. Miller, A. “Evil” Handbook of Christian Theology. 1958. 5. Hunt. “Tree of Knowledge.” New Catholic Encyclopedia. 6. Niebuhr, R. “Honesty About Evil.” Intellectual Honesty and Religious Commitment. 1969. 7. Ricoeur, P. Symbolism of Evil. 1967. 8. Sutcliffe, E. Providence and Suffering in the Old and New Testaments. 1953. 9. Grundman, W. TDNT. 10. Harder. TDNT.
<p><i>The Oxford Companion to Christian Thought.</i></p> <p>“Problem of Evil” (3 pages)</p>	<ol style="list-style-type: none"> 1. Adams, Robert. “Middle Knowledge and the Problem of Evil” American Philosophical Quarterly 14(1977). 2. Dostoevsky, Fyodor. The Brothers Karamazov. 3. Synder, Howard. The Evidential Argument from Evil. 1996. 4. Mackie, John. “Evil and Omnipotence.” Mind. 64 (1955). 5. Plantinga, Alvin. The Nature of Necessity. 1974. 6. Wiesel, Elie. Night. 1960.
<p><i>New Dictionary of Christian Ethics and Pastoral Theology.</i></p> <p>“Evil”</p>	<ol style="list-style-type: none"> 1. Barth, K. 2. Berkouwer. Sin. 1971. 3. Blocher, H. Evil and the Cross. 1990. 4. Borne, E. Le Probelme du mal. 1958. 5. Each, P. T. Providence and Evil. 1977. 6. Hick, J. Evil and the God of Love. 1977. 7. Journet, C. The Meaning of Evil. 1963.

(3 pages)	8. Lewis, C.S. <u><i>The Problem of Pain</i></u> . 1940. 9. Ricoeur, P. <u><i>The Symbolism of Evil</i></u> . 1967. 10. Surin, K. <u><i>Theology and the Problem of Evil</i></u> . 1986. 11. Wenham, J. W. <u><i>The Enigma of Evil</i></u> . 1985.
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After examining the six entries, the student makes the following observations:

1. The student captured a broad overview of a complex topic by expert authors by having to read only about 22 total pages, an extremely manageable amount of reading.
2. The student found a total of 48 different sources and a total of 33 different books listed associated with the six articles.
3. The student discovered significant sources by looking for authors mentioned in more than one article. For example, one key source was referred to in five of the six articles (C. S. Lewis—*The Problem of Pain*).
4. The student narrowed the 33 sources down to a key list of ten sources based on the multiple references in the six articles.

- Lewis *The Problem of Pain*
- Geisler *The Roots of Evil*
- Geisler *Philosophy of Religion*
- Wenham *The Enigma of Evil*
- Wenham *The Goodness of God*
- Plantinga *God, Freedom, and Evil*
- Plantinga *The Nature of Necessity*
- Hick *Evil and the God of Love*
- Leibniz *Theodicy*
- Augustine *The Nature of the Good*

After only 1-2 hours of reading, the student has a (1) solid working knowledge of a complex topic by experts in the field and (2) a broad list of potential sources from which to build upon for further research. The use of reference source articles brings great dividends on your investment!

Types of Reference Sources

Reference sources are expensive—most students cannot and do not own large collections of handbooks, encyclopedias, and dictionaries specializing in the Bible and related Christian topics. This is why these sources are primarily found in academic libraries—they have the funds to purchase these sources. It is also why

these sources are typically not found on the Internet for free—these sources are too expensive to be “given away.” The library at Saint Louis Christian College contains a large collection of handbooks, dictionaries, and encyclopedias specializing in the Bible and Christian related topics. A partial list is as follows:

FIGURE 6.2 BIBLE REFERENCE MATERIALS

Topic	Title
Bible Dictionaries	<ul style="list-style-type: none"> • <i>Mercer Dictionary of the Bible</i> • <i>Illustrated Bible Dictionary</i> • <i>New Bible Dictionary</i> • <i>Oxford Companion to the Bible</i> • <i>Zondervan Pictorial Bible Dictionary</i> • <i>Anchor Bible Dictionary 6 vols</i> • <i>Baker Encyclopedia of the Bible 2 vols</i> • <i>Westminster Dictionary of the Bible</i>
Bible Encyclopedias	<ul style="list-style-type: none"> • <i>International Standard Bible Encyclopedia 4 vols</i> • <i>Zondervan Pictorial Encyclopedia of the Bible 5 vols</i> • <i>The Interpreter’s Dictionary of the Bible 4 vols</i> • <i>Wycliffe Bible Encyclopedia 2 vols</i>
Bible and Hermeneutics	<ul style="list-style-type: none"> • <i>Manners and Customs of the Bible</i> • <i>IVP Bible Background Commentary</i> • <i>Dictionary of Biblical Imagery</i> • <i>Cambridge History of the Bible 3 vols.</i> • <i>Dictionary of Paul and His Letters</i> • <i>Dictionary of Jesus and the Gospels</i> • <i>Dictionary of New Testament Background</i> • <i>Cities of the Biblical World</i> • <i>Dictionary of All Scriptures and Myths</i> • <i>What the Bible Says Series</i> • <i>Encyclopedia of Biblical Prophecy</i>
Apologetics	<ul style="list-style-type: none"> • <i>Baker’s Encyclopedia of Christian Apologetics</i>
Archeology	<ul style="list-style-type: none"> • <i>Encyclopedia of Archeological Excavations in the Holy Land 4 vols.</i> • <i>The Bible and Archeology</i> • <i>Dictionary of Biblical Archeology</i>
Church History and Movements	<ul style="list-style-type: none"> • <i>The Oxford Illustrated History of Christianity</i> • <i>The Encyclopedia of the Stone-Campbell Movements</i> • <i>Pictorial History of Protestantism</i> • <i>Dictionary of Pentecostal and Charismatic Movements</i> • <i>Encyclopedia of Evangelism</i> • <i>International Dictionary of Pentecostal and Charismatic Movements</i> • <i>Dictionary of the Ecumenical Movement</i> • <i>The New International Dictionary of the Christian Church</i> • <i>History of the Christian Church 8 vols.</i> • <i>Dictionary of the Apostolic Church</i>

Topic	Title
Counseling and Psychology	<ul style="list-style-type: none"> • <i>Baker Encyclopedia of Psychology and Counseling</i> • <i>Encyclopedia of Psychology 4 vols</i>
Ethics	<ul style="list-style-type: none"> • <i>The Westminster Dictionary of Christian Ethics</i> • <i>Baker's Dictionary of Christian Ethics</i> • <i>Encyclopedia of Religion and Ethics</i>
Catholic	<ul style="list-style-type: none"> • <i>The Catholic Encyclopedia</i> • <i>Encyclopedia of the Vatican and Papacy</i>
World Religions	<ul style="list-style-type: none"> • <i>Oxford Dictionary of World Religions</i> • <i>Dictionary of World Religions</i> • <i>The Oxford Dictionary of the Jewish Religion</i>
Missions	<ul style="list-style-type: none"> • <i>Evangelical Dictionary of World Missions</i> • <i>Biographical Dictionary of Christian Missions</i> • <i>World Christian Encyclopedia 2 vols.</i>
Music and Worship	<ul style="list-style-type: none"> • <i>The Complete Library of Christian Worship</i> • <i>The Oxford History of Christian Worship</i>
Pastoral Studies	<ul style="list-style-type: none"> • <i>The New Testament of Pastoral Studies</i>
Philosophy	<ul style="list-style-type: none"> • <i>Routledge Encyclopedia of Philosophy</i> • <i>Biographical Dictionary of 20th Century Philosophy</i>
Spiritual Formation	<ul style="list-style-type: none"> • <i>The Complete Book of Everyday Christianity</i> • <i>The Handbook of Spiritual Development in Childhood and Adolescence</i>
Theology	<ul style="list-style-type: none"> • <i>New Dictionary of Theology</i> • <i>The Oxford Companion to Christian Thought</i> • <i>New 20th Century Encyclopedia of Religious Knowledge</i> • <i>Evangelical Dictionary of Theology</i> • <i>The New Schaff-Herzog Encyclopedia of Religious Knowledge</i> • <i>Encyclopedia of Biblical Theological and Ecclesiastical Literature</i>
Bible Concordance	<ul style="list-style-type: none"> • <i>Hebrew English Concordance to the Old Testament</i> • <i>The Greek English Concordance to the New Testament</i>

5 ASSIGNMENT: REFERENCE NOTES

INSTRUCTIONS: Find a variety of reference sources on your Bible passage and produce summary notes, including copies and the bibliographical information for each article.

1. Find 5 reference sources from the SLCC library that relate to your passage. Use the list of reference sources in the class notes.
2. Two of the sources are to be Bible dictionaries and Bible encyclopedias. Look up the Bible book your passage comes from in each one. You will find a summary of the book and the passages. Make copies of each article.
3. Take notes pertaining to the book of the Bible.
4. The three other sources are to be from the specialized references focusing on the topic for the Bible paper. (These do not include the Bible dictionaries or Bible encyclopedias). Look up either three different topics in different sources or one specific topic in three sources.
5. You are to take notes of each of the five articles. Summarize in your own words the main idea of your passage from the dictionary and the encyclopedia. Summarize in your own words the main ideas from the three other sources. Your notes are to only include summaries written in your own words. **DO NOT COPY WORD-FOR-WORD ANY SECTION OF THE ARTICLES.** Write 200+ words for each summary for each article (1000+ words total).
6. Type these notes and use the word count.
7. Submit the notes, the copies, and the bibliographical information (author, editors, title, name of the article, volume no., city of publisher, publisher, date, page numbers).

FIND

STAGE THREE

7 BOOKS

TYPES OF SOURCES

Research involves sources—primary and secondary sources. Primary sources include actual documents—speeches, reports, and the biblical text. Secondary sources include responses to the primary sources—dictionaries, encyclopedias, commentaries, and magazine articles. Your biblical research paper will include both—the primary source of the biblical text and secondary sources of books and articles.

Sources are also categorized by how they are published, considering the amount of time necessary to publish a work and the number of people involved in the publishing. The following chart lays out the variety of sources based on time of publication. Generally, the longer it takes to publish a source, more individuals will be involved in the editing of the source.

FIGURE 7.1 TYPE OF SOURCES



Some sources are published instantly (emails) while others can take decades (dictionaries, encyclopedias). In addition, sources are categorized by the number of people involved in the publishing. Emails, for example, usually involve one person, the one sending the email. On the other end of the spectrum, books and reference materials include multiple editors checking the sources for accuracy and reliability. The following descriptions lay out a variety of sources you will encounter at college.

Church / Religious Documents

Primary resources besides the Bible include writings from the early church Fathers; church creeds, catechisms, and liturgies; and Christian fiction, poetry, and hymns to name a few.

Commentaries

Bible commentaries are a foundational source for biblical research. Today, there are literally hundreds of commentaries in a variety of types. A description of the different types of commentaries may be found on the Logos website.⁷ Commentaries can be categorized by three criteria—Critical, Pastoral, and Popular. Each is described below:

Critical commentaries: They deal directly with the original biblical languages—Hebrew and Greek—and include technical discussions from scholarly literature. These commentaries are used by theological graduate students, not by most undergraduate students. A few examples from the college’s library are as follows:

<i>Word Biblical Commentary</i>	Multiple authors	Old and New
<i>International Critical Commentary</i>	Multiple Authors	Old and New

Pastoral sources: They focus on the biblical text without the technical analysis and original biblical languages of the Critical commentaries. The focus is for ministers and teacher looking for an exegetical approach without the specifics of critical studies; the technical information may be placed in the footnotes for those interested, however. The SLCC college library has numerous commentaries in the reference section. A partial list is provided below.

FIGURE 7.2 PASTORAL BIBLE COMMENTARIES

ONE AUTHOR (OLD AND NEW TESTAMENT)
• Calvin Commentaries
• Clarke’s Commentary
• Lange’s Commentary
• Biblical Illustrator
• Matthew Poole’s Commentary on the Holy Bible
• Gill’s Commentary
• Matthew Henry’s Commentary
• Speaker’s Bible
• Preaching Through the Bible
ONE AUTHOR (OLD OR NEW TESTAMENT)
• Keil and Delitzseh OT

⁷ <http://www.logos.com/training/commentaries>.

• New Testament Commentary (Kistemaker) NT
• Barclay NT
• Baker's New Testament Commentary Series NT
MULTIPLE AUTHORS (OLD AND NEW TESTAMENT)
• College Press NIV Commentary Series
• NIV Application Commentary
• Broadman Bible Commentary
• Anchor Bible
• Interpreter's Bible
• Expositors Bible Commentary
• New International Commentary of the Old and New Testament
• New Century Bible Commentary
• Preacher's Homiletic Commentary
• New Jerome Bible Commentary
• Pulpit Commentary
• Tyndale Old Testament and New Testament Commentaries
MULTIPLE AUTHORS (OLD OR NEW TESTAMENT)
• Communicator's Commentary NT
• Gospel Advocate NT
• Daily Study Bible Series OT

Popular Commentaries: These commentaries are designed for the laypeople of a church without most of the technical or pastoral helps of the Critical or Pastoral sources. The readability is simplified and the focus is on the application of the text, not on how the text was interpreted.

Books

Students are most familiar with books as a resource for research. Every field of study has its own specialty collection of books. One of the challenges of academic research today is to look beyond the "New York Times Best Seller Books" and to investigate the rich supply of specialized source materials. Listed below is a partial listing of leading Christian publishing companies.

FIGURE 7.3 CHRISTIAN BOOK PUBLISHERS

Catholic	Evangelical	Denominational
American Catholic	AMG	Augsburg Fortress (Evangelical Lutheran)
Loyola Press	Baker Book	Broadman & Holman (Southern Baptist)
Paulist Press	Eerdmans	College Press (Christian Church)
	Intervarsity	Concordia (Lutheran Missouri Synod)
	NavPress	P & R Publishing (Westminster Confession)
	Thomas Nelson	Presbyterian Church
	Tyndale	Gospel Publishing (Assemblies of God)
	Zondervan	United Methodist Publishing
		Church of God in Christ

HOW TO FIND BOOKS

Finding books is more than asking the librarian to find five books on your topic. Rather, there exists a research tool to help you weed through not only the books in your college library, but also the millions of books published every year—the catalog. The catalog lists sources that can be found by using specific search strategies. Understanding the basics of how to use a catalog will greatly enhance your research process.

Library of Congress Catalog

Books use a catalog—a subject directory—to find books. The Library of Congress established subject headings for books. The major heading divisions are as follows:

FIGURE 7.4 LIBRARY OF CONGRESS / MAJOR HEADINGS

A – GENERAL WORKS
B – PHILOSOPHY. PSYCHOLOGY. RELIGION
C – AUXILIARY SCIENCES OF HISTORY
D – WORLD HISTORY AND HISTORY OF EUROPE, ASIA, AFRICA, AUSTRALIA, NEW ZEALAND,.
E – HISTORY OF THE AMERICAS
F – HISTORY OF THE AMERICAS
G – GEOGRAPHY. ANTHROPOLOGY. RECREATION
H – SOCIAL SCIENCES
J – POLITICAL SCIENCE
K – LAW
L – EDUCATION
M – MUSIC AND BOOKS ON MUSIC
N – FINE ARTS
P – LANGUAGE AND LITERATURE
Q – SCIENCE
R – MEDICINE
S – AGRICULTURE
T – TECHNOLOGY
U – MILITARY SCIENCE
V – NAVAL SCIENCE
Z – BIBLIOGRAPHY, LIBRARY SCIENCE, INFORMATION RESOURCES (GENERAL)

Each major subject heading is divided into sub-headings. For example, the heading B for Philosophy, Psychology, and Religion is divided into these sub-headings

FIGURE 7.5 LIBRARY OF CONGRESS / SUB-HEADINGS FOR RELIGION

Subclass B	Philosophy (General)
Subclass BC	Logic
Subclass BD	Speculative philosophy
Subclass BF	Psychology
Subclass BH	Aesthetics
Subclass BJ	Ethics
Subclass BL	Religions. Mythology. Rationalism
Subclass BM	Judaism
Subclass BP	Islam. Baha'ism. Theosophy, etc.
Subclass BQ	Buddhism
Subclass BR	Christianity
Subclass BS	The Bible
Subclass BT	Doctrinal Theology
Subclass BV	Practical Theology
Subclass BX	Christian Denominations

Each subclass is divided into further sub-categories. For example, the Subclass BS The Bible is divided as follows:

FIGURE 7.6 LIBRARY OF CONGRESS / SUB-HEADINGS FOR BIBLE

Subclass BS	
BS1-2970	The Bible
BS11-115	Early versions
BS125-355	Modern texts and versions
BS125-198	English
BS199-313	Other European languages
BS315-355	Non-European languages
BS315	Asian languages
BS325	African languages
BS335	Languages of Oceania and Australasia
BS345	American Indian languages
BS350	Mixed languages
BS355	Artificial languages
BS410-680	Works about the Bible
BS500-534.8	Criticism and interpretation
BS535-537	The Bible as literature
BS546-558	Bible stories. Paraphrases of Bible stories. The Bible story
BS569-580	Men, women, and children of the Bible
BS580	Individual Old Testament characters
BS585-613	Study and teaching
BS647-649	Prophecy
BS650-667	Bible and science
BS670-672	Bible and social sciences
BS701-1830	Old Testament
BS705-815	Early versions
BS825-1013	Modern texts and versions
BS1091-1099	Selections. Quotations

BS1110-1199	Works about the Old Testament
BS1160-1191.5	Criticism and interpretation
BS1200-1830	Special parts of the Old Testament
BS1901-2970	New Testament
BS1937-2020	Early texts and versions
BS2025-2213	Modern texts and versions
BS2260-2269	Selections. Quotations
BS2280-2545	Works about the New Testament
BS2350-2393	Criticism and interpretation
BS2415-2417	The teachings of Jesus
BS2430-2520	Men, women, and children of the New Testament
BS2525-2544	Study and teaching
BS2547-2970	Special parts of the New Testament
BS2640-2765.6	Epistles of Paul

Controlled Vocabularies

When you are looking for a book, you use the subject headings as the guide. When most books are published, they are assigned one or several key subject titles—known as controlled vocabularies. These subject terms are used to find a book using a Library of Congress catalog. For example, in the book, *The Universe Next Door* by James Sire, it lists the following subject headings:

1. Ideology. 2. Theism. 3. Naturalism. 4. Nihilism (Philosophy) 5. New Age Movement.

Using the Library of Congress web site or Library catalogs, you would type in the subject term *Ideology* to find similar books as Sire’s book. If you are looking for other books on Theism, then type in the term, *Theism*, to find other books with the same topic.

Listed below are several helpful hints from the book, *Research Strategies*,⁸ about how to use a catalog using a controlled vocabulary.

1. “You have to use the subject terms provided by the system...No variations are allowed; you have to use the subject headings in the forms provide to you.”
2. “The actual wording of the book title is not important. Subject headings are assigned on the basis of somebody’s judgment as to what the data is about.”
3. “Use a controlled vocabulary as a search tool when you want to a collection of data on the same subject regardless of what the data actually says about itself.”

⁸ Badke, William B. *Research Strategies: Find Your Way through the Information Fog*. 2nd ed. New York: iUniverse, 2004.

4. “Messing with controlled vocabulary wording or form is strictly forbidden. Subject headings are created by someone other than you, and they can’t be manipulated or turned into keywords.”

Keywords

You can use, besides controlled vocabularies, another technique—keywords. The strategy looks for specific words in the title of the book or journal, not specific subjects. As you know, many titles of books or journals do not completely represent the subject of the book. For example, the book, *Called and Committed: World-Changing Discipleship* covers major areas of Christian living—prayer, Bible study, evangelism, spiritual warfare—yet if you used a keyword, **prayer**, this book would not appear on the directory.

Listed below are several key suggestions from *Research Strategies* on how to use keyword directories.

1. “What you type is what you get. The computer cannot interpret your request or give you the next best solution. All it can do is identify the words you ask for and give you the relevant data.”
2. “An OR search is usually for synonyms or for keywords that are already closely related.”
3. “In an AND search, always look for the fewest number of terms required to get data that is on target with your search goals.”
4. “A keyword AND search is used to search for data that relates two topics or concepts together.”
5. “AND searches will narrow or limit your topic.”⁹

BOOKS

When looking for books, follow this process:

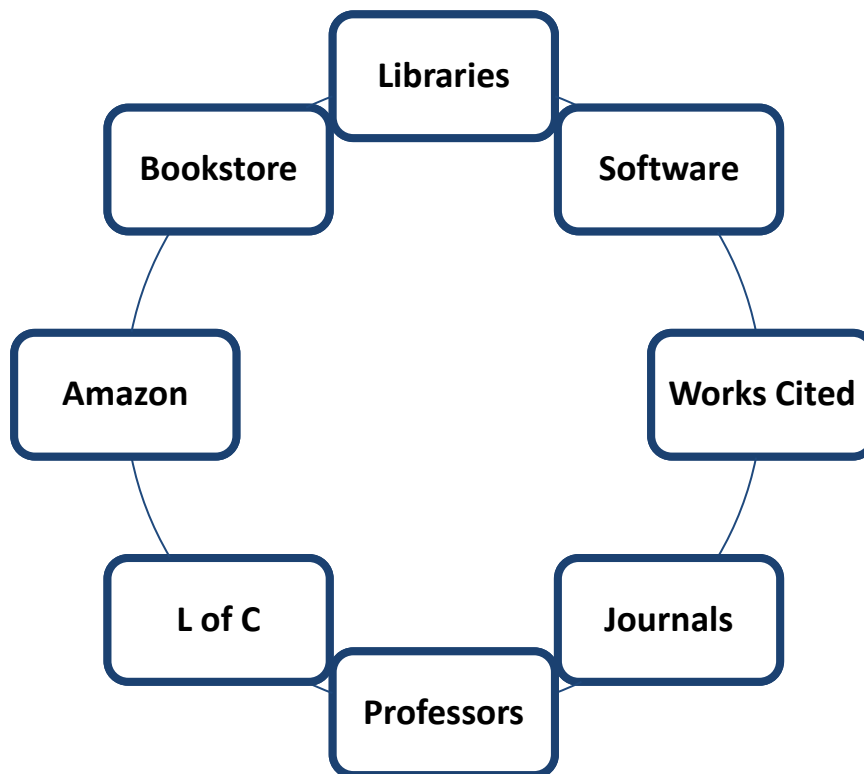
- Start with your local college and public libraries.
- Use the Internet to access libraries’ catalogs if you are unable to visit the library. Most of them have their catalogs on-line.

⁹ Badke, William B. *Research Strategies: Finding Your Way Through the Information Fog*. 2nd ed. New York: iUniverse, 2004.

- In addition, you can use search engines of publishing companies along with commercial sites such as Amazon and Barnes and Noble.
- Next, you can visit a local bookstore.
- Another strategy is to use computer software such as Logos. It comes with full-text books and commentaries.
- Once you find a book, search the bibliography and footnotes for a list of related books used in the book.
- Check Journals for new books through book reviews.
- Finally, ask experts—teachers, professors, and pastors—for books they would recommend.

A diagram is given below to show you the multiple strategies when looking for books.

FIGURE 7.7 STRATEGIES FOR FINDING BOOKS



6 ASSIGNMENT: SOURCE LIST BOOKS

INSTRUCTIONS: Search for possible book sources related to your Bible passage using subject and key word searches and creating a list of the books including the bibliographical information.

1. Find eight books related to your Bible passage.
2. Using the SLCC library, find commentaries—one with one author, one with multiple authors, and one of your choice.
3. You are to use the SLCC library catalog or an online college catalog. Include the subject title you used and the library.
4. You are to use an Internet search engine (commercial, academic). Include the key words you used and the commercial site.
5. Create a source list of each book. You may use the chart below as a guide. Circle the location of each source; write in either the Subject Title or Key Words for each source.

Location: SLCC library / College Catalog / Internet
Subject Title / Key Words _____

1. Author's Name
2. Title of the book, including the subtitle
3. Editor, Translator, Compiler
4. Edition
5. Number of Volumes in the Series
6. Name of the Series
7. Place of Publication
8. Publisher
9. Date
10. Page Numbers
11. Print

8 PERIODICALS

A major source of academic research is the periodical—magazines and journals. Magazines typically are targeted to a wider popular audience usually published every week or every month. Journals are targeted to an academic audience, generally published quarterly. The following list contains the most significant periodicals relating to Bible and Christian research.

FIGURE 8.1 PERIODICALS

TOPIC	TITLE
Bible and Hermeneutics	<ul style="list-style-type: none"> • <i>Bibliotheca Sacra</i> • <i>Christian Scholar's Review</i> • <i>Journal of Biblical Literature</i> • <i>New Testament Abstracts</i> • <i>New Testament Studies</i> • <i>Old Testament Abstracts</i>
Apologetics	<ul style="list-style-type: none"> • <i>Christian Research Journal</i> • <i>Creation</i> • <i>Creation Matters</i> • <i>Creation Research Society Quarterly</i> • <i>Perspectives on Science and Christian Faith</i> • <i>TJ (The In-Depth Journal of Creation)</i>
Archeology	<ul style="list-style-type: none"> • <i>Biblical Archeology Review</i>
Church History / Movements	<ul style="list-style-type: none"> • <i>Christian History</i> • <i>Church History</i> • <i>Current History</i> • <i>Evangelical Quarterly</i> • <i>Evangelical Studies Bulletin</i> • <i>One Body</i> • <i>Charisma</i> • <i>Christian Standard</i> • <i>Christian Century, The</i> • <i>Christianity Today</i>
Counseling / Psychology	<ul style="list-style-type: none"> • <i>American Psychologist</i> • <i>Consulting Psychology Journal</i> • <i>Journal of Biblical Counseling</i>

	<ul style="list-style-type: none"> • <i>Journal of Pastoral Care</i> • <i>Journal of Psychology and Theology</i> • <i>Psychology Today</i>
Catholic	<ul style="list-style-type: none"> • <i>Catholic Biblical Quarterly, The</i>
Missions	<ul style="list-style-type: none"> • <i>Evangelical Missions Quarterly.</i> • <i>International Bulletin of Missionary Research</i> • <i>Horizons</i> • <i>Latin American Evangelist</i> • <i>Missiology</i> • <i>Mission Frontiers</i> • <i>Sojourners</i> • <i>Voice of the Martyrs</i> • <i>World Christian</i> • <i>World Vision Today</i>
Christian Education	<ul style="list-style-type: none"> • <i>Children's Ministry</i> • <i>Campus Life</i> • <i>Group</i> • <i>Journal of Research on Christian Education</i> • <i>Religious Education</i> • <i>Youthworker</i> • <i>Christian Education Journal</i>
Marriage / Family	<ul style="list-style-type: none"> • <i>Journal of Marriage and Family</i> • <i>Christian Parenting</i> • <i>Marriage Partnership</i>
Music / Worship	<ul style="list-style-type: none"> • <i>CCM (Contemporary Christian Music)</i> • <i>Choral Journal</i> • <i>Hymn, The</i> • <i>Journal of Singing</i> • <i>Keyboard</i> • <i>Worship</i> • <i>Worship Leader</i>
Pastoral Ministry	<ul style="list-style-type: none"> • <i>Clergy Journal, The</i> • <i>Homiletic</i> • <i>Leadership</i> • <i>Strategies for Today's Leaders</i>
Spiritual Formation	<ul style="list-style-type: none"> • <i>Discipleship Journal</i>
Theology	<ul style="list-style-type: none"> • <i>Biblical Theology Bulletin</i> • <i>Theology News and Notes</i>

	<ul style="list-style-type: none"> • <i>Theology Today</i>
African American	<ul style="list-style-type: none"> • <i>African American Pulpit, The</i> • <i>Black Enterprise</i>
Denomination Journals	<ul style="list-style-type: none"> • <i>Concordia Theological Quarterly</i> • <i>Criswell Theological Review</i> • <i>Journal of the Adventist Theological Society</i> • <i>Journal of the Evangelical Theological Society</i> • <i>Stone-Campbell Journal</i> • <i>Westminster Theological Journal</i>
Writing	<ul style="list-style-type: none"> • <i>Writer's Digest</i>
News	<ul style="list-style-type: none"> • <i>Newsweek</i> • <i>Time</i> • <i>US News and World Report</i>

INDEXES

Periodical indexes categorize articles and arrange them by subject and key words. Indexes allow you to search through hundreds of magazines and journals by bringing together periodicals with similar topics. Many indexes are available only through libraries—they are too expensive for individuals to purchase. There are, however, some free indexes on the Internet, yet they are yet not of the quality of the major types of indexes you will find in a library. Here are samples of major types of indexes for religious studies and for general topics.

FIGURE 8.2 BIBLICAL, RELIGIOUS, AND THEOLOGICAL INDEXES

Name of Index	Description
ATLA: American Theological Library Association:	A collection of three indexes (<i>Religion Index One: Periodicals</i> , <i>Religion Index Two: Multi-Author Works</i> , and the <i>Index to Book Review in Religion</i>).
Christian Periodical Index	Cites articles from over 100 Christian periodicals and includes book reviews.
New Testament Abstracts	Covers over 325 journals relating to the New Testament.
Old Testament Abstracts	Covers over 325 journals relating to the Old Testament.
Religion Index One:	Lists some 380 periodicals from religious and archaeological journals from the United States and other countries.
Religious and Theological Abstracts	Indexes journal articles including Christian, Jewish, and Muslim titles. Articles are placed in four areas—biblical,

	theological, historical, and practical.
The Guide to Social Science and Religion in Periodical Literature	Lists over 100 periodicals in the social sciences and religion.

FIGURE 8.3 INDEXES OF GENERAL TOPICS

Name of Index	Description
Readers' Guide to Periodical Literature	Covers over 250 titles covering a broad spectrum of topics.
Bibliographic Index	Subject index to bibliographies found in current books, pamphlets, or periodicals. Nearly 50,000 books and 2,800 periodicals are examined each year.
New Testament Abstracts	Covers over 325 journals relating to the New Testament.
Old Testament Abstracts	Covers over 325 journals relating to the Old Testament.
Religion Index One:	Lists some 380 periodicals from religious and archaeological journals from the United States and other countries.
Book Review Digest	Cites and provides short summaries of reviews of current English-language fiction and nonfiction books from nearly ninety periodicals.
Catholic Periodical and Literature Index	Lists nearly 135 periodicals and 2,500 books per year.
Cumulative Book Index	A current index to books in the English language with nearly 50,000 to 60,000 books indexed a year.
Education Index	Covers about 600 English-language periodicals, books, and yearbooks published in the United States.
Humanities Index	Covers nearly 400 English-language periodicals in the humanities—literature, language, history, philosophy, archaeology, folklore, and religion.

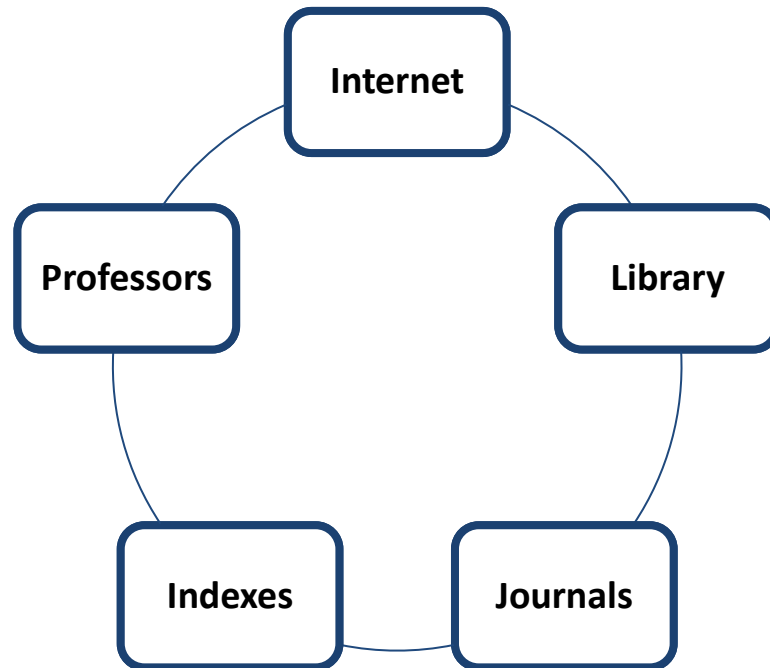
FINDING PERIODICALS

When researching periodicals, use this strategy:

1. Begin with your local college and public libraries. They will have access to electronic and paper indexes.
2. Search a number of on-line indexes. Although a few are free, most require a subscription price to the magazine or journal.
3. Check journals for additional bibliographical information about other journals.

The diagram below shows these strategies.

FIGURE 8.4 STRATEGIES FOR FINDING JOURNALS



7 ASSIGNMENT: PERIODICAL SOURCE LIST

INSTRUCTIONS: Search for possible periodical sources related to your Bible passage using subject and key word searches and creating a list of the periodical articles including the bibliographical information.

1. Find four (4) articles for the Bible passage.
2. Create a source list of each source using the chart below as an example.
3. Include the subjects or key words you used to find each source.
4. Copy the bibliographical information from the journal, magazine or from the internet site. Write where you found the periodical (Location) and the Subject Title or Key Words used. Follow the example below:

Location: _____
 Subject Title / Key Words _____

1. Author's Name
2. Title of the article
3. Name of the Journal or Magazine
4. Series number or name
5. Volume number
6. Issue Number
7. Date of Publication
8. Page Numbers
9. Print

9 INTERNET

The Internet has opened up access to an enormous amount of information to anyone with access to the web. Students today have access to sources they did not have even thirty years ago. This blessing, however, is a curse; it creates a challenge to shift through the millions of sources available to find what you want—a needle in a haystack type of research.

It is advantageous; therefore, to spend some time getting to know the Internet—what is out there, and what the pros and cons are to it. A practical way to learn your way around the Internet is through an online training called Internet Detective.¹⁰ It will walk you through the Internet in an engaging and informative manner.

The Internet provides at your fingertips an abundance of sources. Some of the major types of sources on the Internet are presented below. Many of these websites may be accessed through the class website (proflay.wordpress.com).

LIBRARY CATALOGS

College and University libraries place their library catalogs on-line on their institutions' webpages. You may access their libraries to search for particular sources. If you find sources, you may travel to that library and read the source in their library, or you may apply for an inter-library loan card from Saint Louis Christian College's library. The card will allow you to check out the books although you are not a student at that institution.

FIGURE 9.1 LIBRARY CATALOGS

Local	
Saint Louis University	http://libcat.slu.edu/
University of Missouri, Saint Louis	http://laurel.iso.missouri.edu/search~S6
Washington University Library	http://laurel.iso.missouri.edu/search~S6
Florissant Valley Community College	http://www.stlcc.edu/Libraries/

¹⁰ <http://www.vts.intute.ac.uk/detective/>.

Covenant Seminary/ Saint Louis	http://bridges.mobius.umsystem.edu/search~S1
Christian Colleges and Seminaries	
Ozark Christian College/ Joplin, MO	http://library.occ.edu/
Emmanuel School of Religion/ Tennessee	http://library.esr.edu/index1.htm
Johnson Bible College / Tennessee	http://library.jbc.edu/
Saint Louis County Library	http://www.slcl.org/
City of Saint Louis Library	http://www.slpl.org/
Library of Congress	
Library of Congress	www.loc.gov

BOOKS

A number of free and commercial websites have books listed. Google books have excerpts from books you can browse. It allows you a chance to investigate the table of contents and the indexes. One particular site, Questia, has the full-text of over 100,000 books; it, however, requires a payment to access them. You can still view those books for free on Questia before you purchase the downloads.

FIGURE 9.2 BOOKS ON THE WEB

Name	Web
Google Books (Free)	www.books.google.com
Questia (Cost)	www.questia.com
Amazon	www.amazon.com
Barnes and Noble	www.barnesandnoble.com
Christian Books	http://www.christianbook.com

JOURNALS

Most journals and magazines are not listed on the web for free; however, there are some sites that do post full-text articles for free.

FIGURE 9.3 JOURNALS ON THE WEB

Name	Web
Google Scholar	www.scholar.google.com
Article on Google	http://www.msnbc.msn.com/id/6709342

Directory of Open Access Journals	http://www.doaj.org/
Journal Biblical Manhood/ Womanhood	http://www.cbmw.org/journal/

RELIGIOUS WEB SITES

In recent decades, the Internet has opened up access to information including areas of theology and Bible. These sites present a variety of information related to the Bible, theology, Christianity, and other related topics. These sites cover a variety of theological positions. You will need to read carefully the descriptions of each of the sites to understand their particular slant and bias.

FIGURE 9.4 RELIGIOUS WEB SITES

Name	Web
Religious World	http://www.religiousworlds.com/
Bible Researcher	http://www.bible-researcher.com/
Religion Online	www.religion-online.org
Assoc. of Religion Data	www.thearda.com
Internet Theology Resources	http://www.users.csbsju.edu/~eknuth/itr/syst/index.html
Christian Theology Page	http://people.bu.edu/bpstone/theology/theology.html
Religion on the Web	http://www.kchanson.com
Study of Christianity	http://www.library.yale.edu/div/forfree.html
Theological Resources	http://www.crivoice.org/index.html
Theology/Religion	http://www.wabashcenter.wabash.edu
Virtual Religion Index	http://virtualreligion.net/vri/
The Virtual Seminary	http://www.virtualeseminary.net

BIBLE

If you looking for the actual biblical text on-line, a number of sites exist to present a large number of translations not only in English, but also in other languages. Many of these sites include tools to search the text along with access to some Bible commentaries and dictionaries.

FIGURE 9.5 BIBLE WEB SITES

Name	Web
Crosswalk Study	www.bible.crosswalk.com
Bible Gateway	www.biblegateway.com
Christian Issues	www.christiananswers.net
Blue Letter	www.blueletterbible.com
Bible	www.bible.org
Unbound Bible	http://unbound.biola.edu/

COMMENTARIES

These sites make available Bible commentaries. Because these commentaries are in the public domain, they include older commentaries, yet they allow you access to many of the classics by John Calvin and Martin Luther.

FIGURE 9.6 COMMENTARIES ON THE WEB

Name	Web
Classic Bible Commentaries	http://www.ewordtoday.com/comments/
Precept Austin	http://www.preceptaustin.org/
Christianity.Com	http://bible.christianity.com/References/
Biblical Commentaries	http://www.bible-researcher.com/links20.html
On-Line Commentaries	http://www.auburn.edu/~allenkc/bible.html

CHRISTIAN LITERATURE

These three sites provide access to thousands of primary texts related to Christianity and Christian literature.

FIGURE 9.7 CHRISTIAN LITERATURE ON THE WEB

Name	Web
Christian Literature	www.bartleby.com
Christian Classics	www.ccel.org
Gutenberg Project	www.gutenberg.org

INVISIBLE WEB

These sites search the sections of the Internet the major commercial sites do not, thus the term *invisible web*. These sites use some level of human input to search the web unlike Google that relies on a computer to match your key word search. These sites are more effective in uncovering more reliable sources than the commercial sites.

FIGURE 9.8 THE INVISIBLE WEB

Name	Web
Online Books Page	http://digital.library.upenn.edu/books/subjects.html
Librarians' Internet Index	http://lii.org/
Informine	http://infomine.ucr.edu/
Virtual Library	http://vlib.org/

CHRISTIAN SEARCH ENGINES

These search engines operate exactly as Google, yet they are targeted to search Christian websites.

FIGURE 9.9 CHRISTIAN SEARCH ENGINES

Name	Web
Seek and Find	http://www.seekfind.org/
Gospel Communications	http://www.gospel.com/
Religious Resources	http://www.religiousresources.org/
Ultimate Christian Resources	http://www.chritech.com/
Christian Top Sites	http://www.christiantopsites.com/
Christian Search	http://www.thechristiansearch.com/
Christian World Wide Web	http://www.christianworldwideweb.com/

SPECIALTY GUIDES

These two sites present a guide to understanding how search engines work.

FIGURE 9.10 SPECIALTY GUIDES

Name	Web
Guide to Specialized Search Engines	http://www.customsearchguide.com/
Guide to Google Specialized Search Engines	http://www.customsearchengine.com/

GENERAL SEARCH ENGINES

These are the most common general search engines. Nearly two thirds of people in the United States use Google, and nearly 90% use one of three. Many of these engines search other areas of the Internet Google does not.

FIGURE 9.11 GENERAL SEARCH ENGINES

Name	Web
Google	www.google.com
Altavista	www.altavista.com
Hotbot	www.hotbot.com
Yahoo	www.yahoo.com
Dogpile	www.dogpile.com
Kartoo	www.kartoo.com

SOFTWARE

There are multiple companies offering academic research material software for your computer. These programs allow you to search the Bible and to access preloaded books, commentaries, and references materials. A partial list is provided of some of the more popular software programs.

FIGURE 9.12 BIBLE SOFTWARE

Name	Web
Logos	www.logos.com
Bibleworks	www.bibleworks.com
Quick Verse	www.quickverse.com
WordSearch	www.wordsearchbible.com

RELIABILITY OF THE INTERNET

Today, with the advent of the Internet, it is easy to find a dozen sources for a research project within minutes. The goal, however, is to discover the most relevant and reliable sources, not just any source. The researcher can be overwhelmed with the amount of sources available; it takes much care and analysis to pick through the mountain of sources to find those small numbers of reliable and accurate sources.

The MLA handbook suggests three areas to examine—authority, accuracy, and currency. A series of questions should be asked about each possible source. A few examples are listed below:

FIGURE 9.13 RELIABILITY QUESTIONS FOR THE INTERNET

1. Does the author hold any academic degrees?
2. Has the author published other sources?
3. Has the author won any literary or academic awards?
4. How long has the author been writing?
5. Do you know any of the author's religious, political and educational positions?
6. How long has the publisher been in business?
7. What type of publishing is the publisher involved in?
8. Do you know any of the publisher's religious or political positions?
9. When was the source published?
10. Are there multiple editions?
11. Is the source out of print?
12. Is the source information found elsewhere?
13. Is there documentation in the source?

8 ASSIGNMENT: INTERNET SOURCE LIST

INSTRUCTIONS: Search for possible Internet sources related to your Bible passage using subject and key word searches and creating a list of the Internet articles including the bibliographical information.

1. Find four (4) articles for the Bible passage published on the Internet. The articles cannot have been previously published in a book or journal.

2. Evaluate each of the sources according to the criteria in MLA (1.6, page 33-38).
3. Create a source list of each source using the chart below as an example.
4. Include the subjects or key words you used to find each source.
 1. Author's Name
 2. Editor's Name
 3. Title of the source
 4. Title of the book or journal
 5. Editor's name of the book
 6. Publication information if provided
 7. Title of the Internet site.
 8. Name of the editor of the site
 9. Version number of the source
 10. Date of the electronic publication
 11. Name of the subscription service
 12. Name of the posting
 13. Page number if included
 14. Name of the organization sponsoring the site
 15. Date you accessed the site
 16. Web

SLCC LIBRARY

Sources are published in two formats—print and electronic. The traditional location for sources is the library; the new location for sources is the Internet. The Saint Louis Christian College has a number of valuable sources described below. You will want to take the time to get to know the college's library.

Reference Works

These are the non-circulating works listed in the card catalog. They include dictionaries, encyclopedias, commentaries, concordances, handbooks, yearbooks, and almanacs. They are located on the left side of the library as you enter.

Books

Referred to as circulating works, they are cataloged in the card catalog with most works indexed by author, title, and subject. They are arranged in their appropriate collections by the Dewey decimal classification system. There is also a section for new titles located near the entrance of the library.

Periodicals

The library subscribes to approximately 75 magazines and journals. Current issues are kept in the Current Periodical/Lounge area. Back issues are kept at the end of the circulating book stacks and are arranged alphabetically. In addition, the indexes of additional periodicals are located in the same area. They include the *Reader's Guide to Periodical Literature*, *Christian Periodical Index*, and the *Christian Standard Index*.

Vertical Files

It contains a collection of pamphlets, newsletters, and other informational pieces relating to specific topics such as missions and the Restoration Movement. The file is just outside of the computer lab.

ATLA

Known as the American Theological Library Association, this is a religion index allowing for quick and powerful searches of journal articles, book reviews, and collections of essays in all fields of religion. It may be accessed through the college's website and the computer lab in the library.

Interlibrary Loan

The library provides a service to all SLCC students to locate a source (book, magazine, journal, CD, DVD) the library does not have by "borrowing" the source from any number of libraries from around the country for a period of two weeks. You may ask the librarian on how to do an interlibrary loan.

READ

STAGE FOUR

10 STRATEGIES

Research involves reading large amounts of sources. One recommendation is to plan on reading 50 pages for every page of the paper—an eight-page paper would involve 400 pages of reading! This type of reading load requires a strategy to maximize your effort and time.

SOURCE LIST

The first place to begin is with a list of all of the possible sources you find—a working source list of the books, journals, commentaries, and other sources related to your topic. Preparing a detailed list as you find the sources will save you time later when you are trying to find the page numbers, the author, or the publisher for the final paper.

As you find a source, write it in a “working” works cited page. Include the following pieces of information. A partial list is given below of the three major types of resources you may encounter. It is recommended you cut and paste these charts into a separate document and use them as a template.

FIGURE 10.1 SOURCE LIST

	BOOKS	PERIODICALS	INTERNET
1	Author's Name	Author's Name	Author's Name
2	Title of the Book, Subtitle	Title of the article	Editor's name
3	Editor, Translator, Compiler	Name of the Journal	Title of the source
4	Edition	Series number or name	Title of the book
5	# of Volumes in the Series	Volume number	Editor's name of the book
6	Volume Used	Issue number	Publication information if printed
7	Name of the Series	Date of publication	Title of the Internet site
8	Place of publication	Page numbers	Name of the editor of the site
9	Publisher	Print	Version number of the source
10	Date		Date of the electronic publication
11	Page numbers		Name of the subscription service
12	Print		Name of the posting
13			Page numbers is included
14			Name of organization sponsoring the site
15			Date you accessed the site
16			Web

READING SKILLS

The next step is to review several foundational quality reading strategies.

Survey

Survey the entire book or magazine, briefly looking at the title, the table of contents, the preface, and any information on the inside cover or back page of a book. This will give you a general overview of the main focus of the source.

Survey each chapter, noting the chapter title, the subtitles if given, chapter summary if given and any boldface or italicized words. Survey any illustrations, examining the picture or chart, the subtitles, and descriptions.

Question

Ask yourself questions, using the titles and subtitles as guidelines. Write down questions you want answered, questions you have about the material. Use the what, why, and how questions.

Read

Take your time to read, slowly looking for the main idea of each chapter and section. Look at any illustrations, reading the captions. Use a dictionary for any unknown words.

Recite

Recite out loud the main ideas of each section in your own words. For many students, saying and hearing the ideas helps in comprehension.

Record

Use a pen or pencil to mark up the source. Underline or highlight the main ideas in each section. Underline key words and terminology. Write in the text, the margins, or on a separate sheet. Write down questions you have after reading a section. Write down any reflections that come to mind at the time. Use your own words to summarize main ideas.

Review

Review any notes you take after writing them. Look at these notes before going on to another source. Look over your notes on a regular basis instead of all at once.

11 NOTES

The next step is to understand the four kinds of notes to produce; all of them serve a different yet important role in the research project.

SUMMARIES

Summary notes rewrite the author's ideas into your own words and sentence structure. Usually summary notes are used when you want to take a large amount of information and present a concise overview of the material without going into much detail. Also, summary notes are used when you want to present a complex idea in a simplified manner and when you need to present a brief overview of general background information. Summary notes are usually 1-3 sentences in length and may summarize a paragraph, a page, a chapter, or an entire book. Remember to include the name of the author, and the page number of the source. An example of a summary of a chapter from the Bible is given below.

Example: Original Source: Psalm 23

God provides all of our spiritual needs.

PARAPHRASE

Paraphrase notes, similar to summary notes, are extended summaries focusing on more specific details. Paraphrases include your own words and sentence structure of an author's ideas. The length of the paraphrase is usually the same length as the original source. These are effective notes when you want to present specific and detailed information, often when the source includes a list, steps, or a series of ideas. Remember to include the author's name and page numbers of the source. An example is given below.

Example: Original Source: Psalm 23

The Lord provides for my spiritual needs as a shepherd does for his sheep. The Lord feeds me spiritual food as a shepherd leads the sheep to water and grass. The Lord comforts me when I suffer. The Lord helps me to become like him. Even when I encounter times of suffering and pain, the Lord protects me; I do

not need to be afraid because the Lord is always with me. The Lord disciplines and protects me. The Lord provides victory over the evil one. The Lord has chosen me; I am filled with great joy. I will experience the Lord's holiness and love in this life and in heaven.

QUOTES

As the term implies, you are quoting specific words and sentence structures of an author's idea. You use quotation marks around the entire quoted section to indicate the words belong to the author and not to you. Quotes are used sparingly in a paper, about 10-20% of all sources used. They are effective when you want to emphasize not only the idea but also the exact wording of the author, not wanting to misrepresent the original source. Quotation notes are used for emphasis of a particular point when the author's own words would convey the idea better than if you rewrote the ideas. An example is provided below.

Example: Psalm 23

"The Lord is my shepherd; I shall not be in want."

COMMENTS

As you are reading a source, you will think of ideas of your own based on the reading. Instead of waiting to write those down when you produce the first draft, write comment notes—your reflections and comments about what you are reading, recorded at the time of the reading. An example is stated below.

Example: Psalm 23

It is amazing how God takes care of us. I have not realized how much God is patient with us as a shepherd is with sheep.

FORMAT OF NOTES

You may have asked before, "How many note cards do I have to do?" There is no magical number—each research paper requires different numbers. Rather, think in terms of how much reading you need to do to understand your topic. Ask yourself this question, "What do I need to do to find the most effective, reliable, and variety of sources to powerfully and persuasively support my thesis and purpose?"

Instead of focusing on the number of notes taken, look at the number of words written. How much are you putting on each card? A goal is to produce as many words or more of summary and paraphrase notes as the length of the paper. The

more you write during this phase of the project, the easier it will be to write the first draft.

Three options are provided. The key is to use the option or options that best fit with your learning styles.

Cards

These are the traditional format of note taking. Use 4x6 note cards. Write one main idea on each card. Indicate the author's name, source title and page numbers for each note. The method allows you to take notes wherever you need to, to organize your paper by manipulating the cards in the order you want, and to make it easier for student who do not type well or have access to a computer. An example is provided below.

Author's Last Name_____	Topic_____	Page	Number(s)_____
Type of Source (Summary, Paraphrase, Quotation, Comment)			
Write the note here. Keep one note or idea per card.			

Include a copy of the source with each note. Indicate on the source where you found the source.

Computer

Another alternative to 4x6 cards is to write your notes in a Word document. This will allow you to cut and paste your notes later when you produce the first draft, to not have to write the notes twice as you would with note cards, and to keep a more organized file of all of your notes. An example is given below.

Purpose of Prayer (Smith 457) Summary
 Prayer is a gift given to believers as a means to communicate with their Father. It is to be used not only to bring petitions to God but also to express praise and thankfulness to him.

Examples of Prayer (Jones 34-35) Paraphrase
 There are three examples of Jesus praying during crises
 Jesus prayed in the wilderness at the beginning of his minister.
 Jesus prayed on the mountain all night before he selected his 12 apostles.
 Jesus prayed in the garden hours before he was arrested and crucified.

Copies

A third alternative is to make copies of each source and then write the notes on the actual copy in the margin or on the back. This allows you to be more accurate since you have the original source before you. It also allows you to produce your own library of sources for later research.

9 ASSIGNMENT: BOOK NOTES

INSTRUCTIONS: Create multiple types of notes from numerous book sources related to your Bible paper.

1. Read from at least six (6) different books sources and report how many pages you read from each source.
2. Take summary notes—your own words and sentence structure; take paraphrase notes—your own words and sentence structure; take quotation notes—the author’s words and idea; take personal notes—your words and ideas.
3. You may choose the method of taking notes—cards, computer, and copies.
4. Include the bibliographical information from each source and the page numbers.
5. Include copies of each source from which you took notes.
6. Write a minimum of 1000+ words of summary and paraphrase notes from at least six sources.
7. Write a minimum of 100+ words of quotation notes from at least six sources.
8. Write a minimum of 300+ words of personal comment notes from at least six sources.
9. Take notes from at least a total of six (6) sources.
10. Include the name of the author and the page numbers of the source.

12 PLAGIARISM

You are called to do your own thinking, researching, organizing and writing. Most do; some, however, do not. They commit plagiarism—“the failure to distinguish the student’s own words and own ideas from those of a source the student has consulted.”¹¹

Plagiarism occurs when students commit any of the ten major examples.

FIGURE 12.1 EXAMPLES OF PLAGIARISM

1. Buy a paper from a commercial paper mill (lazystudents.com).
2. Download a free paper from the Internet (freeessay.com).
3. Copy an article, in part or in whole, from the Internet.
4. Translate a foreign Web article into English (<http://babelfish.altavista.com>).
5. Borrow a paper, in part or in whole, from another individual.
6. Cut and paste from several sources to create a paper.
7. Fail to place quotation marks around all copied words, phrases, or four sentences or less with or without a citation. (Or fail to indent more than four copied sentences, with or without a citation).
8. Change only a few words within a copied section without quotation marks or indentation, with or without a citation.
9. Paraphrase or summarize without a citation.
10. Falsify a citation.

Listed below are several real-life examples of plagiarism from students’ papers.

¹¹ Harris, Robert A. *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*. Los Angeles: Pycszak, 2001.

Original Source

According to Robert Daniel this word is sometimes translated “compassions.” It indicates intimate affection like that of a mother for her infant child. The physical idea back of the word is to glow, to feel warm (Daniel, 220).

Plagiarized Source

This word is sometimes translated “compassions.” It indicates intimate affection like that of a mother for her infant child. The physical idea back of the word is to glow, to feel warm.

You notice right away that most of the student’s source is copied word-for-word with no quotation marks; the student also omitted the author’s name and page number.

Another example shows how plagiarism is committed by using part of a source.

Original

The date of the composition may be early post-Exile.... Gath was one of the five principal cities of the Philistines.

Plagiarized Source

Anderson says **the date** of Psalm 5 **may be early Post-Exilic**. Psalm 5 takes place in the city of Gath, which **was one of the five principle cities of the philistines** (420).

The words in boldface were copied word-for-word, yet they were not placed in quotation marks. This example is difficult to determine if the student intended to plagiarize or not, yet it is still plagiarism.

Throughout the research process, you should understand when and how to cite a source.

- First, sources are cited when the idea or the wording belongs to someone else.
- Second, sources are not cited when the idea belongs to you and/or when the idea is common knowledge.
- Third, sources are cited differently depending on the type of source. If you use the exact words, phrases, or up to four sentences, you should use a lead-in, quotation marks around the exact wording, and the citation. If you quote more than four sentences or up to several paragraphs, you should use a lead-in, a

one-inch block indentation, and a citation. If you summarize an idea into your own words, you should use a lead-in and a citation. If you paraphrase an idea into your own words, you should use a lead-in and a citation.

At times, you may be confused about the intent of plagiarism, believing that as long as you did not purposefully mean to plagiarize, you are exempt from any of the consequences. This is not the case. You must take ownership and responsibility for your own writing

The penalties for plagiarism are severe—any intentional case of plagiarism will result in an F for the class, not just the assignment, and the student’s name will be submitted to the academic dean. Any unintentional case of plagiarism will result in an F for the assignment. Please consult the school’s policy on Plagiarism in the college catalog.

SOURCES

Regardless of the note taking strategy you choose, you are to include copies of every source you use in your final paper. It is common to ask, “Why do I have to make copies to submit?”

Honest Work

The copies enable you to be honest with your work. It allows your sources to be checked. It is an attempt to restrict the cases of plagiarism and academic dishonesty. Students are less likely to plagiarize from other materials or to borrow papers from other students. Most often, students are honest and above board in their research practice; however, a few may not be. This practice is simply a way to make it a fair playing field for everyone. When someone does cheat, it affects the entire class as well.

Reading Disabilities

Comparing students’ sources with the copies of the sources allows the professor to discover if a student is struggling with reading comprehension, possibly pointing to a reading or learning disability. If so, intervention can take place.

Future Research

Research projects build on each other—even information and sources you did not use for this paper may be helpful for another paper later. This practice helps you to keep a file, a collection of sources, which you might find beneficial for other research projects in other classes.

10 ASSIGNMENT: PERIODICALS/INTERNET NOTES

INSTRUCTIONS: Create multiple types of notes from numerous periodical and Internet sources related to your Bible paper.

1. Read from at least two (2) periodical and three (3) Internet sources and report how many pages you read from each source.
2. Take summary notes—your own words and sentence structure; take paraphrase notes—your own words and sentence structure; take quotation notes—the author’s words and idea; take personal notes—your words and ideas.
3. You may choose the method of taking notes—cards, computer, and copies.
4. Include the bibliographical information from each source and the page numbers.
5. Include copies of each source from which you took notes.
6. Write a minimum of 600+ words of summary and paraphrase notes from at least two periodical sources and three internet sources.
7. Write a minimum of 100+ words of quotation notes from at least two periodical sources and three internet sources.
8. Write a minimum of 300+ words of personal comment notes from at least two periodical sources and three internet sources.
9. Take notes from at least a total of five sources (two periodical and three Internet).

DRAFT

STAGE FIVE

13 OUTLINE

After spending the initial time planning the paper, considering possible topics, finding initial sources, reading and taking notes, you are now ready to write the paper, a first draft. Consider this time as pouring out on paper what you have been reading. Do not worry about composing a polished draft; the revision process comes later. For now, it is time to write. The first draft includes a working thesis statement and a working outline.

THESIS

The heart of the research paper is your research question and the answer to the question—your thesis. The thesis is to be a declarative statement answering your research question. The thesis is to be narrow and specific, able to cover the topic within the length requirements.

OUTLINE

A research paper follows a logical sequence of thinking, built around the outline of the paper. Although each paper will have a different structure, there are several general guidelines when designing the outline.

Narration

Use a chronological outline by placing events in the order in which they occurred. This can work well with an historical research project. For example, you are researching the Protestant Reformation. You decide to simply order the paper based on the historical events as they happened surrounding the life of Martin Luther,

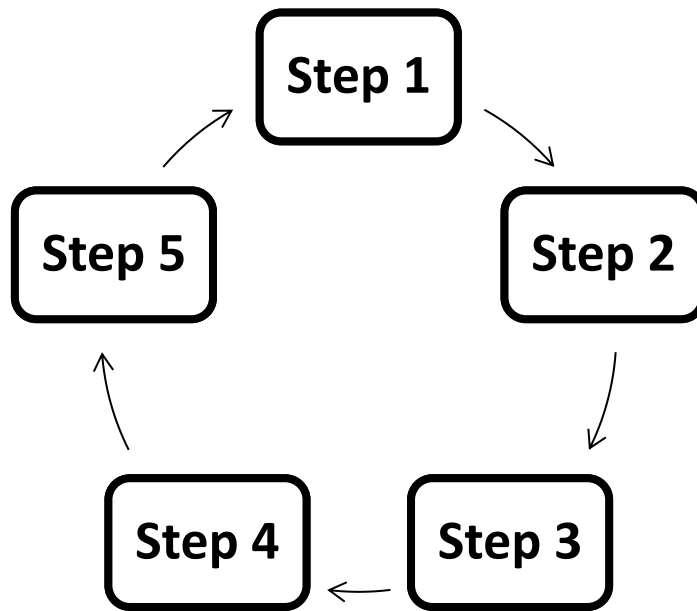
FIGURE 13.1 NARRATION OUTLINE



Process

This applies well when you are explaining how something is done. The process is explained in the order of the steps required to accomplish the process. For example, you are researching the process of starting a new church. You could order the paper around the steps necessary, beginning with what should be accomplished first, then second, and so forth.

FIGURE 13.2 PROCESS OUTLINE

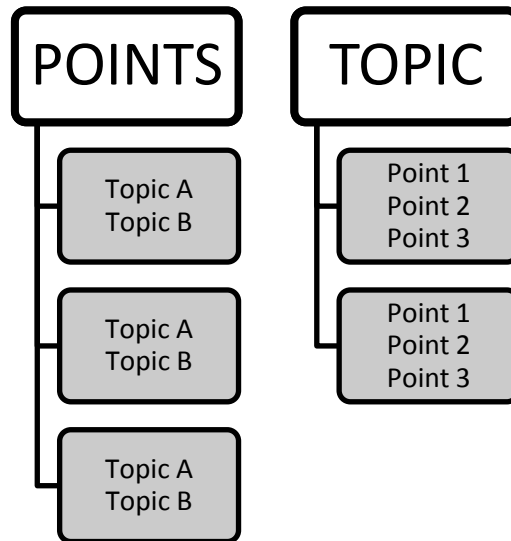


Comparison/Contrast

When you want to show the similarities or the differences or both, this structure works well. You may use two types of forms. Points: A1, B1; A2, B2; A3, B3. Topics: A1, A2, A3 and B1, B2, B3. For example, you are comparing the theologies of two denominations—Presbyterians and Baptists. Using the first model, you could look at the view of God, Jesus, and the Holy Spirit of the Presbyterians and then look at the same views of the Baptists.

Second, you could look at the Presbyterian view of God and then the Baptist view of God, the Presbyterian view of Jesus and the Baptist view of Jesus, and the Presbyterian view of the Holy Spirit and the Baptist view of the Holy Spirit.

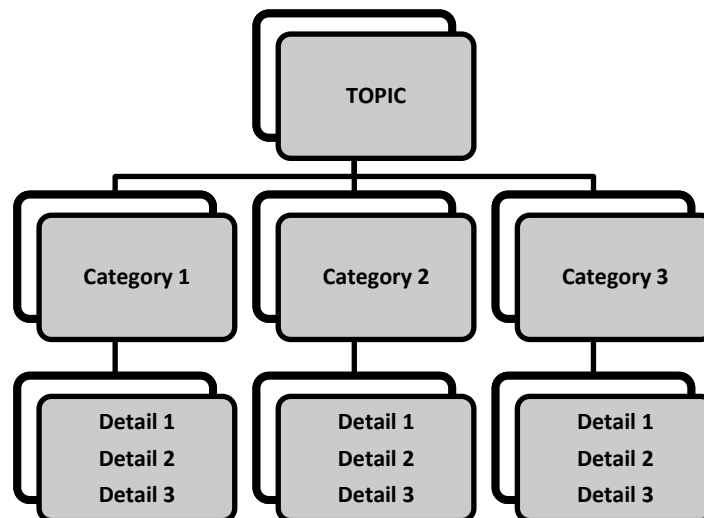
FIGURE 13.3 COMPARISON AND CONTRAST OUTLINE



Classification

You place the different points into similar categories. For example, you are writing about the gifts of the Spirit. You could order the paper around three categories—the gifts of God from Romans 12, the gifts of Jesus from Ephesians 4, and the gifts of the Spirit from I Corinthians 12. The gifts are classified around the trinity.

FIGURE 13.4 CLASSIFICATION OUTLINE



Cause and Effect

You present the numerous causes and/or effects of an event. You, also, may place each of the causes or effects in the different arrangements—from the least important to the most important, from the simplest to most complex items. For example, you want to research the causes for temptations. You research each of the causes and then place them in the order of importance. You could do the same for the effects of temptation.

FIGURE 13.5 CAUSE OUTLINE

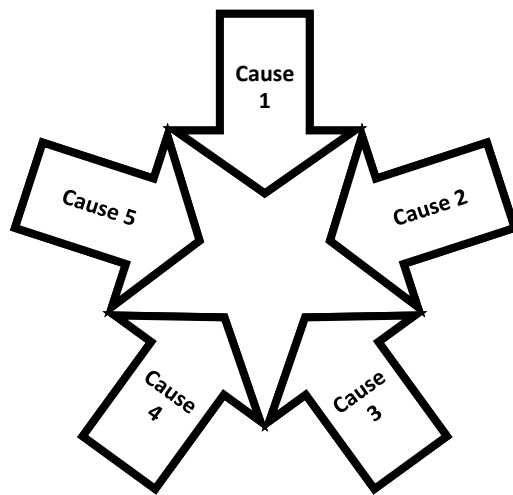
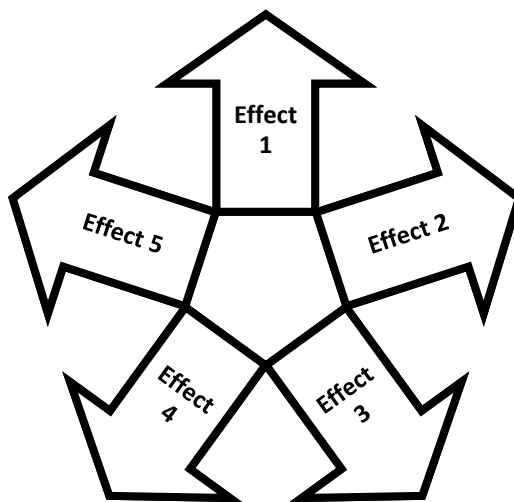


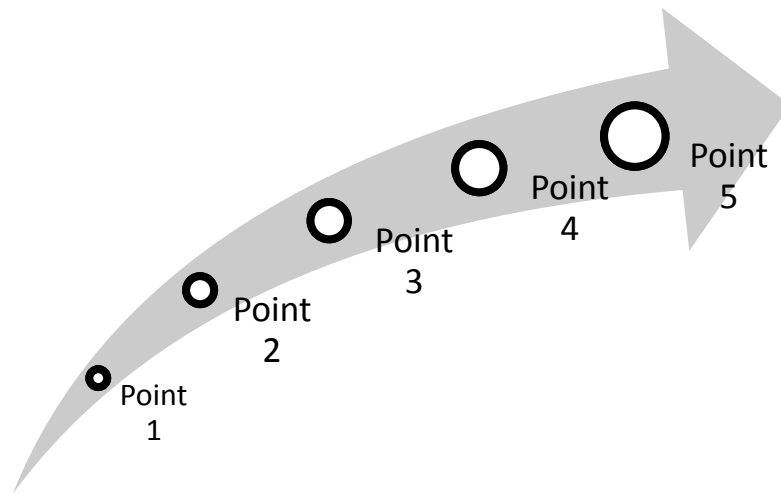
FIGURE 13.6 EFFECT OUTLINE



Dramatic Order

You place the points in the order of importance, placing the most significant point at the end of the paper. This order can be part of several of the models above. For example, you are researching the main arguments for the existence of God. You place the simplest and easiest to understand first and the slowly progress until you place the most powerful argument last.

FIGURE 13.7 DRAMATIC ORDER OUTLINE



Development

The outline, like the thesis, is a process of development. You may begin with a word outline, writing down key ideas. Then you could progress to a phrase outline and then to a sentence outline. One practical way to learn how to outline your paper is to research other projects on the same topic and examine how other authors outline their papers. Look at magazine or journal articles for ideas and strategies.

14 DRAFT

Once you have spent time taking your notes and preparing a tentative outline, it is time to write the first draft. Some students prefer to write the draft at one setting; others break up the process into manageable sections. Regardless of the process, the focus of the first draft is to get your initial ideas on paper with disregard at this point to the finer points of style, grammar, and format. It is time to “vomit up” your ideas and research.

Although there are a multiple number of ways to put together your paper, the following general guidelines can help to get the first draft on paper. You will, of course, spend nearly 40% of your remaining time revising, editing, and proofreading the original draft. Remember—there should be a significant contrast between your first and final draft.

- The first draft should be longer than the final draft—up to 25% longer. It is easier to reduce the paper than to add to it.
- Focus on the body of the paper first, and then write the introduction and conclusion. It is more effective and easier to introduce an idea that has already been presented.
- Take the working outline and actually assign estimated lengths for each section. For example, for an exegetical paper of a Bible passage, you could follow this example.

Introduction	(150 words)
Background	(300 words)
Diction	(200 words)
Text	(900 words)
Application	(400 words)

- Decide on the type of pattern of development for each paragraph—definition, illustration, cause and effect, comparison and contrast, narration, classification, description. For example, you could use a definition paragraph for a word study of an exegetical paper and a comparison/contrast paragraph to show similarities or differences between your passage and another passage in the Bible.

- Every proposition, belief, or argument you present needs to be supported by evidence—quotes, summaries, or paraphrases—from your sources. You may not make claims without evidence. For example:

Almost all young people today are engaged in some type of sexual activity.

You have made a claim about sexual activity of young people, but you did not give any evidence for the claim. Research writing mandates you provide evidence—results of a nation-wide survey, medical data of STD’s among young people, etc.

- Use a variety of “blending source” methods to add variety and interest in your paper. The three major blocks of writing you may use are 1) your argument or position, 2) evidence for the position, and 3) your personal comments about the evidence. For example:

CLAIM

Many have blamed the rise in obesity on a more sedentary life style, including the move to the suburbs, where people drive instead of walk, and increased viewing of television.

EVIDENCES

One study of children watching television found a significant drop in the average metabolic rate during viewing (Klesges, Shelton, and Klesges). Another study reports that viewing also affects their eating behavior (Robinson and Killen).

COMMENT

No doubt that children who exercise less tend to weigh more, but the couch potato argument does not explain why the enormous weight gains have occurred over the past twenty-five years.¹²

- You may change the order of the three blocks throughout the paper.
- As you include each source, you will need to “mark the boundaries” of each quote, summary or paraphrase so the reader understands which information is yours and which is from a source. It is the failure to define the boundaries that unintentional plagiarism may occur. Remember—a parenthetical citation only refers back to the beginning of the sentence the citation is in.

¹² Faigley, Lester. *The Penguin Handbook*. 2nd ed. New York: Longman, 2006. (p. 399).

- Follow these general guidelines:

1. Quotation: Lead in, quotation marks, and a citation.
2. Summary: Lead in and a citation.
3. Paraphrase: Lead in, transitions between ideas, and a citation.

For example: David Watson provides seven effective characteristics of prayer. The first—Humility—is the primary means to enter into God’s presence. This is revealed in the parable of the Publican and the Pharisee—the Publican approaches God with humility by asking God to be merciful to him, a sinner. Next, God calls us to honesty (86-87).

The above source is written to show that Watson was responsible for all the content of the paragraph. But he was not. The second sentence was written by the student, not by the author. This is a case where the source needs a boundary—clear direction as to what part of the paragraph is from the author and which part is from the student. The paragraph should read like this:

David Watson provides seven effective characteristics of prayer. The first—Humility—is the primary means to enter into God’s presence (86). This is revealed in the parable of the Publican and the Pharisee—the Publican approaches God with humility by asking God to be merciful to him, a sinner. Next, God calls us to Honesty (Watson 87).

- Use a variety of methods with your lead-ins—the author’s name, the author’s credentials, the title of the source, a summary of the source, an explanation for the use of the source. For example:

Watson, author of *The Cost of Discipleship*, explains that following Jesus means “knowing him, loving him, believing him, being committed to him (9).

David Watson, professor at Fuller theological Seminary and the author of numerous books about Christian living, argues that following Jesus means “knowing him, loving him, believing him, being committed to him (9).

- Choose specific present tense verbs in the lead-in that expresses the heart of the author of the source. Do not over use the words “says” or “states”.

believes, admits, disagrees, implies, claims, argues, contemplates, discusses, reveals, writes, counters, rebukes, rebuts

- Use a variety of positions of the lead-in throughout the paper, placing the lead-in at the beginning, the middle, or the end of the sentence.

St. Augustine, when describing the church, writes, “The church is a whore, but she’s my mother” (qtd. in Campolo 68).

“The church is a whore”, writes St. Augustine, “but she’s my mother” (qtd. in Campolo 68).

“The church is a whore, but she’s my mother” proclaims St. Augustine (qtd. in Campolo 68).

- Incorporate quotations in a variety of methods—single words, phrases, complete sentences, and on occasion, block quotations of five lines or longer. The block quotes are indented an additional inch with no use of quotation marks.
- Use a variety of summaries, paraphrases, and quotations, yet restrict the use of quotations to 10-20% of the sources used in your paper.

15 CONFERENCING

PEERS

A valuable tool in the research project is conferencing—utilizing others to read and comment on your paper, allowing a fresh set of eyes to see your project. Throughout the class, time will be allocated for peer conferencing. Each student will be placed in a peer group—three to four fellow classmates. Your group will meet in class to discuss and examine each other’s paper. In addition, the group may, independently of the class, meet outside of the class to review and discuss each other’s work.

PROFESSOR

You will also have opportunities to confer with the professor through email and/or personal conferencing. These will occur with the first and second drafts submitted in class. Written responses will accompany your paper. You are then able to contact the professor—in person, by phone, or by email—to respond to the comments. These conferences are not specifically graded but are greatly encouraged.

TUTORS

An additional conferencing opportunity exists with The 100, the college’s center for student success. Peer tutors are available, day and night, to help with any area of the research project. You may contact The 100 and make an appointment to see one of the tutors.

OTHERS

Another source of conferencing is to ask people from within your audience to read and comment on the paper. Ask them to react to the main ideas and content. Since they represent your core audience, they can provide valuable insights if you are connecting with your audience or not.

11 ASSIGNMENT: BIRTH DRAFT

INSTRUCTIONS: Produce a working first draft of the Bible paper.

1. The first draft should be longer than the final draft—up to 25% longer. It is easier to reduce the paper than to add to it.
2. Focus on the body of the paper first, and then write the introduction and conclusion. It is more effective and easier to introduce an idea that has already been presented.
3. Take the working outline and assign estimated lengths for each section. For example, for an exegetical paper of a Bible passage, you could follow this example.

Introduction	(100+ words)
Background	(400+ words)
Context	(1200+ words)
Application	(400+ words)
Conclusion	(100 + words)

4. Decide on the type of pattern of development for each paragraph—definition, illustration, cause and effect, comparison and contrast, narration, classification, description. For example, you could use a definition paragraph for a word study of an exegetical paper and a comparison/contrast paragraph to show similarities or differences between your passage and another passage in the Bible.
5. Every proposition, belief, or argument you present needs to be supported by evidence—quotes, summaries, or paraphrases—from your sources. You may not make claims without evidence.
6. Use a variety of “blending source” methods to add variety and interest in your paper. The three major blocks of writing you may use are 1) Your argument or position 2) Evidence for the position 3) Your personal comments about the evidence. For example:

Many have blamed the rise in obesity on a more sedentary life style, including the move to the suburbs, where people drive instead of walk, and increased viewing of television. [Position]

One study of children watching television found a significant drop in the average metabolic rate during viewing (Klesges, Shelton, and Klesges). [Evidence] Another study reports that viewing also affects their eating behavior (Robinson and Killen). [Evidence]

No doubt that children who exercise less tend to weigh more, [Comment] but the couch potato argument does not explain why the enormous weight gains have occurred over the past twenty-five years. {The Penguin Handbook, page 399]

7. You may change the order of the three blocks throughout the paper.
8. As you include each source, you will need to “mark the boundaries” of each quote, summary or paraphrase so the reader understands which information is yours and which is from a source. It is the failure to define the boundaries that unintentional plagiarism may occur.
9. Quotation: Lead in, quotation marks, and a citation.
10. Summary: Lead in and a citation.
11. Paraphrase: Lead in, Transitions between ideas, and a citation.
12. Remember—a parenthetical citation only refers to the beginning of the sentence the citation is in.
13. Use a variety of methods with your lead-ins—the author’s name, the author’s credentials, the title of the source, a summary of the source, an explanation for the use of the source.
14. Use a variety of styles for lead-ins—words, phrases, or sentences.
15. Choose specific present tense verbs in the lead in that express the heart of the author of the source—believes, admits, disagrees, implies, claims, etc. Do not over use “says” or “states”.
16. Use a variety of positions of the lead-in throughout the papers, placing the lead-in at the beginning, the middle, or the end of the sentence.

17. Incorporate quotations in a variety of methods—single words, phrases, complete sentences, and on occasion, block quotations of five lines or longer.
The block quotes are indented an additional inch with no use of quotation marks.
18. Use a variety of summaries, paraphrases, and quotations, yet restrict the use of quotations to 10-20% of the sources used in your paper.
19. Write at least 2500 words.

REVISE

STAGE SIX

16 IDEAS

Once the first draft is completed, walk away from the project for a period of time. This absence will help you to return refreshed to relook at your paper again. The first major revision entails the content of the paper—the major areas. As you self-revise and peer-revise, use the following criteria as a guide. Remember, the paper will be graded using this specific rubric.

FOCUS

Audience: How well does the paper address an academic, Christian, and Bible college population with a general knowledge and interest in the topic?

Point Of View: How well does the paper present an appropriate use of first or third person?

Voice: How well does the paper demonstrate evidence of the style, personality, and tone of the author?

IDEAS

Purpose: How well does the paper meet the requirements of the research paper assignment?

Thesis: How well does the paper show a specific, manageable, and engaging declarative sentence that meets the purpose of the paper?

Sources: How well does the paper include the minimum number of different sources?

Support: How well does the paper include support for every position, argument, or opinion presented?

Fallacies: How well do the paper present arguments in a logical manner void of fallacies and false assumptions?

Balance: How well does the paper include a balance of total sources cited in the

paper, not leaning too heavily on a few sources?

Evidence: How well does the paper include accurate, trustworthy, reliable, and credible sources?

17 STRUCTURE

NOTES

Summary: How well does the paper use summary notes that include the author's ideas but your own words and sentence structure?

Paraphrase: How well does the paper use paraphrase notes that include an extended summary of the author's ideas but your own words and sentence structure?

Quotations: How well does the paper use quotation notes that include the author's ideas and wording that catches the reader's interest?

Citations: How well does the paper use sources that are documented with appropriate citation information—author's name and source page number?

STRUCTURE

Outline: How well does the paper follow the guidelines for the paper?

Patterns: How well does the paper use each paragraph to demonstrate an appropriate use of a paragraph pattern that effectively supports the topic?

A variety of techniques exist to make a point, to use your evidence to support your claims. A few are listed below¹³:

- Rephrase an idea—reword an idea in a variety of different way to emphasis the point.
- Illustrate the point—use a story, fiction or nonfiction, to shed light on the main point. The story can also be used as an analogy, a teaching “parable” to accent the main point.

¹³ Tredinnick, Mark. *Writing Well*. New York: Cambridge P, 2008. 216-224.

- Compare the point with a similar one—Show how the point you are making shares similarities with other points of view.
- Contrast the point with a different one—Show how your point is at odds with other points of views.
- Demonstrate the causes of your point—Show how your idea began, or where it was developed.
- Explain the effects of your point—Show what effects your point has on other ideas.
- Define your point—Use a definition of a word, phrase, or concept.

18 CONTENT CHECKLIST

To help you revise your paper for Content, follow these guidelines:

- ✓ Check the total number of words, not including the works cited page or the MLA title page. Make changes if they do not meet the minimum number of words.
- ✓ Count the total number of different sources you used. Make changes to match the minimum number of sources.
- ✓ Count the total number of in-text sources. Make changes to match the minimum number of in-text sources.
- ✓ Prepare a balance sheet of the total number of sources used, indicating how many times did you use a specific source. Make changes to create a balance of sources used.
- ✓ Count the number of quotations used. Figure the percentage by dividing it by the total number of sources used. Change it if the percentage exceeds 20%.
- ✓ Circle the thesis statement. Make changes to meet the criteria of a thesis.
- ✓ Place a rectangle around every source used in the paper. Make changes if the source is not supporting a claim.
- ✓ Place a check mark in the margin of every place you made a claim. Make changes if the claim does not have a source.
- ✓ Evaluate each source used in the paper, using the criteria of questions in MLA. Make changes to the sources if needed.
- ✓ Highlight the summaries in one color. Make changes if they do not have boundaries, an author, and a page number, when needed.
- ✓ Highlight the paraphrases in another color. Make changes if they do not have boundaries, an author, and a page number, when needed.

- ✓ Highlight the quotations in another color. Make changes if the quotation marks do not have quotes, an author, and a page number if needed.
- ✓ Write out a phrase outline of the paper. Make changes if the thesis statement does not match the outline.
- ✓ Indicate how many paragraph patterns used (description, narration, com/con, etc.). Make changes for variety if needed.

12 ASSIGNMENT: CONTENT DRAFT

INSTRUCTIONS: Produce a working Content draft of the Bible paper.

To help you revise your paper for Content, follow these guidelines:

1. Check the total number of words, not including the works cited page or the MLA title page. Make changes if they do not meet the minimum number of words.
2. Count the total number of different sources you used. Make changes to match the minimum number of sources.
3. Count the total number of in-text sources. Make changes to match the minimum number of in-text sources.
4. Prepare a balance sheet of the total number of sources used, indicating how many times did you use a specific source. Make changes to create a balance of sources used.
5. Count the number of quotations used. Figure the percentage by dividing it by the total number of sources used. Change it if the percentage exceeds 20%.
6. Circle the thesis statement. Make changes to meet the criteria of a thesis.
7. Place a rectangle around every source used in the paper. Make changes if the source is not supporting a claim.
8. Place a check mark in the margin of every place you made a claim. Make changes if the claim does not have a source.

9. Evaluate each source used in the paper, using the criteria of questions in MLA. Make changes to the sources if needed.
10. Highlight the summaries in one color. Make changes if they do not have boundaries, an author, and a page number when needed.
11. Highlight the paraphrases in another color. Make changes if they do not have boundaries, an author, and a page number, when needed.
12. Highlight the quotations in another color. Make changes if the quotation marks do not have quotes, an author, and a page number if needed.
13. Write out a phrase outline of the paper. Make changes if the thesis statement does not match the outline.
14. Indicate how many paragraph patterns used (description, narration, etc.). Make changes for variety if needed.

EDIT

STAGE SEVEN

19 PARAGRAPHS

The revision process involves relooking at the writing style—paragraph development, sentence usage, and diction choices. This stylistic perspective, although may vary from writer to writer, is grounded on a number of acceptable academic standards. Unlike fiction and poetry writing, academic research writing involves a different style than literature. It is a specialized writing, incorporating a style not necessarily used outside of the academic setting.

As you self-edit and peer-edit, use the following criteria to evaluate your writing and the writing of your research group.

COHERENT

How well does the paper present each paragraph as understandable and readable?

Each sentence in the paragraph is displayed in a logical order, showing a relationship from sentence to sentence. The following examples from a student shows what happens when the order of the sentences do not show a clear, logical relationship.

The author, Paul, has an interesting background. Although he appears to have been a lifelong Christian, the early years of his life were not as pleasing to God as latter years. His story is found in the ninth chapter of Acts. Luke, the author of Acts, describes him as a man who would persecute Christians. Paul would hunt Christians and kill them for their beliefs. He was a member of a religious and political group called Pharisees. They thought that rituals and being apart from sinners would make God happy and help get ready for His return. Mark 3:6 states that they did not accept Jesus as the true Messiah (Dockers 183).

The paragraph is incoherent because it is difficult to understand what the student meant—the sentences are not in a logical order. A revised paragraph shows what the student meant to say:

Although most Christians today recognize the apostle Paul as the key leader of the church of the first century, Paul was, during his pre-conversion days, the key enemy of the church (Acts 9:1-2). As a prominent Pharisee, Paul passionately

rejected Jesus' claim as the Messiah, blindly followed man-made rituals over the Word of God, and avidly practiced segregation from all non-Jews (Sources needed for each point). Consequently, Paul's beliefs and practices drove him to pursue, arrest, and seek death for anyone holding contrary beliefs to the Pharisees.

UNIFIED

How well does the paper present each paragraph with one main idea with an explicit or implicit topic sentence?

The paragraph is centered on one main idea—often represented by a topic sentence. Although the topic sentence may be stated or implied, and may be presented at the beginning, middle, or end of the paragraph, each paragraph focuses on one idea. An example is given of a divided paragraph:

After being stranded for three days on the ice flow and suffering intensely from hunger and exhaustion, Grenfell realized that he must have food for he would die of starvation. Though he hated to do so, he was compelled to kill on his dogs and eat the raw meat. This food kept him satisfied until he was rescued. He established many schools and clinics, which bear his name¹⁴

The last sentence does not belong—it contains a new idea.

COMPLETE

How well does the paper present each paragraph with sufficient information yet with a variety of length?

Each paragraph includes sufficient information—sources, illustrations, explanations, descriptions—to address the stated or implied topic sentence. Although there may be some flexibility from paragraph to paragraph, the extremes are easier to identify. For example, the following paragraph contains insufficient material:

Hyperbole in the Bible. The starting point for reestablishing hyperbole as a genuine conveyer of truth is to note how often it appears in the Bible.

The author did not give examples of how often it appears in the Bible; also a claim is made (use of hyperbole in the Bible), yet no evidence is provided. Listed below is the rest of the paragraph:

Hyperbole in the Bible. The starting point for reestablishing hyperbole as a

¹⁴ Flesch, Rudolf. And A.H. Lass. *The Classic Guide To Better Writing*. Harper, 1996.

genuine conveyer of truth is to note how often it appears in the Bible. “By my God I can leap over a wall” (Ps. 18:29); “I beat [my enemies] fine as dust before the wind” (Ps. 18:42); “A thousand may fall at your side, ten thousand at your right hand, but it will not come near you” (Ps. 91:7); “You are all together beautiful, my love; there is no flaw in you” (Song 4:7); The wicked “cannot sleep unless they have done wrong; they are robbed of sleep unless they have made someone stumble” (Prov. 4:16).¹⁵

ENGAGING

How well does the paper use an introduction that introduces the topic with an engaging beginning?

Your opening paragraph(s)—often referred to as the introduction—is designed to get your readers attention. A few examples are listed below:

- Question: Ask a question or a series of questions. In most cases, you will want to answer the questions, if not in the introduction, in the conclusion.
- Statistics: Use established and credible facts to introduce your thesis.
- Story: Engage your readers with a narrative—a short story, fiction or non-fiction that relates to your thesis.
- Contradiction: Introduce an opposing view from your thesis and then switch to your point.
- Problem: Present a problem, a challenge that will be addressed by your thesis.
- Quotation: The first line presents a quotation, one that will capture the essence of your thesis.

STRONG

How well does the paper use a conclusion to finish the paper with a strong ending?

Like the introduction, the ending—the conclusion—should bring the paper to a close. A few examples are listed below:

¹⁵ Rykan, Leland. “LUKE 14:26: HATE OR HYPERBOLE?” Christian Research Journal. Vo. 27. No. 5. 2004.

- Call to Action: You are asking the question, ‘Now What?’ This ending is trying to motivate your audience to take some type of action in response to your thesis.
- Application: Show how your thesis can be implemented into your readers’ lives.
- Recommendation: After presenting your thesis, list what you believe needs to take place next.
- Answer: Building on the question(s) you used in the introduction, answer the question, often placing the answer as the last sentence of the conclusion.
- Story: Finish the rest of a story you presented in the introduction.
- Quotation: As in the introduction, finish the paper with a power quotation.

20 SENTENCES

VARIED

How well does the paper present sentences that are varied in length—short, medium, and long?

Short sentences (1-8 words) communicate action and movement. When you place several short sentences together, they focus the reader's attention on the action of the verbs. Think of the short sentence as the rapid camera movement in a movie. Also, if you use a long sentence and follow it with a short one, it will place the emphasis on that short sentence.

Long sentences (20+ words) communicate a slow pace, often used in descriptive writing. Think of a long sentence as the slow movement of the camera, often used when doing panoramic views.

Medium sentences (9-19 words) fill in between the short and long sentences.

Remember two points: Use a variety of lengths; otherwise, the paper becomes monotonous and boring. Second, as you read other authors, stop and examine the lengths of the sentences they use. This can help you to acquire some ways of how to use sentence variety.

DIVERSE

How well does the paper present sentences that are diverse in structure--simple, compound, complex, and compound/complex?

Simple: The use of the simple sentence (One independent clause) can be used with a series of other simple sentences in telling a story and describing an event. The focus is on each sentence's subject and verb.

Compound: The compound sentence (two or more independent clauses joined by a conjunction) can be used to show relationships between two or more main ideas by placing them in the same sentence. It gives a slower and more relaxed pace, often used in long description or narration. In contrast to the simple

sentence, the compound does not want to emphasize each independent subject/verb but to show how each independent subject/verb relates to others in the sentence.

Complex: Complex sentences (at least one dependent clause and one independent clause) are like a simple sentence, yet it is able to provide more additional information by placing secondary information in the main clause.

You can take the simple sentence, *Jesus walked on the water*, and by adding a dependent clause, you can add additional information without deemphasizing the main idea: *While the storm was raging, Jesus walked on the water.*

Compound-Complex: The compound-complex sentence (at least one dependent clause and at least two independent clauses) combines the two previous sentence types to provide a sentence packed with information. You are giving the reader multiple pieces of information along with showing significant relationships between a series of main ideas.

Two things you should remember: Use a variety of types of sentence structures. Second, stop to examine how other authors use a variety of sentence structures.

PARALLEL

How well does the paper present sentences that contain equal or parallel wording, phrases, clauses, or sentences?

Parallelism is a simple but powerful way to emphasize two or more ideas by using the same grammatical structure for each point. You can use any number of combinations of parallel grammatical structure. For example:

- **Nouns**—*Peter, Andrew, James, and John left their fishing careers to follow Jesus.*
- **Verbs**—*Jesus suffered, died, and resurrected from the dead.*
- **Adverbs**—*God calls his church to pray humbly, persistently, and faithfully.*
- **Adjectives**—*Jesus demonstrated his powerful, loving, and gracious nature by dying for our sins.*
- **Prepositional phrases**—*God calls us to love him with all of our strength, with all of our heart, and with all of our entire mind.*

- **Sentences**—Jesus calmed the storm; he healed the demonic; he raised the dead; he cured the sick.

Regardless of any number of combinations you use, use the same grammatical structure. Otherwise, your ideas will not be as clear and distinct. For example:

No Parallelism: Jesus calmed the storm, healed the demonic, raised the dead, and the blind man was given his sight by Jesus.

Parallelism: Jesus calmed the storm, healed the demonic, raised the dead, and cured the blind.

TRANSITIONS

How well does the paper present sufficient transitions used within and between sentences?

A well-flowing sentence or paragraph uses transitions—a connecting word or phrase—that shows the relationship between ideas, sentences, and paragraphs. These small and unassuming words are essential in keeping your reader focused on the progression of your ideas throughout your paper. Here are several examples:

FIGURE 20.1 TRANSITION WORDS

What do You Want to Do?	Transition
Connect to similar ideas	And
Add additional ideas	Furthermore Again In addition
Arrange ideas in order	First, second, third, ... Next Then Finally
Arrange ideas by time	Meanwhile Later Afterwards Since then
Arrange ideas by space	Above Below

	In front Beyond To the right, to the left
Connect two opposite ideas	But Still However Yet
Connect one idea with one that illustrates it	Indeed In fact
Add an illustration or explanation	For example For instance In other words
Show the result of an idea	So Therefore Consequently Accordingly
Grant an exception or limitation	Of course Though To be sure
Summarize several ideas	In short In brief To sum up

ACTIVE VOICE

How well does the paper present sentences that use the active, not the passive voice except where appropriate?

When the subject of a sentence is doing the action of the verb, it is referred to as active voice: *Jesus healed the blind man.* The English sentence is grounded in the verb doing the action of the subject. Yet, if the subject does not do the action of the verb, it is referred to as the passive voice: *The blind man was healed by Jesus.* Although the man is the subject, he did not do the healing—Jesus did, yet Jesus is not the subject of the sentence. This type of sentence is not preferred because it takes away from the main focus of the sentence—the verb.

There is, however, an appropriate time to use the passive voice—when you do not know who performed the action of the verb: *The window was broken.* If you do not know who broke the window, use the passive voice. If you know who broke it, use the active voice: *The intruder broke the window.*

APPROPRIATE

How well does the paper present word choices that show a formal, academic tone? This includes no contractions, no slang, and no informal wording.

Your audience and purpose will drive this question. Use language your audience will understand.

Three categories exist—formal, popular, and personal. Most academic writing uses more formal language than personal writing. For example, a formal letter begins with *Dear Mr. Jones*; a popular letter says, *Hello John*; an informal letter says, *Hey, dude, what's up?*

A particular interest for academic writing is to avoid using clichés—overused words/phrases—that carry with them little meaning or emphasis. Some are listed below:

- It's high time
- At this point in time
- The tools of the trade
- Rat race
- Time heals all wounds
- Wipe the slate clean
- Climbing the corporate ladder
- Just take it one day at a time
- Cool, calm, and collected
- Whole nine yards
- Keep me in the loop
- Walk the talk
- Think outside of the box
- Push the envelope
- Backs to the wall

The more a word or phrase is exposed to the general population, the more that term becomes void of its meaning and impact—it is used so often and in so many situations, the word/phrase becomes empty of meaning. For example, the overuse of the word *awesome* no longer carries with it the impact of less overused synonyms: *awe-inspiring*, *stunning*, or *eye-catching*.

CONCISE

How well does the paper present sentences that incorporate as few words as possible, avoiding wordy and unnecessary phrases?

Academic writing prides itself in being concise and to the point. The general rule is to eliminate as many words as you can to keep the same idea. A few examples are given below:

FIGURE 20.2 CONCISE WORDING

WORDY	CONCISE
<i>repeat again</i>	<i>repeat</i>
<i>due to the fact that</i>	<i>because</i>
<i>make an application</i>	<i>apply</i>
<i>It is known that we should pray</i>	<i>It is known we should pray</i>
<i>The writing of the book took him 5 years</i>	<i>The book took him 5 years</i>
<i>He acted in an outrageous manner</i>	<i>He acted outrageously</i>
<i>I am going to go to bed</i>	<i>I am going to bed now</i>
<i>She was tall in height</i>	<i>She was tall</i>
<i>The question as to whether</i>	<i>whether</i>
<i>At this point in time</i>	<i>now</i>
<i>The way in which he sang</i>	<i>The way he sang</i>

Since wordiness usually appears in a first draft, be prepared to shorten the length of your paper in the editing stage. To avoid coming up short, write your first draft longer than the final length requirements.

SPECIFIC

How well does the paper present sentences that demonstrate precise and exact wording including active verbs and descriptive nouns?

Instead of writing with over-used common words, incorporate words with the appropriate connotation and meaning. For example, the verb *do* could be replaced with any number of more active verbs: *perform, accomplish, complete, achieve, execute*. Common adjectives, such as *wonderful*, could be changed for any of these: *breathhtaking, brilliant, awe-inspiring, stunning, and extravagant*.

A common practice in writing is the overuse of the *be* verb (*am, are, is, was, were*) because we use it so extensively in speech. The *be* verbs do not carry action; they are designed to show the act of being. For example, in the sentence, *Jesus is a teacher*, the verb *is* shows a trait of what Jesus was, but it does not show what Jesus did. Rather, by changing the sentence to *Jesus teaches*, the verb points to an action performed by the subject. When possible, replace *be* verbs with active verbs.

When speaking, we tend to use a smaller number of words. We often repeat certain words—*great*—instead of using several synonyms because we can use other strategies to emphasize the word—tone of voice, hand gestures, facial expressions. In formal writing, however, we must replace those non-verbal strategies with more specific words.

INCLUSIVE

How well does the paper present sentences that incorporate sensitive language when referring to gender, race, religion, occupation, economic status, and age?

A major change in writing over the past thirty years is the use of inclusive language—including all who make up a particular group. Inclusive wording seeks to not discriminate against others by leaving them out. For example, the term *policeman* is now replaced with *officer* because women, not just men, make up the profession. The word *colored* has been changed to *African-American* to reflect the change in connotation. A few additional examples are given below:

FIGURE 20.3 INCLUSIVE LANGUAGE

DIVISIVE	INCLUSIVE
Mankind	Humanity
Chairman	Chairperson
Oriental	Asian
The deaf	A person who is deaf
Elderly	An eighty-three year old
Lower class	Working class
The homeless	A homeless person

21 STYLE CHECKLIST

To help you to edit for Style, follow these guidelines:

- ✓ Reformat each paragraph into a separate one and number it.
- ✓ Evaluate each paragraph if it is coherent—understandable and readable.
- ✓ Evaluate each paragraph if it is unified—one main idea.
- ✓ Evaluate each paragraph if it is complete—sufficient information.
- ✓ Reorganize the paragraphs if needed.
- ✓ Circle each transition word or words in each paragraph. Change any that are out of place and / or add any that are needed.
- ✓ Count the number of sentences in each paragraph. Change any paragraph that is too long or too short.
- ✓ Choose all of the paragraphs and count the number of words in each sentence. Indicate the lengths (short 1-9; medium 10-16; long 18-30; extra long 31+). Make changes if there are too many of the same length.
- ✓ Choose all of the paragraphs and check for sentence style (simple, compound, complex, c/c). Make changes if there are too many of one or several.
- ✓ Circle every *be* verb (*am, is, are, was, were, be*). Change as many as possible.
- ✓ Highlight the use of familiar words (great, small, a lot, tall, bad, good, etc.). Change them to more specific words.
- ✓ Choose all of the paragraphs and check for Subject/Verb of each sentence. Make changes if necessary.
- ✓ Circle all the verbs. Use active verbs and active voice.

- ✓ Check for the use of parallelism (two or more things in a list). Make changes if necessary
- ✓ Check for contractions. Do not use them.
- ✓ Check for informal and slang words and phrases. Make changes to them.

13 ASSIGNMENT: STYLE DRAFT

INSTRUCTIONS: Produce a working Style draft of the Bible paper.

To help you to edit for Style, follow these guidelines:

1. Reformat each paragraph into a separate one and number it.
2. Evaluate each paragraph if it is coherent—understandable and readable.
3. Evaluate each paragraph if it is unified—one main idea.
4. Evaluate each paragraph if it is complete—sufficient information.
5. Reorganize the paragraphs if needed.
6. Circle each transition word or words in each paragraph. Change any that are out of place and / or add any that are needed.
7. Count the number of sentences in each paragraph. Change any paragraph that is too long or too short.
8. Choose all of the paragraphs and count the number of words in each sentence. Indicate the lengths (short 1-9; medium 10-16; long 18-30; extra long 31+). Make changes if there are too many of the same length.
9. Choose the all of the paragraphs and check for sentence style (simple, compound, complex, c/c). Make changes if there are too many of one or several.
10. Circle every *be* verb (*am, is, are, was, were, be*). Change as many as possible.
11. Highlight the use of familiar words (great, small, a lot, tall, bad, good, etc.). Change them to more specific words.

12. Choose all of the paragraphs and check for Subject/Verb of each sentence. Make changes if necessary.
13. Circle all the verbs. Use active verbs and active voice.
14. Check for the use of parallelism (two or more things in a list). Make changes if necessary
15. Check for contractions. Do not use them.
16. Check for informal and slang words and phrases. Make changes to them.

PROOF

STAGE EIGHT

22 SYNTAX

The next stage of the editing process is proofreading your paper for grammar. Refer to any Standard English handbook or the *MLA Handbook* for the specifics for each of these Proof items.

Syntax

In the book, *Universal Keys for Writers*¹⁶, the authors describe the top ten sentence problems for college students drawn from over thirty years of classroom experience. They are listed below:

- **Phrase Fragments:** Do you have any phrases standing alone as a sentence?

The Lord is my shepherd; I shall not want. He makes me lie down in green pastures. **Beside still waters.**

(Insert the words, **He leads me** before the phrase **Beside still waters.**)

- **Clause Fragments:** Do you have any dependent clauses standing alone as a sentence?

Even though I walk through the valley of the shadow of death. I will fear no evil.

(Omit the period after the word **death**, and use a comma instead).

- **Run-On Sentences:** Do you have two or more independent clauses not separated with the appropriate punctuation mark?

You prepare a table before me in the presence of my **enemies** **you** anoint my head with oil.

(Place a period or semicolon after the word **enemies**).

Comma Splices: Do you have two or more independent clauses separated by a comma?

¹⁶ Raimes, Ann and Maria Jerskey. *Universal Keys for Writers*. 2nd ed. New York: Houghton, 2008.

Surely goodness and mercy shall follow me all the days of my **life, I shall** dwell in the house of the Lord forever.

(Place the conjunction **and** after the word **life**.)

- **Mixed Construction:** Do you have any sentences that combine multiple structures, creating an awkward sentence?

In the book of *Romans* **by** the apostle Paul writes that the righteous shall live by faith.

(Omit the word **by** and place a comma after *Romans*.)

- **Wrong Verb Form:** Did you use any incorrect verb forms?

Jonah should **of** listened to God the first time.

(Replace the word **of** with the word **have**.)

- **Inappropriate Tense Shift:** Did you use multiple verb tenses in the same sentence?

Matthew **wrote** about Jesus as the Messiah, and he **describes** Jesus as fulfilling the Old Testament scriptures.

(Change the word **wrote** to the word **writes**)

- **Lack of Subject / Verb Agreement:** Did you use a different person and/or number for the subject and the verb?

Peter **have** the keys to the kingdom.

(Change the word **have** to the word **has**.)

Everyone of the apostles **were** from Israel.

(Change the word **were** to the word **was**.)

- **Wrong pronoun case/number:** Did you use the wrong pronoun case or number?

John said, "**Me** and my brother, James, were apostles of Jesus."

(Change the word **me** to the word **I** and invert the order to **My brother and I**.)

When the apostles entered Jerusalem with Jesus and the other disciples, **they** began to praise Jesus.

(Change the word **they** to the words **the crowd**).

- **Adjective/Adverb Errors:** Did you use any adjectives as adverbs?

The apostle Paul did **good** as a preacher to the Gentiles.

(Change the word **good** to the word **well**).

Moses managed to lead **real** well the Jews out of Egypt.

(Change the word **real** to the word **really**).

- **Double Negatives:** Did you use two negatives in the same sentence?

Jesus did **not** have **no** temptations beyond his power to resist.

(Change the word **no** to the word **any**).

23 MECHANICS

The major punctuation marks and specific writing mechanics are listed below. Refer to the *MLA Handbook* for specific references to each example.

PUNCTUATION

Comma: Does the paper correctly use commas?

Semicolon: Does the paper correctly use semicolons?

Colon: Does the paper correctly use colons?

Period / Question mark / Exclamation Point: Does the paper correctly use periods, question marks, and exclamation points?

Square Brackets / Slashes: Does the paper correctly use square brackets and slashes?

Dashes / Parentheses / Hyphens: Does the paper correctly use dashes, parentheses, and hyphens?

Apostrophes / Quotation Marks: Does the paper correctly use apostrophes and quotation marks?

MECHANICS

Italics / Underline: Does the paper correctly use italics and underline?

Names of Persons: Does the paper correctly use names?

Numbers: Does the paper correctly use numbers?

Titles: Does the paper correctly use titles?

Capitalization: Does the paper correctly use capitalization?

Spelling: Does the paper correctly use spelling?

24 GRAMMAR CHECKLIST

As you proofread for Grammar, use the following guidelines:

- ✓ Use the grammar and spell check for the entire paper.
- ✓ Read the paper out loud or have someone read the paper out loud to you. Listen for the most obvious mistakes and make corrections.
- ✓ Refer to chapter 3 of the *MLA Handbook* to check for the proper use of mechanics.
- ✓ Refer to the website at Purdue University to check for correct grammar usage (<http://owl.english.purdue.edu/>). It gives an extensive yet simple overview of English grammar and punctuation.
- ✓ Make an appointment at The Hundred to go over your paper with a tutor.

14 ASSIGNMENT: PROOF DRAFT

INSTRUCTIONS: Produce a working Grammar draft of the Bible paper.

1. Use the grammar and spell check for the entire paper.
2. Read the paper out loud or have someone read the paper out loud to you. Listen for the most obvious mistakes and make corrections.
3. Refer to chapter 3 of the *MLA Handbook* to check for the proper use of mechanics.
4. Refer to the website at Purdue University to check for correct grammar usage (<http://owl.english.purdue.edu/>). It gives an extensive yet simple overview of English grammar and punctuation.
5. Make an appointment at The Hundred to go over your paper with a tutor.

FORMAT

STAGE NINE

25 MLA

The format used at the college is the Modern Language Association formatting guidelines. A summary of the key aspects is listed here. You will want to refer to the *MLA Handbook*, 7th edition, for additional explanations and examples.

LAYOUT

Margins: Does the paper use one-inch margins for the entire paper?

Spacing: Does the paper use double spacing for the entire paper?

Font: Does the paper use a 12-point academic font (i.e. Book Antigua / Bookman Old Style / Century Schoolbook, Times New Roman)?

Indent: Does the paper use a one-half inch indent for each paragraph?

Page Number: Does the paper use the last name and page number located one half inch from the top of the right hand margin for each page?

Title Page: Does the paper use the MLA title heading of Name, Professor, Course Name and Date?

Paper Title: Does the paper include a title of the paper?

Typed: Is the paper computer-generated with no hand-written sections?

IN-TEXT DOCUMENTATION

Summaries: Does the paper use MLA parenthetical documentation for each source including appropriate lead-ins?

Paraphrases: Does the paper use MLA parenthetical documentation with appropriate lead-ins and transitions?

Quotations: Does the paper use MLA parenthetical documentation with appropriate lead-ins and quotation marks?

Block Quotes: Does the paper use a 1-inch indent for quotes five lines are longer, including

no quotation marks and using MLA parenthetical documentation and lead-ins?

Style: Does the paper include the use of the author's name in a variety of positions in the source?

WORKS CITED PAGE

Books: Does the paper use MLA documentation for books?

Periodicals: Does the paper use MLA documentation for periodicals?

Internet: Does the paper use MLA documentation for Internet sources?

Other: Does the paper use MLA documentation for other sources?

26 FONTS

All Fonts Are *Not* **CREATED** Equal

Two common types of fonts are used in printed and electronic materials. Serif fonts, named because of the features at the ends of each letter, are used primarily in printed materials while Sans Serif fonts, absent of such features, are used primarily for headings and titles in printed materials, and they are used for text on web pages.

Academic writing prefers the use of Serif fonts; the most common are Times New Roman, Garamond, and Bookman. The most familiar Sans Serif fonts are Arial and Verdana. Although MLA requires a 12-point font, it does not require one specific font. Even if students use a 12-point Serif font, each one is not the same size.

For example, if a student uses the 12-point Courier New font—reminiscent of the electronic typewriter font, it takes about 275 words to produce one page; however, if the student chooses the 12-point Perpetua font, one page has about 450 words, about a 60% difference. The following table shows a comparison of eight of the Serif Fonts and five of the Sans Serif Fonts.

FIGURE 26.1 TYPES OF FONTS

SERIF	1 page	2 pages	4 pages	6 pages	8 pages	10 pages	12 pages
Courier New	275	550	1100	1650	2200	2750	3300
Palatino Linotype	305	610	1220	1830	2440	3050	3660
Bookman Old Style	320	640	1280	1980	2560	3200	3840
Century	335	670	1340	2010	2680	3350	4020
Georgia	370	740	1480	2220	2960	3700	4440
Times New Roman	390	780	1560	2340	3120	3900	4680
Garamond	425	850	1700	2550	3400	4250	5100
Perpetua	450	900	1800	2700	3600	4500	5400

SANS SERIF	1	2	4	6	8	10	12
Malgun Gothic	245	490	980	1470	1960	2450	2940
Lucida Sans Typewriter	265	530	1060	1590	2120	2650	3180
Verdana	300	600	1200	1800	2400	3000	3600
Arial	350	700	1400	2100	2800	3500	4200
Arial Narrow	450	900	1800	2700	3600	4500	5400

If professors require a certain number of pages, not words, for a writing assignment, the different fonts can make a sizable difference. An eight page paper, for example, that uses a 12-point Times New Roman font has about 3120 words, but an eight page paper using the 12-point Courier New font has 2200 words, 920 fewer words. Students can reduce the writing requirements by simply using a different 12-point font.

Also, students can use formatting tricks to reduce the word count when only a page length is required. By increasing all four margins by only .2 inches each, the paper is reduced by nearly 30 words a page. Translation—the eight page Courier New paper can be reduced an additional 240 words.

Other tricks of the trade include using two spaces between sentences instead of one and increasing the size of all of the punctuation marks (period, commas, colons, semicolons) to a 14 pt. font. It can reduce the word count by another 200 words.

So an eight-page paper using the Courier New font would be nearly 1400 words shorter than an eight-page paper using the Times New Roman font.

This is why the following practices are used in this class:

- Use 12-point Serif fonts for all printed materials and Sans Serif fonts for all online published materials.
- Produce papers according to a specific word count instead of page length. You can use the table above as a guide to know how many words equal how many pages.

27 FORMAT CHECKLIST

When formatting your paper, use the following guidelines:

- ✓ Check the margins. Change to one inch.
- ✓ Check the spacing. Change to double spacing.
- ✓ Check the font. Use 12 point.
- ✓ Check each paragraph indent. Change to one half inch.
- ✓ Check the page number. Change to last name and number, one half inch from the top right hand corner.
- ✓ Check the MLA title page. Correct it if necessary.
- ✓ Check for the title. Change if necessary.
- ✓ Check each source for MLA documentation. Make changes if necessary.
- ✓ Check for block quotes.
- ✓ Check for the position of the author's name in each source. Change if necessary.
- ✓ Check the works cited page. Count the sources in it. Make sure it matches the sources in the paper. Make changes if necessary.
- ✓ Check each source in the Works Cited Page. Make changes if necessary.

15 ASSIGNMENT: FORMAT DRAFT

INSTRUCTIONS: Produce a working Format draft of the Bible paper.

1. Check the margins. Change to one inch.

2. Check the spacing. Change to double spacing.
3. Check the font. Use 12 point.
4. Check each paragraph indent. Change to one half inch.
5. Check the page number. Change to last name and number, one half inch from the top right hand corner.
6. Check the MLA title page. Correct it if necessary.
7. Check for the title. Change if necessary.
8. Check each source for MLA documentation. Make changes if necessary.
9. Check for block quotes.
10. Check for the position of the author's name in each source. Change if necessary.
11. Check the works cited page. Count the sources in it. Make sure it matches the sources in the paper. Make changes if necessary.
12. Check each source in the Works Cited Page. Make changes if necessary.

PUBLISH

STAGE TEN

28 FINAL DRAFT

The end of the long writing and research process is in sight; you are near the end. The last remaining tasks involve reviewing the guidelines for the final paper, the portfolio, and submission policy.

The guidelines for the final Bible paper are listed for you below, along with the specific assessment rubric.

16 ASSIGNMENT: BIBLE FINAL DRAFT

INSTRUCTIONS: Produce a biblical research paper included in a portfolio.

1. Produce a biblical exegetical paper including the works cited page.
2. Incorporate different sources including the Bible.
3. Incorporate in-text sources.
4. Utilize the thesis/ commentary method.
5. Avoid biblical fallacies.
6. Include copies of each source used in the paper.
7. Underline or highlight each source where you got a source note.
8. Adhere to the Essay Assessment Guide for Content, Style, Format, and Grammar.
9. Include the paper with the portfolio.
10. Refer to the class syllabus for specific guidelines concerning word count, number of sources, and in-text sources.

ASSESSMENT

CONTENT/ STYLE / GRAMMAR / FORMAT

- A** Exceptionally meets the requirements and Mistakes are insignificant and do not distract from the paper.
- B** Proficiently meets the requirements and Mistakes are few and distract minimally from the paper.
- C** Satisfactory meets the requirements and Mistakes are numerous yet few distract sufficiently from the paper.
- D** Minimally meets the requirements and Mistakes are numerous and distract sufficiently from the paper.
- F** Unsatisfactory meets the requirements OR Mistakes are countless and distract gravely from the paper.
- F** Not Submitted

29 PORTFOLIO

The portfolio, a collection of your writing samples, is the last step of the writing process. It is a practical way to show off the fruit of your labor. The guidelines are listed below.

17 ASSIGNMENT: PORTFOLIO

INSTRUCTIONS:: Produce a portfolio of your work for the semester.

1. Collect the following work you have done and place it into a portfolio, a one-inch 3-ringed notebook with 5 dividers.
2. Follow this template for putting the portfolio together.
 - a. Table of Contents
 - b. Chapter 1: Acknowledgement Page: Write a paragraph thanking those who helped you.
 - c. Chapter 2: Pre-Evaluation
 - d. Chapter 3: Final Bible Draft with Works Cited Page and Copies
 - e. Chapter 4: Final Apologetic Draft with Works Cited Page and Copies
 - f. Chapter 5: Post-Evaluation
3. Include a Cover on the front of the portfolio, including the name of the course and your name and date.
4. The portfolio is to be submitted according to the professor's request given to you in class.
5. Besides the hard copies of the portfolio, you are to submit an electronic copy of the final Bible paper along with the works cited page. It is to be submitted as a PDF file, sent to the professor's email address. This is the document that will be graded, not the one in the portfolio.

30 CELEBRATE

Congratulations You have completed the “journey of discovery.” Your final assignment is to do the only thing left to do—celebrate!

It may seem unusual to include this step in the writing and research process, yet it is imperative to enjoy the fruit of your labor.

Share with your friends and family the completion of the final draft. Reward yourself. Go!

ARGUE

31 APOLOGETICS

The apologetic paper's purpose is to defend a Christian truth. Sire writes that apologetics “lays before the watching world such a winsome embodiment of the Christian faith that for any and all who are willing to observe there will be an intellectually and emotionally credible witness to its fundamental truth”¹⁷ A number of common topics are as follows:

- Is Christianity rational?
- Is there a God?
- Is Jesus Christ God?
- Did Christ rise from the dead?
- Is the Bible God's Word?
- Are the Bible documents reliable?
- Are miracles possible?
- Why does God allow suffering and evil?
- Does Christianity differ from other religions?

A couple of valuable resources are a book by James Sire, *A Little Primer on Humble Apologetics*¹⁸ and a classic by Paul E. Little, *Know Why You Believe*.¹⁹

All of the different types of papers use some form of argument—arguing for a specific interpretation of a Bible passage in a biblical exegetical paper, arguing for a certain solution to a church problem in a ministry paper, or arguing for a particular Christian truth in an apologetic paper. Whatever the paper, the argument is based on six central characteristics as explained below:

DEBATABLE STATEMENT

An argumentative paper must include a controversial topic, something that is debatable and not an accepted fact or personal opinion. You develop a question around the topic and present a thesis—your answer to the question. This claim is an explanation to a problem supported by sources.

¹⁷ From *A Little Primer on Humble Apologetics* by James Sire (2006) page 26.

¹⁸ Sire, James W. *A Little Primer on Humble Apologetics*. Downers Grove, IL: Intervarsity P, 2006.

¹⁹ Little, Paul E. *Know Why You Believe*. Downers Grove, IL: Intervarsity P, 1975.

Your thesis is not tied to a commonly accepted fact. An inapposite thesis statement would be that the earth revolves around the sun. That statement is an undisputed fact.

Also, the thesis is not based on a personal preference. To argue that you like the color red is not a debatable topic; it is simply your personal opinion.

The thesis, the answer to a question, must be developed around a controversy with a number of perspectives and positions. An example of an appropriate thesis is, “Church buildings are not essential for the foundation and growth of the local church.” It is answering the question, Are church buildings necessary for church growth?

CREDIBLE EVIDENCE

The claim is built upon credible, accurate, and relevant evidence. The types of evidence for an academic research project vary; they can include interviews, surveys, testimonies, written documents, research projects. It is important to discover the specific types of evidence that are most relevant to your field of study.

LOGICAL SEQUENCE

The order of the claim and the evidence needs to be presented in a logical sequence, an appropriate order that best fits the argument. An argument may begin with counter arguments, then proceed with evidence for your claim and conclude with the claim. Or an argument may begin with the claim and then provide the first major evidence followed by the counterargument followed by additional evidence against the counterargument. However the claims and evidence are ordered, the paper should “flow well” and “make sense.”

FOCUSED AUDIENCE

Every effective argument addresses a specific audience, and it is this audience that establishes the type of evidence, the order of the evidence, the tone and style of the argument. The more you know about your audience, the more effective you can be in presenting your claims and your evidence.

It is essential as you begin the process to seriously consider to whom you are speaking. Are they hostile to the topic? Are they already in agreement? What do they know about the topic? Why are you addressing this audience? What type of response do you expect from them? The more you explore and discover about the audience, the better prepared you will be to present your argument.

A challenge in academic research writing is writing to your professor as the main audience. Your professor is not your target audience.

POWERFUL PERSUASION

Argumentative papers are designed to bring about a response—you are expecting something from your audience. You are using persuasion—a desire for your audience to react, to respond, to change because of your claims. What do you want your audience to do? When do you want them to do it? Why do you want them to do something? Asking such questions will help you to better focus your argument.

SPECIFIC WORLDVIEW

All arguments are framed within a particular situation, a specific worldview. This view of the world provides the foundation for an argument; it includes any number of presuppositions—hidden assumptions about the world.

James Sire, author of *The Universe Next Door*, is well known for his descriptions of major worldviews that exist today. He describes eight fundamental questions to ask of someone to understand his or her worldview.²⁰

1. What is prime reality?
2. What is the nature of external reality?
3. What is a human being?
4. What happens to a person at death?
5. Why is it possible to know anything at all?
6. How do we know what is right or wrong?
7. What is the meaning of human history?
8. What personal, life-orienting core commitments are consistent with this worldview?

He categorizes worldviews into these major groups by how each group would answer the seven questions.

1. Christian Theism
2. Deism
3. Naturalism
4. Nihilism
5. Existentialism
6. Eastern Pantheism
7. New Age

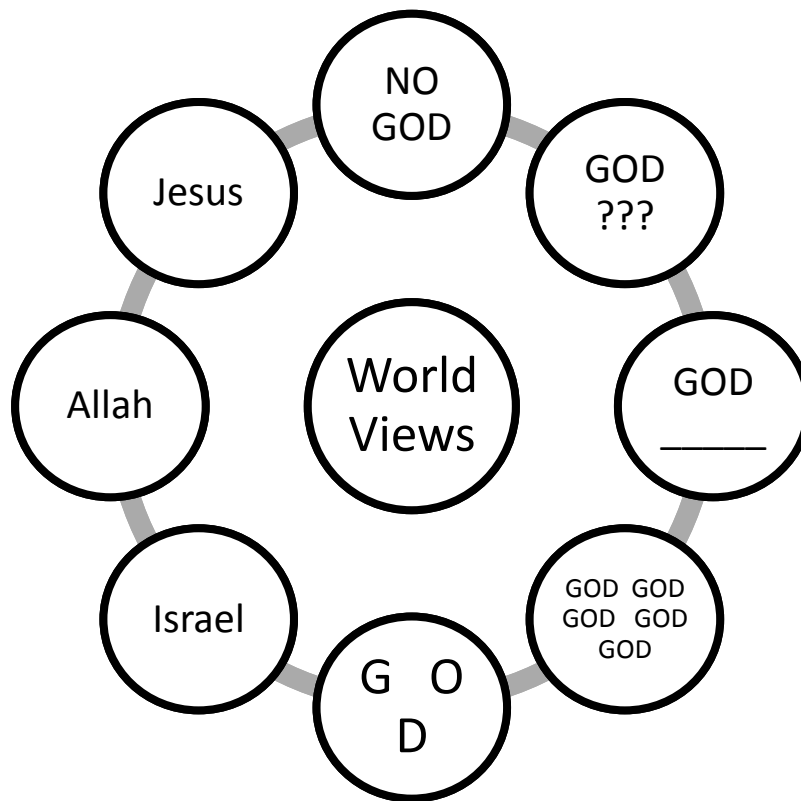
²⁰ Sire, James W. *The Universe Next Door*. 5th edition. Intersity Press. 2009.

8. Postmodernism
9. Islamic Theism

Besides Sire's primer on worldviews, Probe Ministries has two articles on the subject—"Worldviews" by Jerry Solomon and "Worldviews, Part 2" by Rick Wade.²¹

Another way to look at worldviews is to examine them by their concept and understanding of God. The simple graphic below shows eight ways to look at life through different understandings of God:

FIGURE 31.1 EIGHT WORLDVIEWS



Starting at the top of the figure and working your way around clockwise, the first view is *Atheism*—a belief there is no god, personal or impersonal, outside of the universe.

The next view, *Agnosticism*, holds that it is not possible to know if a god exists or not—thus the use of the question mark.

²¹ <http://www.probe.org/content/view/932/77/>

Next, Deism sees the world created by a god, yet he is not directly involved in the day-to-day affairs of life. This is represented by the line drawn between god and the world.

The fourth view holds to multiple gods—Polytheism. The religions of the Greeks and Romans taught multiple gods.

The next view, located at the bottom of the figure, sees god as present everywhere in the world, represented by GOD filling the circle. This perspective, Pantheism, views god as impersonal—a force or a power—that presents itself in creation, in animals, and in all humans.

The last three circles represent theism—a belief in one God. The next circle after Pantheism represents Judaism. This one God revealed himself through the nation of Israel.

Islam is represented by the next circle as God revealing himself through the prophet Muhammad.

The last circle, Christianity, believes that God revealed himself through the person of Jesus Christ. Jesus is identified as God through his incarnation, crucifixion, resurrection, and ascension. Islam and Judaism reject this notion that God would manifest himself as a human.

Using Sire's descriptions, naturalism, nihilism, and existentialism would all fit with the atheist/agnostic view. Eastern Pantheism and New Age would fit with Pantheism. Postmodernism does not fit precisely with the eight circles; Sire writes that Postmodernism does not fit with a general definition of a worldview.

18 ASSIGNMENT: TEXTBOOK JOURNAL

INSTRUCTIONS: Read the textbook, *A Little Primer on Humble Apologetics* by Sire and write notes on the six major chapters.

1. Read the textbook, *A Little Primer on Humble Apologetics* by Sire.
2. Write summary and paraphrase notes for each of the six chapters (100+ words for each chapter).
3. Choose a few quotations from each chapter of great significance.

4. Write personal notes of reflections on each of the major chapters (50+ words per chapter).
5. Use page documentation for each summary, paraphrase, and quotation notes.
6. Type out the answers; use double space.
7. The total number of notes will be 900+ words.

32 PETER & PAUL

Peter and Paul, both apostles and evangelists, preached the same resurrected Jesus, but they preached those apologetic sermons quite differently. Peter preached to the Jews in Jerusalem (Acts 2), and Paul preached to the Greek philosophers in Athens (Acts 17). As you compare and contrast these two messages, you will see how the underlying worldviews affected both of the messages.

When Peter preaches in Jerusalem on the day of Pentecost (Acts 2), he is speaking to a Jewish audience, an audience with presuppositions about a personal God and the trustworthiness of the Old Testament. They looked at the world from a theistic worldview. Therefore, Peter did not have to argue for those beliefs; his audience already believed in both. Peter can, instead, present his claims for the identity of Jesus as the Jewish Messiah based on the Old Testament scriptures.

Likewise, when Paul spoke to the philosophers in Athens (Acts 17), the Stoics held to a pantheistic worldview while the Epicureans to a naturalistic worldview. This different worldview explains why Paul presented the gospel argument in a different fashion than Peter.

PETER'S SERMON: EXAMPLE OF AN ARGUMENT

One of the best ways to understand the basic elements of an argument is to examine an actual argument. All six traits can be seen in Peter's sermon recorded in Acts 2 (*English Standard Version*). A sample of the argument is located below.

Specific Worldview

The background of the argument is presented. The event occurs in Jerusalem during the feast of Pentecost. The Jewish audience comes to the argument with a theistic worldview about God, the Old Testament, the Nation of Israel, and the Messiah. Also, the miraculous signs are the foundation for the argument.

2:1 When the day of Pentecost arrived, they were all together in one place. **2** And suddenly there came from heaven a sound like a mighty rushing wind, and it filled the entire house where they were sitting. **3** And divided tongues as of fire appeared to them and rested on each one of them. **4** And they were all

filled with the Holy Spirit and began to speak in other tongues as the Spirit gave them utterance.

Focused Audience

The audience is introduced as Jews from Jerusalem and from a variety of countries outside of Israel.

5 Now there were dwelling in Jerusalem Jews, devout men from every nation under heaven. **6** And at this sound the multitude came together, and they were bewildered, because each one was hearing them speak in his own language. **7** And they were amazed and astonished, saying, “Are not all these who are speaking Galileans? **8** And how is it that we hear, each of us in his own native language? **9** Parthian and Medes and Bedlamites and residents of Mesopotamia, Judea and Cappadocia, Pontus and Asia, **10** Phrygia and Pamphylia, Egypt and the parts of Libya belonging to Cyrene, and visitors from Rome, **11** both Jews and proselytes, Cretans and Arabians—we hear them telling in our own tongues the mighty works of God.” **12** And all were amazed and perplexed, saying to one another, “What does this mean?” **13** But others mocking said, “They are filled with new wine.”

Logical Sequence

Peter responds to the opposition. Peter must deal with the opposition to the commotion (fire, wind, and tongues) before he can address his claim.

14 But Peter, standing with the eleven, lifted up his voice and addressed them: “Men of Judea and all who dwell in Jerusalem, let this be known to you, and give ear to my words. **15** For these people are not drunk, as you suppose, since it is only the third hour of the day.

Logical Sequence

Peter counters with a claim explaining the situation. These miraculous signs are evidence of the Holy Spirit being poured out on the Jews.

Credible Evidence

Peter presents evidence for this claim. Peter connects the signs as fulfilling a prophecy of Joel.

16 But this is what was uttered through the prophet Joel:
17 “And in the last days it shall be, God declares,
that I will pour out my Spirit on all flesh,
and your sons and your daughters shall prophesy,

and your young men shall see visions,
 and your old men shall dream dreams;
18 even on my male servants and female servants
 in those days I will pour out my Spirit, and they shall prophesy.
19 And I will show wonders in the heavens above
 and signs on the earth below,
 blood, and fire, and vapor of smoke;
20 the sun shall be turned to darkness
 and the moon to blood,
 before the day of the Lord comes, the great and magnificent day.
21 And it shall come to pass that everyone who calls upon the name of the Lord
 shall be saved.'

Logical Sequence

Peter presents four claims to Jesus' Identity—Incarnation, Crucifixion, Resurrection, Ascension—in the order they occurred.

Credible Evidence

Peter supports the claims with fulfilled prophecy and eyewitness testimony.

Incarnation

22 "Men of Israel, hear these words: Jesus of Nazareth, a man attested to you by God with mighty works and wonders and signs that God did through him in your midst, as you yourselves know—

Crucifixion

23 this Jesus, delivered up according to the definite plan and foreknowledge of God, you crucified and killed by the hands of lawless men.

Resurrection

24 God raised him up, loosing the pangs of death, because it was not possible for him to be held by it. **25** For David says concerning him,
 "I saw the Lord always before me,
 for he is at my right hand that I may not be shaken;
26 therefore my heart was glad, and my tongue rejoiced;
 my flesh also will dwell in hope.
27 For you will not abandon my soul to Hades,
 or let your Holy One see corruption.
28 You have made known to me the paths of life;

you will make me full of gladness with your presence.’

29 “Brothers, I may say to you with confidence about the patriarch David that he both died and was buried, and his tomb is with us to this day. **30** Being therefore a prophet, and knowing that God had sworn with an oath to him that he would set one of his descendants on his throne, **31** he foresaw and spoke about the resurrection of the Christ, that he was not abandoned to Hades, nor did his flesh see corruption. **32** This Jesus God raised up, and of that we all are witnesses.

Ascension

33 Being therefore exalted at the right hand of God, and having received from the Father the promise of the Holy Spirit, he has poured out this that you yourselves are seeing and hearing. **34** For David did not ascend into the heavens, but he himself says,
“The Lord said to my Lord,
Sit at my right hand,
35 until I make your enemies your footstool.’

Debatable Statement

Peter presents his major claim that Jesus is God. This is Peter’s thesis—his argument concerning the identity of Jesus.

Let all the house of Israel therefore know for certain that God has made him both Lord and Christ, this Jesus whom you crucified.”

Powerful Persuasion

Peter expects a response. When the audience interrupts and asks what they should do, Peter responds with a call to action.

37 Now when they heard this they were cut to the heart, and said to Peter and the rest of the apostles, “Brothers, what shall we do?” **38** And Peter said to them, “Repent and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins, and you will receive the gift of the Holy Spirit. **39** For the promise is for you and for your children and for all who are far off, everyone whom the Lord our God calls to himself.” **40** And with many other words he bore witness and continued to exhort them, saying, “Save yourselves from this crooked generation.” **41** So those who received his word were baptized, and there were added that day about three thousand souls.

PAUL'S SERMON: EXAMPLE OF AN ARGUMENT

Like Peter's, Paul's sermon in Athens (Acts 17) demonstrates a similar line of argument. Each of the six elements is present in Paul's argument although he changed the evidence to fit his audience. A sample of the argument is located below.

Specific Worldview

Paul addresses a different situation in Athens, a pagan city "full of idols."

16 Now while Paul was waiting for them at Athens, his spirit was provoked within him as he saw that the city was full of idols.

Focused Audience

Unlike Peter's audience of Jews at Pentecost, Paul's audience consists of philosophers—Stoics, who held to a pantheistic worldview, and Epicureans, who held to a naturalistic worldview.

17 So he reasoned in the synagogue with the Jews and the devout persons, and in the marketplace every day with those who happened to be there. **18** Some of the Epicurean and Stoic philosophers also conversed with him.

Logical Sequence

Paul, like Peter, addresses an initial opposition to the gospel message.

And some said, "What does this babbler wish to say?" Others said, "He seems to be a preacher of foreign divinities"—because he was preaching Jesus and the resurrection. **19** And they took him and brought him to the Areopagus, saying, "May we know what this new teaching is that you are presenting? **20** For you bring some strange things to our ears. We wish to know therefore what these things mean." **21** Now all the Athenians and the foreigners who lived there would spend their time in nothing except telling or hearing something new.

Specific Worldview

Paul uses the cultural belief of pantheism to move into a presentation of the gospel.

22 So Paul, standing in the midst of the Areopagus, said: "Men of Athens, I perceive that in every way you are very religious. **23** For as I passed along and observed the objects of your worship, I found also an altar with this inscription, 'To the unknown god.' What therefore you worship as unknown, this I proclaim to you

Logical Sequence

Paul begins his argument with the creation of the world.

24 The God who made the world and everything in it, being Lord of heaven and earth, does not live in temples made by man, **25** nor is he served by human hands, as though he needed anything, since he himself gives to all mankind life and breath and everything.

He then moves from the creator of the universe to the creator of all nations.

26 And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place, **27** that they should seek God, in the hope that they might feel their way toward him and find him. Yet he is actually not far from each one of us,

Credible Evidence

Paul presents evidence from two well-known poets his audience would have understood.

28 for “‘In him we live and move and have our being’; as even some of your own poets have said, “‘For we are indeed his offspring.’

Logical Sequence

Because his audience owes its existence to a living God, Paul argues they should not conclude they created God.

29 Being then God’s offspring, we ought not to think that the divine being is like gold or silver or stone, an image formed by the art and imagination of man.

Powerful Persuasion

Paul leads the audience to a point of action—they should repent in light of a future day of judgment.

30 The times of ignorance God overlooked, but now he commands all people everywhere to repent, **31** because he has fixed a day on which he will judge the world in righteousness by a man whom he has appointed;

Debatable Statement

The resurrection concludes the argument, a divisive statement to his pagan audience.

And of this he has given assurance to all by raising him from the dead.”**32** Now when they heard of the resurrection of the dead, some mocked. But others said, “We will hear you again about this.”

Powerful Persuasion

In spite of opposition from many in the audience, some were persuaded.

33 So Paul went out from their midst. **34** But some men joined him and believed, among whom also were Dionysius the Areopagite and a woman named Damaris and others with them.

19 ASSIGNMENT: REFERENCES

INSTRUCTIONS: Find a variety of reference sources on your Apologetic topic and produce summary notes, including copies and the bibliographical information for each article.

1. Find 5 reference sources that relate to your apologetic paper. Use the list of reference sources in the class notes.
2. The five sources are to be from the specialized references focusing on the topic for the apologetic paper. Look up either five different topics in different sources or one specific topic in five sources.
3. You are to take notes of each of the five articles. Summarize in your own words the main idea of your passage from the dictionary and the encyclopedia. Summarize in your own words the main ideas from the three other sources. Your notes are to only include summaries written in your own words. **DO NOT COPY WORD-FOR-WORD ANY SECTION OF THE ARTICLES.** Write 200+ words for each summary for each article (1000+ words total).
4. Type these notes and use the word count.

5. Submit the notes, the copies, and the bibliographical information (author, editors, title, name of the article, volume no., city of publisher, publisher, date, page numbers).

33 FALLACIES

DEFINITION

Developing a sound apologetic requires an understanding of the pitfalls to presenting a quality argument. Often referred to as fallacies, they are untrue, deceptive, weak, or illogical arguments used to distort the core argument. Fallacies, unfortunately, are extremely common, often seen in advertising and political commercials. For example, consider this commercial to convince viewers to switch from cable to satellite TV:

“When your cable company keeps you on hold,
 you get angry.
 When you get angry,
 you go blow off steam.
 When you go blow off steam,
 accidents happen.
 When accidents happen,
 you get an eye patch.
 When you get an eye patch,
 people think you are tough.
 When people think you are tough,
 people want to see how tough.
 And when people want to see how tough,
 you wake up in a roadside ditch.

 Don’t wake up in a roadside ditch.
 Get rid of cable and upgrade to directv.”

Although the commercial is exaggerating the point, it is an example of a “slippery slope” fallacy, where one event is assumed to cause the next event, which then causes the next event and so on. It is exaggerated to capture the attention of viewers to switch to satellite TV.

Consider, however, this argument from the Scopes Trial, a court case addressing the teaching of evolution in the public schools in the 1920’s.

“If today you can take a thing like evolution and make it a crime to teach it in the public school, tomorrow you can make it a crime to teach it in the private

schools, and the next year you can make it a crime to teach it to the hustings or in the church. At the next session you may ban books and the newspapers. Soon you may set Catholic against Protestant and Protestant against Protestant, and try to foist your own religion upon the minds of men. If you can do one you can do the other. Ignorance and fanaticism is ever busy and needs feeding. Always it is feeding and gloating for more. Today it is the public school teachers, tomorrow the private. The next day the preachers and the lectures, the magazines, the books, the newspapers. After [a]while, your honor, it is the setting of man against man and creed against creed until with flying banners and beating drums we are marching backward to the glorious ages of the sixteenth century when bigots lighted fagots to burn the men who dared to bring any intelligence and enlightenment and culture to the human mind.”²²

The argument incorporates the “slippery slope” fallacy. The teaching of evolution in the public schools does not mean that it will be outlawed in the private schools, etc.

EXAMPLES

It is important to be able to identify a fallacy and then, more importantly, to know how to respond with an objective, truthful, and logical presentation of the argument. Some of the most common types of fallacies are listed below:

Hasty Generalization

As the name implies, one makes a general statement without sufficient evidence as if it were being made in a hasty or quick fashion.

Although I have attended only the Sunday school class, I can tell already that I am not going to like the worship service because the teacher used the King James Version of the Bible.

A conclusion is being made without sufficient evidence to determine if you will enjoy the service. You are making a judgment about the worship service based on the translation of the Bible used in the Sunday school class. You would obviously need to attend the worship service numerous times before drawing any conclusions.

Post hoc

This common fallacy assumes that if a specific event occurs first and then it is followed by a second event, that event was caused by the first event.

²² Clarence Darrow, The Scopes Trial, Day2 <http://law2.umkc.edu/faculty/projects/ftrials/scopes/day2.htm>.

I didn't pray this morning before I left for work; I was injured in an accident on the way to work, so not praying caused me to have an accident.

This argument assumes that the two events are directly related, but they are not. People, who do pray in the morning, still get in traffic accidents, and second, prayer is not a guarantee against accidents. In the book of Job, this was an argument used by Job's friends to explain why Job was suffering; Job must have sinned. However, they were unaware of the events prior to the suffering when God allowed Satan to afflict Job with his suffering. The suffering was not a result of Job's sin.

Genetic Fallacy

A conclusion is drawn centered around the origins of a person's character, nature or worth.

The apostle Paul was not ordained by God to preach the gospel to the Gentiles because he had previously been a persecutor of the church, responsible for the death of Christian believers.

In this example, Pauls' lack of calling by God is equated with his character and nature before he became a Christian. However, his former life does not negate his calling. In fact, it enhances it.

Begging the Claim

A claim is presented with the conclusion already in the claim.

The absence of Jesus' claims to being God in the New Testament is why I am not a Christian.

It is assumed that Jesus never made any claims about his identity as God, yet that is the argument being made; however, the argument is presented as true in the claim, explaining why I didn't become a Christian. The argument is "begging the claim" by assuming that there is no evidence for Jesus' claims.

Circular Argument

The argument is repeated, not proven.

Jesus is from God because Jesus was the only begotten son of the Father.

In this example, the conclusion “Jesus was the only begotten son of the Father” and the evidence to prove it “Jesus is from God” are similar. The arguments looks like this:

FIGURE 33.1 CIRCULAR ARGUMENT



The evidence “only begotten son” does not prove Jesus is from God. Additional evidence would need to be presented to show the identity of Jesus.

Either/Or

An argument is simplified by stating only two possible solutions.

The church should either hire a full-time worship minister, or it should stop having a worship service on Sunday mornings.

Only two options are presented as possible, yet there are numerous other options a church could pursue—use volunteers to lead worship, hire a part-time worship minister, ask another staff member to lead worship. The argument assumes that the only way a church can offer a worship service is to employ a full-time person.

Ad hominem

The character of the person presenting an argument is attacked, not his or her argument.

The minister’s claim that Jesus resurrected from the dead is false because the minister never came to visit my mother in the hospital before she died.

The minister’s behavior, not visiting the mother in the hospital, is not related to the claim about Jesus’ resurrection. One’s personal feelings about a person are not relevant to the argument.

Ad populum

An argument is focused on an emotional appeal and not on the real issue.

If you were a real Christian, you would not allow the singing of hymns in a worship service.

The concept, “real Christian” is equated with the types of songs sung in a worship service. There is not a connection between the types of songs sung and the condition of a Christian’s heart.

Red Herring

This fallacy tries to avoid an argument by ignoring opposing positions.

My church should share more of their resources with the poor, but how is the church going to pay off its eight million dollar debt by diverting funds to the poor?

The discussion is switched from the responsibility of helping the poor to the church paying off its debt. Although there may be a link between the two, it does not mean that the church should ignore the biblical mandate to help the poor simply because it is in debt.

Straw Man

This fallacy presents an opposing viewpoint in a simplistic form and then argues against it.

Churches who do not give at least ten percent of their budget to foreign missions do not care for fulfilling the great commission.

This oversimplifies the position for the church not caring about the great commission. There may be other factors to explain why the church does not give ten percent. The argument is setting up a false argument, a “straw man” and then it attacks it, thus ignoring the real issues behind the argument.

Moral Equivalence

This fallacy compares an insignificant event with a major, more important event

The English professor who gave me a B instead of an A is as unfair as my brother who embezzled funds from the company.

The two examples are not comparable; it is unfair and inaccurate.

ARGUMENTS AGAINST CHRISTIANITY

Over the past several years, Christian college students have interviewed non-Christians—atheists, agnostics, Muslims, Buddhists, Hindus, for example. Listed below are samples of the responses to questions concerning Christianity. As you read them, consider what the fallacy is and, more importantly, consider how to correct it.

Heaven: Do you believe in Heaven?

1. **Answer:** Heaven was another concept that didn't make sense to me. I knew people in my family that I dearly loved, but I knew who weren't going to heaven. How could it be heaven for me if those that I loved weren't going to be allowed in?
2. **Answer:** No, I don't believe in heaven or hell. When my brain ceases to function, I will be gone. I like Mark Twain's answer to that question. As he was getting older, a reporter that knew he was an atheist, asked him if he was worried about where he would go after he died. His answer was, "Well, I'd been dead for millions of years before I was born and that never bothered me much." Love it.

God: Who is God?

1. **Answer:** (He is) an imaginary person people believe is real but who was made up long ago so people could be controlled and manipulated. He is someone that may or may not be real, but until it is proven to me he is real, he is just the imaginary friend everybody needs. And he is not completely a bad thing. The thought of him has helped many people survive to be able to cope with many things, so he can be both bad and good.
2. **Answer:** Tough question. The biblical God seems extremely evil to me. Anyone who is vindictive enough to torture people forever because they didn't believe something for which there is hardly any solid evidence is evil in my book. I never understood infinite punishment for finite crimes. Even if this being existed, I don't think I could support Him.

Now, I have heard a response to the problem of Hell before that I would like to address before your class tries to make me look like a fool. Christians tell me "God doesn't send people to Hell; they send themselves to Hell by rejecting him." The problem with that response is that it is ridiculous. That's like someone pointing a gun at me saying, "Bow down and worship me, or I will shoot you,"

and I don't bow down so he shoots me, and then has the audacity to say I shot myself by not bowing down. But think about it; if you do bow down to this apparent monster, what is your reward? You get 'the privilege' of bowing down to the being that is torturing everyone you care about for eternity. Well, that doesn't sound like "paradise" to me.

3. **Answer:** No there is very limited evidence and most arguments for God tend to be circular in nature. Example: something can't come from nothing, but then claiming God has always existed.

Bible: What do you believe about the Bible?

1. **Answer:** It's a book made to control people, but it gives people faith. It gives people something to believe in to keep them strong. It is like a fictional book that someone used to read to you when you were little or one of your favorite books you loved. Even though a lot of people don't read the full Bible anymore.
2. **Answer:** The Bible is a text that, if inspired by a deity, ought to come with an instruction manual on how to interpret it. I have hardly read the thing myself, but I am aware of how many interpretations exist that lead to varying sects of Christianity.
3. **Answer:** I think the Bible is a hugely important text—a brilliant work of fiction, possibly the most influential book ever written, and certainly the most studied. But its contents should hardly be considered fact. Humans wrote the Bible. It is a product of the vast creative and imaginative powers of the human mind.
4. **Answer:** It's a book. The poetry aside is not too well written. I enjoy it though. But if you want to know if I believe in magic trees, talking snakes, talking donkeys, angels, demons, zombies, unicorns, dragons, global floods that left no geological evidence, a six thousand year old earth, bear's killing children because they made fun of a bald man, witchcraft, curses, prophetic visions, miracles, making the sun stand still in the sky, rods that turn into snakes, water becoming wine, men walking on water, and using telepathy to save yourself from unavoidable eternal torture caused by a cosmic father that loves you, I would have to say no.

I understand that there are those that don't take half of this stuff literally, but I think it was intended to be taken literally and is thus unbelievable until we are presented with some evidence. It seems, however, that we do not have this evidence. Now I'm sure that Christians "think" they have this evidence, but you and I both know that most of it is B.S. Irreducible complexity, the canopy theory, the banana argument—they are disgusting show cases of what preconceptions do to logic.

5. **Answer:** A great example of propaganda, cognitive dissonance, and timely editing (specifically excluding gospels as non-canon). In all honestly I've only probably read 25-30% of the Bible. I've also read quite a lot more analytical material on the source, history, and authors of the Bible. Honestly, I just find the actual book a damn boring read.
6. **Answer:** I see the Bible as a morality tale similar to many comic books. Why? There is little to no credible evidence to show that it is anything other than a late bronze age/early iron-age comic/fan-fiction story book. I have read it extensively and the reading provided some of the initial consideration to rejecting the belief into which I was brain washed and indoctrinated.

Jesus: Who is Jesus?

1. **Answer:** I believe that Jesus Christ is a factual historical figure. He was a Jew who was regarded as a teacher and healer, was baptized by John the Baptist, and was crucified in Jerusalem on the orders of Pontius Pilate, the Roman Prefect of Judea, on charges of sedition against the Roman Empire. I do not believe that Jesus is the son of God. I do not believe that he died, was buried, and on the third day rose again in fulfillment of the scriptures. (Note: The response under Bible, 3, is his response also)
2. **Answer:** As a prophet? Absolutely not. His miracles just aren't scientifically possible. I don't believe in God so... there you go. Historically? I wouldn't outright doubt it, but I wouldn't say he definitely existed either. Sure it's plausible, but it's also pretty convenient that his body magically disappeared. I find it kind of unlikely that all these rumors were made up about an actual regular human being, so I'd say it's equally likely that he never existed at all.
3. **Answer:** No, because I've read the *Jesus Puzzle* by Earl Doherty, *The Incredible Shrinking Son of Man* by Robert Price, and *Not the Impossible Faith* by Richard Carrier. I think the Jesus story is fundamentally no different from the Horus story or the Zalmoxis story. As Hellenism spread, lots of cultures combined their religious traditions with Greek ones, and Christianity is the result of Hellenism mixing with Judaism. Even Paul never quotes Jesus or talks about any of his miracles because those details were added later, with the writing of the Christian Gospels, similar in nature to the Gospel of Apollonius. Some people will believe myths if you add enough realistic detail to the story.
4. **Answer:** It's possible but doubtful. If he did exist, his story is certainly embellished beyond belief. It amazes me that people actually believe these fairy tales. Because of the lack of historical evidence for his existence, the fantastical

stories that are inconsistent and make little sense and because his story mimics earlier gods in so many ways -- it seems apparent he's fiction.

Purpose: What is the purpose of life?

1. **Answer:** Interesting question, since it is one in which all religions purport to answer. The purpose of life, *le raison d'être*, as the French say, has been possibly the greatest question asked by men of many backgrounds throughout human existence. If one believes the doctrine of Christianity, one believes the purpose of one's life is, for those more "perfect" beings, entrance into a tranquil afterlife in an unearthly "Paradise." One adherent to Hinduism believes the objectives of human life are righteousness, livelihood/wealth, sensual pleasure, and finally, Mokṣa -- liberation or freedom from samsara, the endless cycle of death and rebirth.

My point is that humans haven't been placed on Earth for any specific reason. We're here purely as a result of lucky circumstances. A human's purpose in life is whatever he or she makes it. As for me, I always seek deeper understanding of everything around me. I delve into the deepest questions, searching for the most enlightening answers. My purpose is to figure out as much as I can about my existence and my place in the universe, and to draw upon this knowledge in order to live the most fulfilled life I possibly can.

Answer: Simple. I got lucky. I came into this world and discovered that I wanted to live a happy life. I didn't want anyone to steal my crap, and I wanted companionship. The lucky part is that I found that almost everyone else wanted the same thing, so we decided it was easier to reach our goals if we worked together, so that's what we did and thus morality was born.

Now you might respond by saying, "Well then under your view terrorists are not doing anything that is 'really' wrong; they are just doing what is 'right' to them." To which I would respond, "That's irrelevant because my group is bigger, and we're going to kick their asses for standing against our ideals." You could also say "Why should we want to live a happy?" to which I would say, "That's completely irrelevant because the fact is the majority of us do."

20 ASSIGNMENT: INTERVIEW

INSTRUCTIONS: Develop questions and interview a non-believer about his or her beliefs in foundational Christian truths.

1. Develop questions concerning central truths of Christianity. Several examples are as follows: Do you believe in God? Why or why not? What do you believe about the Bible? Who do you believe Jesus is? What do you think about the church? What is the purpose of life? Where does morality come from? What happens after death? Is there a heaven / hell?
2. Ask a non-believer if you may interview him or her, using the questions you have developed.
3. You may interview the individual in person and either take notes or record the conversation and later transcribe the conversation. Or you may also submit the questions and ask the individual to answer the questions and email the responses to you.
4. The non-believer may be someone you know or a stranger.
5. The non-believer may be an atheist, an agnostic, a Buddhist, a Muslim, a Hindu, or a new ager. You are not to interview a protestant, catholic, a Jew or a member of a cult—Jehovah Witness or a Mormon.

21 ASSIGNMENT: SOURCE LIST

INSTRUCTIONS: Search for possible book, periodical, and Internet sources related to your apologetic paper using subject and key word searches and creating a list of the books, journals, and Internet articles including the bibliographical information.

BOOKS

1. You may use a multiple of strategies to find books: the SLCC library catalog, an online college catalog, Internet search engines, etc.
2. Create a source list of each book. You may use the chart below as a guide.
3. Find at least six (6) books.
 1. Author's Name
 2. Title of the book, including the subtitle
 3. Editor, Translator, Compiler
 4. Edition
 5. Number of Volumes in the Series
 6. Name of the Series
 7. Place of Publication
 8. Publisher
 9. Date
 10. Page Numbers
 11. Print

PERIODICALS

1. Find four (4) articles for the Apologetic paper.
2. Create a source list of each source using the chart below as an example.
3. Include the subjects or key words you used to find each source.
4. Copy the bibliographical information from the journal, magazine or from the internet site.
 1. Author's Name
 2. Title of the article

3. Name of the Journal or Magazine
4. Series number or name
5. Volume number
6. Issue Number
7. Date of Publication
8. Page Numbers
9. Print

INTERNET

1. Find four (4) articles for the Apologetic paper published on the Internet. The articles cannot have been previously published in a book or journal.
2. Evaluate each of the sources according to the criteria in MLA (1.6, page 33-38).
3. Create a source list of each source using the chart below as an example.
4. Include the subjects or key words you used to find each source.

1. Author's Name
2. Editor's Name
3. Title of the source
4. Title of the book or journal
5. Editor's name of the book
6. Publication information if provided
7. Title of the Internet site.
8. Name of the editor of the site
9. Version number of the source
10. Date of the electronic publication
11. Name of the subscription service
12. Name of the posting
13. Page number if included
14. Name of the organization sponsoring the site
15. Date you accessed the site
16. Web

22 ASSIGNMENT: NOTES

INSTRUCTIONS: Create multiple types of notes from numerous sources related to your Apologetic paper.

1. Read from at least seven (7) different sources: books, journals, Internet articles and report how many pages you read from each source.
2. Take summary notes—your own words and sentence structure; take paraphrase notes—your own words and sentence structure; take quotation notes—the author’s words and idea; take personal notes—your words and ideas.
3. You may choose the method of taking notes—cards, computer, and copies.
4. Include the bibliographical information from each source and the page numbers.
5. Include copies of each source from which you took notes.
6. Write a minimum of 1000+ words of summary and paraphrase notes from at least six sources.
7. Write a minimum of 100+ words of quotation notes from at least six sources.
8. Write a minimum of 400+ words of personal comment notes from at least six sources.
9. Take notes from at least six sources (books, journals, internet).

23 ASSIGNMENTS: BIRTH DRAFT

INSTRUCTIONS: Produce a working first draft of the Apologetic paper.

1. The first draft should be longer than the final draft—up to 25% longer. It is easier to reduce the paper than to add to it.
2. Focus on the body of the paper first, and then write the introduction and conclusion. It is more effective and easier to introduce an idea that has already been presented.
3. Take the working outline and assign estimated lengths for each section.
4. Decide on the type of pattern of development for each paragraph—definition, illustration, cause and effect, comparison and contrast, narration, classification, description.
5. Every proposition, belief, or argument you present needs to be supported by evidence—quotes, summaries, or paraphrases—from your sources. You may not make claims without evidence.
6. Use a variety of “blending source” methods to add variety and interest in your paper. The three major blocks of writing you may use are 1) Your argument or position 2) Evidence for the position 3) Your personal comments about the evidence. For example:

Many have blamed the rise in obesity on a more sedentary life style, including the move to the suburbs, where people drive instead of walk, and increased viewing of television. [Position]

One study of children watching television found a significant drop in the average metabolic rate during viewing (Klesges, Shelton, and Klesges). [Evidence] Another study reports that viewing also affects their eating behavior (Robinson and Killen). [Evidence]

No doubt that children who exercise less tend to weigh more, [Comment] but the couch potato argument does not explain why the enormous weight gains have occurred over the past twenty-five years. {The Penguin Handbook, page 399}

7. You may change the order of the three blocks throughout the paper.
8. As you include each source, you will need to “mark the boundaries” of each quote, summary or paraphrase so the reader understands which information is yours and which is from a source. It is the failure to define the boundaries that unintentional plagiarism may occur.
9. Quotation: Lead in, quotation marks, and a citation.
10. Summary: Lead in and a citation.
11. Paraphrase: Lead in, Transitions between ideas, and a citation.
12. Remember—a parenthetical citation only refers to the beginning of the sentence the citation is in.
13. Use a variety of methods with your lead-ins—the author’s name, the author’s credentials, the title of the source, a summary of the source, an explanation for the use of the source.
14. Use a variety of styles for lead-ins—words, phrases, or sentences.
15. Choose specific present tense verbs in the lead in that express the heart of the author of the source—believes, admits, disagrees, implies, claims, etc. Do not over use “says” or “states”.
16. Use a variety of positions of the lead-in throughout the papers, placing the lead-in at the beginning, the middle, or the end of the sentence.
17. Incorporate quotations in a variety of methods—single words, phrases, complete sentences, and on occasion, block quotations of five lines or longer. The block quotes are indented an additional inch with no use of quotation marks.
18. Use a variety of summaries, paraphrases, and quotations, yet restrict the use of quotations to 10-20% of the sources used in your paper.
- 19.

24 ASSIGNMENT: CONTENT DRAFT

INSTRUCTIONS: Produce a working Content draft of the Apologetic paper.

1. Check the total number of words, not including the works cited page or the MLA title page. Make changes if they do not meet the minimum number of words.
2. Count the total number of different sources you used. Make changes to match the minimum number of sources.
3. Count the total number of in-text sources. Make changes to match the minimum number of in-text sources.
4. Prepare a balance sheet of the total number of sources used, indicating how many times did you use a specific source. Make changes to create a balance of sources used.
5. Count the number of quotations used. Figure the percentage by dividing it by the total number of sources used. Change it if the percentage exceeds 20%.
6. Circle the thesis statement. Make changes to meet the criteria of a thesis.
7. Place a rectangle around every source used in the paper. Make changes if the source is not supporting a claim.
8. Place a check mark in the margin of every place you made a claim. Make changes if the claim does not have a source.
9. Evaluate each source used in the paper, using the criteria of questions in MLA. Make changes to the sources if needed.
10. Highlight the summaries in one color. Make changes if they do not have boundaries, an author, and a page number, when needed.
11. Highlight the paraphrases in another color. Make changes if they do not have boundaries, an author, and a page number, when needed.

12. Highlight the quotations in another color. Make changes if the quotation marks do not have quotes, an author, and a page number if needed.
13. Write out a phrase outline of the paper. Make changes if the thesis statement does not match the outline.
14. Indicate how many paragraph patterns used (description, narration, com/con, etc.). Make changes for variety if needed.

25 ASSIGNMENT: STYLE DRAFT

INSTRUCTIONS: Produce a working Style draft of the Apologetic paper.

1. Reformat each paragraph into a separate one and number it.
2. Evaluate each paragraph if it is coherent—understandable and readable.
3. Evaluate each paragraph if it is unified—one main idea.
4. Evaluate each paragraph if it is complete—sufficient information.
5. Reorganize the paragraphs if needed.
6. Circle each transition word or words in each paragraph. Change any that are out of place and / or add any that are needed.
7. Count the number of sentences in each paragraph. Change any paragraph that is too long or too short.
8. Choose all of the paragraphs and count the number of words in each sentence. Indicate the lengths (short 1-9; medium 10-16; long 18-30; extra long 31+). Make changes if there are too many of the same length.
9. Choose all of the paragraphs and check for sentence style (simple, compound, complex, c/c). Make changes if there are too many of one or several.
10. Circle every *be* verb (*am, is, are, was, were, be*). Change as many as possible.
11. Highlight the use of familiar words (great, small, a lot, tall, bad, good, etc.). Change them to more specific words.
12. Choose all of the paragraphs and check for Subject/Verb of each sentence. Make changes if necessary.
13. Circle all the verbs. Use active verbs and active voice.
14. Check for the use of parallelism (two or more things in a list). Make changes if necessary
15. Check for contractions. Do not use them.
16. Check for informal and slang words and phrases. Make changes to them.

26 ASSIGNMENT: PROOF DRAFT

INSTRUCTIONS: Produce a working Grammar draft of the Apologetic paper.

1. Use the grammar and spell check for the entire paper.
2. Read the paper out loud or have someone read the paper out loud to you. Listen for the most obvious mistakes and make corrections.
3. Refer to chapter 3 of the *MLA Handbook* to check for the proper use of mechanics.
4. Refer to the website at Purdue University to check for correct grammar usage (<http://owl.english.purdue.edu/>). It gives an extensive yet simple overview of English grammar and punctuation.
5. Make an appointment at The Hundred to go over your paper with a tutor. You are not to drop off the paper; you are to walk through the paper with the tutor as he or she helps you to proofread it.

27 ASSIGNMENT: FORMAT DRAFT

INSTRUCTIONS: Produce a working Format draft of the Apologetic paper.

1. Check the margins. Change to one inch.
2. Check the spacing. Change to double spacing.
3. Check the font. Use 12 point.
4. Check each paragraph indent. Change to one half inch.
5. Check the page number. Change to last name and number, one half inch from the top right hand corner.
6. Check the MLA title page. Correct it if necessary.
7. Check for the title. Change if necessary.
8. Check each source for MLA documentation. Make changes if necessary.
9. Check for block quotes.
10. Check for the position of the author's name in each source. Change if necessary.
11. Check the works cited page. Count the sources in it. Make sure it matches the sources in the paper. Make changes if necessary.
12. Check each source in the Works Cited Page. Make changes if necessary.

28 ASSIGNMENT: APOLOGETIC FINAL DRAFT

INSTRUCTIONS: Produce an Apologetic research paper included in a portfolio.

1. Produce an Apologetic paper including the works cited page
2. Incorporate different sources.
3. Incorporate in-text sources.
4. Utilize the thesis method.
5. Avoid fallacies.
6. Include copies of each source used in the paper.
7. Underline or highlight each source where you got a source note.
8. Adhere to the Essay Assessment Guide for Content, Style, Format, and Grammar.

ASSESSMENT

CONTENT / STYLE / GRAMMAR / FORMAT

- A** Exceptionally meets the requirements and Mistakes are insignificant and do not distract from the paper.
- B** Proficiently meets the requirements and Mistakes are few and distract minimally from the paper.
- C** Satisfactory meets the requirements and Mistakes are numerous yet few distract sufficiently from the paper.
- D** Minimally meets the requirements and Mistakes are numerous and distract sufficiently from the paper.
- F** Unsatisfactory meets the requirements OR Mistakes are countless and distract gravely from the paper Or did not submit.

29 ASSIGNMENT: PORTFOLIO

INSTRUCTIONS: Produce a portfolio of your work for the semester.

1. Collect the following work you have done and place it into a portfolio, a one-inch 3-ringed notebook with 5 dividers.
2. Follow this template for putting the portfolio together.
 - a. Table of Contents
 - b. Chapter 1: Acknowledgement Page: Write a paragraph thanking those who helped you.
 - c. Chapter 2: Pre-Evaluation
 - d. Chapter 3: Final Bible Draft with Works Cited Page and Copies
 - e. Chapter 4: Final Apologetic Draft with Works Cited Page and Copies
 - f. Chapter 5: Post-Evaluation
3. Include a Cover on the front of the portfolio, including the name of the course and your name and date.

30 ASSIGNMENT: PRESENTATION

INSTRUCTIONS: Produce an oral presentation of your Apologetic Paper.

1. Give a short informal oral presentation of your apologetic paper to the class (5-7 minutes).
2. Include a Power point presentation of the major points.
3. Distribute a handout of the major points and sources used in the paper.

31 ASSIGNMENT: POST-EVALUATION

INSTRUCTIONS: Please write 600+ words. This is to be written as an essay, using MLA formatting.

Introduction: Create an introduction to your reflection paper using any introductory examples of your choice. Include a thesis statement in your paper, presenting an overview of the paper.

Point One: Now that you have completed the course, reflect on your feelings about this research project. What part of the process met your expectations from the beginning of the course? What part of the process was a challenge to you?

Point Two: As you finish the course and reflect on your writing ability as a whole, what would you describe as your major writing strengths? What aspects of writing do you do well?

Part Three: In contrast to your strengths, what major areas do you see as your weakness, areas you desire to improve in?

Part Four: At the completion of the course, what aspect of the course would you keep the same? Why? What aspects would you like to see changed? Why?

Part Five: What advice would you give to a future Composition 2 student?

Conclusion: End your reflection with any concluding examples of your choice.

ESSAY ASSESSMENT GUIDE

CONTENT

Focus

1. **Audience:** How well does the paper address an academic, Christian, and Bible college population with a general knowledge and interest in the topic?
2. **Point of View:** How well does the paper present an appropriate use of first or third person?
3. **Voice:** How well does the paper demonstrate evidence of the style, personality, and tone of the author?

Ideas

4. **Purpose:** How well does the paper meet the requirements of the research paper assignment?
5. **Thesis:** How well does the paper show a specific, manageable, and engaging declarative sentence that meets the purpose of the paper?
6. **Sources:** How well does the paper include the minimum number of different sources?
7. **Support:** How well does the paper include support for every position, argument, or opinion presented?
8. **Fallacies:** How well do the paper present arguments in a logical manner void of fallacies and false assumptions?
9. **Balance:** How well does the paper include a balance of total sources cited in the paper, not leaning too heavily on a few sources?
10. **Evidence:** How well does the paper include accurate, trustworthy, reliable, and credible sources?

Notes

11. **Summary:** How well does the paper use summary notes that include the author's ideas but your own words and sentence structure?

12. **Paraphrase:** How well does the paper use paraphrase notes that include an extended summary of the author's ideas but your own words and sentence structure?
13. **Quotations:** How well does the paper use quotation notes that include the author's ideas and wording that catches the reader's interest?
14. **Citations:** How well does the paper use sources that are documented with appropriate citation information—author's name and source page number?

Structure

15. **Outline:** How well does the paper follow the guidelines for the paper?
16. **Patterns:** How well does the paper use each paragraph to demonstrate an appropriate use of a paragraph pattern that effectively supports the topic?
 - a. Rephrase an idea—reword an idea in a variety of different way to emphasis the point.
 - b. Illustrate the point—use a story, fiction or nonfiction, to shed light on the main point. The story can also be used as an analogy, a teaching “parable” to accent the main point.
 - c. Compare the point with a similar one—Show how the point you are making shares similarities with other points of view.
 - d. Contrast the point with a different one—Show how your point is at odds with other points of views.
 - e. Demonstrate the causes of your point—Show how your idea began, or where it was developed.
 - f. Explain the effects of your point—Show what effects your point has on other ideas.
 - g. Define your point—Use a definition of a word, phrase, or concept.

STYLE

Paragraphs

1. **Coherent:** How well does the paper present each paragraph as understandable and readable?
2. **Unified:** How well does the paper present each paragraph with one main idea with an explicit or implicit topic sentence?

3. **Complete:** How well does the paper present each paragraph with sufficient information yet with a variety of length?
4. **Engaging:** How well does the paper use an introduction that introduces the topic with an engaging beginning?
5. **Strong:** How well does the paper use a conclusion to finish the paper with a strong ending?

Sentences

6. **Varied:** How well does the paper present sentences that are varied in length—short, medium, and long?
7. **Diverse:** How well does the paper present sentences that are diverse in structure—simple, compound, complex, and compound/complex?
8. **Parallel:** How well does the paper present sentences that contain equal or parallel wording, phrases, clauses, or sentences?
9. **Transitions:** How well does the paper present sufficient transitions used within and between sentences?
10. **Active Voice:** How well does the paper present sentences that use the active, not the passive voice except where appropriate?

Diction

11. **Appropriate:** How well does the paper present word choices that show a formal, academic tone? This includes no contractions, no slang, and no informal wording.
12. **Concise:** How well does the paper present sentences that incorporate as few words as possible, avoiding wordy and unnecessary phrases?
13. **Specific:** How well does the paper present sentences that demonstrate precise and exact wording including active verbs and descriptive nouns?
14. **Inclusive:** How well does the paper present sentences that incorporate sensitive language when referring to gender, race, religion, occupation, economic status, and age?

GRAMMAR

Syntax

1. **Phrase Fragments:** Do you have any phrases standing alone as a sentence? Change them.
2. **Clause Fragments:** Do you have any dependent clauses standing alone as a sentence? Change them.
3. **Run-On Sentences:** Do you have two or more independent clauses not separated with the appropriate punctuation mark? Change them.
4. **Comma Splices:** Do you have two or more independent clauses separated by a comma? Change them.
5. **Mixed Construction:** Do you have any sentences that combine multiple structures, creating an awkward sentence? Change them.
6. **Wrong Verb Form:** Did you use any incorrect verb forms? Change them.
7. **Inappropriate Tense Shift:** Did you use multiple verb tenses in the same sentence? Change them.
8. **Lack of Subject / Verb Agreement:** Did you use a different person and/or number for the subject and the verb? Change them.
9. **Wrong pronoun case/number:** Did you use the wrong pronoun case or number? Change them.
10. **Adjective/Adverb Errors:** Did you use any adjectives as adverbs? Change them.
11. **Double Negatives:** Did you use two negatives in the same sentence? Change them.

Punctuation

12. **Comma:** Does the paper correctly use commas?
13. **Semicolon:** Does the paper correctly use semicolons?
14. **Colon:** Does the paper correctly use colons?

15. **Period/question mark/exclamation point:** Does the paper correctly use periods, question marks, and exclamation points?
16. **Square Brackets/slashes:** Does the paper correctly use square brackets and slashes?
17. **Dashes/parentheses/hyphens:** Does the paper correctly use dashes, parentheses, and hyphens?
18. **Apostrophes/quotation Marks:** Does the paper correctly use apostrophes and quotation marks?

Mechanics

19. **Italics/Underline:** Does the paper correctly use italics and underline?
20. **Names of Persons:** Does the paper correctly use names?
21. **Numbers:** Does the paper correctly use numbers?
22. **Titles:** Does the paper correctly use titles?
23. **Capitalization:** Does the paper correctly use capitalization?
24. **Spelling:** Does the paper correctly use spelling?

FORMAT

Layout

1. **Margins:** Does the paper use one-inch margins for the entire paper?
2. **Spacing:** Does the paper use double spacing for the entire paper?
3. **Font:** Does the paper use a 12-point academic font (i.e. Book Antigua / Bookman Old Style / Century Schoolbook, Times New Roman)?
4. **Indent:** Does the paper use a one-half inch indent for each paragraph?
5. **Page Number:** Does the paper use the last name and page number located one half inch from the top of the right hand margin for each page?

6. **Title Page:** Does the paper use the MLA title heading of Name, Professor, Course Name and Date?
7. **Paper Title:** Does the paper include a title of the paper?
8. **Typed:** Is the paper computer-generated with no hand-written sections?

In-Text Documentation

9. **Summaries:** Does the paper use MLA parenthetical documentation for each source including appropriate lead-ins?
10. **Paraphrases:** Does the paper use MLA parenthetical documentation with appropriate lead-ins and transitions?
11. **Quotations:** Does the paper use MLA parenthetical documentation with appropriate lead-ins and quotation marks?
12. **Block Quotes:** Does the paper use a 1-inch indent for quotes five lines are longer, including no quotation marks and using MLA parenthetical documentation and lead-ins?
13. **Style:** Does the paper include the use of the author's name in a variety of positions in the source?

Works Cited Page

14. **Books:** Does the paper use MLA documentation for books?
15. **Periodicals:** Does the paper use MLA documentation for periodicals?
16. **Internet:** Does the paper use MLA documentation for Internet sources?
17. **Other:** Does the paper use MLA documentation for other sources?

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