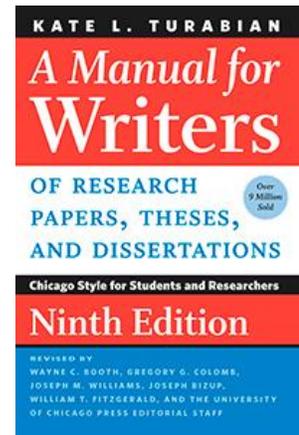




Southern California Seminary

Turabian Guide for Student Papers



About the *SCS Turabian Guide for Student Papers*:



This guide provides the basic instructions concerning the style and format of a student research paper for Southern California Seminary. The primary style and formatting reference manual for SCS is Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (9th edition). This guide will indicate any SCS idiosyncrasies as it relates to Turabian. This guide is located on the SCS Writing Center's webpage: <https://www.socalsem.edu/writing-center/>.

Numbers in parentheses refer to Turabian chapter and section numbers (17.1.1 Author's name). This covers basic format issues you will encounter when writing your papers. Use *Turabian* to resolve unanswered questions or ask your professor. Your professor is the final authority.



The *Guide to Microsoft Word* provides formatting instructions using MS Word for each section of a Turabian paper. This guide is located on the SCS Writing Center's webpage: <https://www.socalsem.edu/writing-center/>.



The *Turabian Paper Template* is a MS Word template that includes a majority of the paper formatting necessary for a Turabian paper. The template is located on the SCS Writing Center's webpage: <https://www.socalsem.edu/writing-center/>.

SCS Writing Center Videos — <https://www.socalsem.edu/writing-center/>



“Time Management for Research Papers” describes the process and time needed to research and write a paper.



“Turabian 9 Style: Part One: The Manual & Basic Paper Format” describes the manual and the basic paper format (using the template).



“Turabian 9 Style: Part Two: Citations: Bibliography & Footnotes” describes citation formats and demonstrates how create a bibliography using the citation generators in the library catalog, a research database, and an online generator, and then how to convert that into a footnote.



ZoteroBib helps you build a bibliography instantly from any computer or device, without creating an account or installing any software: <https://zbib.org/>.

Credits. In addition to *Turabian*, this document adapted *Woods Checklist for Turabian Research Papers*, *Woods Guide to the Capitalization of Theological Terms*, and *Woods Guide to Common Writing Errors* by Dr. Gary Woods. Used with Permission

Turabian Edition & Guide Version: 9.2. Last Revision: January 2021.
Created by Jennifer Ewing, MLIS, MACM.

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part one: citing sources

This section discusses the most common perception of Turabian: the citation of sources.

Students must use footnotes and a bibliography to cite all sources used in their papers. All ideas whether direct quotes, paraphrases, or summaries must be acknowledged (7.4, 15.1). To avoid plagiarism, you need to be very careful that your quotations are cited accurately. See also *Plagiarism & Academic Integrity*.

ABOUT SOURCES

Typically, a researcher should gather 1 to 1 1/2 sources per page of the paper. For instance: a 15-page paper should have 15 to 22 sources, or you will be relying too heavily on too few sources for your notetaking. Include a variety of sources (types and formats) in your paper, for example:

- 1 – 2 biblical reference works (dictionary, encyclopedia, or handbook, print and/or online)
- 4 – 6 books and commentaries (print and/or online)
- 4 – 6 periodical journal articles (print and/or online), and
- 1 – 2 select webpages

In research papers, each paragraph should have at least one footnote. Three footnotes per page is recommended. There should be one or more citations for every paragraph except the conclusion. Example: a 10-page paper may have 25 to 30 footnotes.

Scholarly vs. popular. While it typically depends upon the research topic, choose scholarly over popular level sources. Sources for practical ministry topics, for instance, may be found in trade magazines, like *Leadership*.

Evaluate the sources. Although the Internet has made the need for source evaluation increasingly important, you *always need to evaluate* the sources you use in your research. All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, purpose, objectivity, currency and usefulness.

Create the bibliography first. Start creating your bibliography as soon as the selected sources pass the evaluation process rather than waiting until the paper is completed. A good method is to create the bibliography entry as you start to take notes from each source. From this list of sources, create your footnotes.

Citation generators. The library catalog and research databases offer citation generators for the records in their databases. You are still responsible to ensure that the citation is correctly formatted. There are also websites and programs for collecting, storing, and managing citations. See the LibGuide: *Citation Styles Guide*: <http://sdcc.libguides.com/CitStyGd> for more information.

THE BIBLIOGRAPHY

Follow the general format guidelines found in Turabian chapter 16 and the specific examples in chapter 17.

The bibliography starts on a new page after the end of the body of the paper. It is an alphabetical list of all the sources cited in the paper. Do not organize the entries by the type of work: book, journal article, webpage, etc. See 16.2.3 for a list of sources that may be omitted from a bibliography. This list includes the Bible, classical works, well-known dictionaries, and interviews. Bibliographic entries must never be divided. If an entry cannot be included in its entirety at the bottom of the page, the entire entry must be moved to the next page. See *Widows and Orphans*.

Bibliography entries are arranged in alphabetical order by author's last name (e.g., Hawkins, John). If the bibliography has more than one work by the same author or editor, alphabetize them by the titles. For all entries after the first by the same author, replace the person's name with a 3-em dash, three consecutive em-dashes or 6 hyphens, (16.2.2.1). See *Hyphens & Dashes*. The bibliography font is 12 pt. Times New Roman like the body of the paper. Format bibliographical entries flush left with a hanging indent for subsequent lines within the entry (five spaces). Like the footnote, each bibliography entry is single-spaced within each entry and double-spaced between entries. Use the Paragraph dialog box (in MS Word) to enforce this spacing (16.2). The punctuation between the elements (author, title, publication) uses periods because a bibliography is a list of sources.

Gregg, Steve, ed. *Revelation, Four Views: A Parallel Commentary*. Nashville, TN: T. Nelson, 1997.

Sire, James W. *Naming the Elephant: Worldview as a Concept*. Downers Grove, IL: InterVarsity Press, 2004. Kindle.

———. *Why Good Arguments Often Fail: Making a More Persuasive Case for Christ*. Downers Grove, IL: InterVarsity Press, 2006.

Steffen, Tom A., and James O. Terry. "The Sweeping Story of Scripture Taught Through Time." *Missiology* 35, no. 3 (July 2007): 315–335. ATLA Religion Database with ATLASerials.

FOOTNOTES

Follow the general format guidelines found in Turabian chapters 16 and the specific examples in chapter 17.

A footnote consists of two linked parts—the note reference mark¹ and the corresponding note text. MS Word will automatically insert a superscript number in the text and place the cursor under the footnote line at a corresponding superscript number at the bottom of the page. When you add, delete, or move the numbered footnote superscript and its text in the body of the paper, MS Word automatically renumbers the corresponding footnote reference marks.

Insert the footnote number at the end of the sentence or clause containing the quoted or summarized material. The footnote number in the text should follow any mark of punctuation, including closing parenthesis (16.3.2).



Unsure how to insert a footnote in your paper? The *Guide to Microsoft Word* includes instructions for (1) using the References tab to insert a footnote and (2) using the Paragraph dialog box to format a footnote.

Footnote numbers are superscript and listed in sequential number order (MS Word formats this). The footnote font is 10 pt. Times New Roman. The punctuation between the elements (author, title) uses commas instead of periods because footnotes are meant to be read like a sentence. Footnotes are indented like a paragraph in the body of the paper and use word-wrap. Like the bibliography, each footnote entry is single-spaced within each entry and double-spaced between entries. Use the Paragraph dialog box (in MS Word) to enforce this spacing. If the note is long, MS Word may extend it to the bottom of the following page (16.3.4.1). The footnote separator line is flush left and 2 inches long.

¹ James W. Sire, *Naming the Elephant: Worldview as a Concept* (Downers Grove, IL: InterVarsity Press, 2004), 93.

² Steve Gregg, ed., *Revelation, Four Views: A Parallel Commentary* (Nashville, TN: T. Nelson, 1997), 225. Kindle.

³ Tom A. Steffen and James O. Terry, "The Sweeping Story of Scripture Taught Through Time," *Missiology* 35, no. 3 (July 2007): 330, ATLA Religion Database with ATLASerials.



The *Turabian Paper Template* has a preformatted Style for both the bibliographic citations and the footnotes. Just type or paste the citation and click on the Style.

GENERAL FORMATS: FOOTNOTE VS. BIBLIOGRAPHY

This is a review of each element of a book or article citation in the order that it appears in a citation. All footnote entries are marked with **N**; bibliography entries are marked with **B**. The first time you cite a work in your paper it requires a full footnote citation.

Author(s) full name (17.1.1, 17.2.1)

One Author:

N	FirstName LastName	Tom A. Steffen
B	LastName, FirstName	Steffen, Tom A.

If the source has more than one author, the order of the subsequent authors names are Author's FirstName LastName separated by an "and" with a preceding comma *only* in the bibliography because the first author's name is inverted (Figure 16.1).

Two Authors:

N	Tom A. Steffen and James O. Terry
B	Steffen, Tom A., and James O. Terry

Three Authors:

- N** Walter C. Kaiser, Willem VanGemeran, and Bruce Waltke
B Kaiser, Walter C., Willem VanGemeran, and Bruce Waltke

If there is an editor in the place of an author, add “ed.” after the name. If more than one editor, use: eds.

- N** Tom A. Steffen, ed.
B Steffen, Tom A., and James O. Terry, eds.

Title of the work (17.1.2, 17.2.2–3)

Book titles and journal titles are in *italics*. Article titles in journals are enclosed in “quotation marks” and are not italicized. In titles and subtitles all nouns, adjectives, pronouns, and verbs are capitalized, while prepositions (in, of), articles (a, the), and conjunctions (and, but) are not capitalized—unless it is the first word of the title or subtitle.

- | | |
|----------------------------|-------------------------------------------------------|
| book title (with subtitle) | <i>Naming the Elephant: Worldview as a Concept</i> |
| journal title | <i>Journal of the Evangelical Theological Society</i> |
| article title | “The Sweeping Story of Scripture Taught Through Time” |

Volume or edition (17.1.3–5)

Specific reference to a volume, edition other than the first, or reprint edition, if any. If a title had been reprinted several years after the original edition or is a reprint of a classic work, you can include the reprint information along with the publication information of the version you consulted.

- | | | | | |
|----------|---------|---------|----------|-------------------------|
| N | vol. 2, | 2nd ed. | rev. ed. | (1948; repr., Chicago: |
| B | Vol. 2. | 2nd ed. | Rev. ed. | 1948. Reprint, Chicago: |

Facts of publication for a book (17.1.6–7)

Place of publication (City, ST: using 2-letter postal codes), publisher, and date of publication. For publisher information, do not use *Publishing Co., & Co., Inc.,* or *Ltd.* (17.1.6.2). Publication information is enclosed by (parentheses) in the footnote. Include the state abbreviation if the city of publication may be unknown to the reader or may be confused with another city of the same name. State abbreviations are unnecessary for New York, Boston, Chicago, San Francisco, Los Angeles, etc. Use the first city listed if there is more than one city of publication.

- N** (Grand Rapids, MI: Zondervan, 2018),
B Grand Rapids, MI: Zondervan, 2018.

Issue information for a journal article (17.2.4)

Volume number, issue number, and issue date.

N/B 45, no. 1 (January 2018):

Page number(s)

For footnotes for books (17.1.7) and articles (17.2.5); for bibliographies use inclusive page numbers when the item is a part of a whole work—for articles in journals (17.2.5) or a chapter in a book (17.1.8). Do not use *page*, *pages*, *pg.*, *p.* or *pp.* to refer to pages, simply type the number(s). If fixed page numbers are not available, you can include a section title, chapter number or other number: chapter (chap.), part (pt.), or section (sec.); ex: chap. 19 (17.1.7.1, 17.1.8). To show a range of page numbers use an en-dash. See *Hyphens & Dashes*.

N *book*: Zondervan, 2018), 15. *or* Zondervan, 2018), 15–16.

N *e-book or online book (without static page numbers)*: chap. 4.

N *article*: (January 2018): 15.

B *article*: (January 2018): 15–30.

B *chapter in a book*: Zuck, 925–991. Wheaton, IL: Victor Books, 1983.

Access information for online sources

Online sources need to include the access information. A library research database name, a software program (Logos Bible Software) or app/format (Kindle), doi (digital object identifier), or a URL. Note that any URLs you cite should not be underlined and blue. With your mouse, “right click” on the URL and select “Remove hyperlink” so it is not underlined in your footnotes or bibliography. If no date can be determined from the source, you must include an access date.

Online source with publication/posted date:

B Database name Atla Serials

B URL <https://www.desiringgod.org/articles/masters-of-self>

B Software or app/format Kindle

B doi <https://doi.org/10.0000/0000>

Undated source:

N accessed January 28, 2018, URL.

B Accessed January 28, 2018. URL.

Short form of footnote ((16.4.1))

If the work has already been cited (as a full footnote citation), but not in the immediately previous note, you may use the short note format (16.4.1, Figure 16.2):

Option 1: Author’s last name and page number.

N Steffen, 441.

Option 2: Author’s last name, a shortened title (3–4 words) of the work (if more than one work by the same author is cited in the bibliography), and page number.

N Sire, *Naming*, 18.

Ibid (16.4.2)

If the current footnote is from the same work as the footnote that immediately precedes it and both footnotes are on the same page, you may use the Latin abbreviation Ibid (from *ibidem*, “in the same place”). Ibid. is capitalized, not italicized, and always followed by a period (16.4.2).

N	Steffen, 441.	full or short form of source
N	Ibid., 5.	next footnote (Ibid. cannot be the first footnote on a page)
N	Ibid.	same source, same cited page as above

EXAMPLES OF FOOTNOTES & BIBLIOGRAPHICAL ENTRIES

See Turabian, 151–153 (Figure 16.1), 169–222 (17.1–17.11.12) for more information. All footnote entries are marked with **N**; bibliographic entries are marked with **B**.

Book (17.1)

N ¹James W. Sire, *Naming the Elephant: Worldview as a Concept* (Downers Grove, IL: InterVarsity Press, 2004), 93.

B Sire, James W. *Naming the Elephant: Worldview as a Concept*. Downers Grove, IL: InterVarsity Press, 2004.

Edited Book (17.1.1.1–.2)

N ²Steve Gregg, ed., *Revelation, Four Views: A Parallel Commentary* (Nashville, TN: T. Nelson, 1997), 225.

B Gregg, Steve, ed. *Revelation, Four Views: A Parallel Commentary*. Nashville, TN: T. Nelson, 1997.

Online or E-book Book (17.1.10)

If a book is available in more than one format, cite the version you consulted. Usually this means you construct a citation as you would for a print source and then include the access information. If you consulted the book in the library database, give the name of the database instead of the URL. If you used a Bible software program or a specific app or device, include the name at the end of the citation (e.g. Logos Bible Software or Kindle). If fixed page numbers are not available, you can include a section title, chapter number or other number: chapter (chap.), part (pt.), or section (sec.); ex: ch. 19 (17.1.7.1, 17.1.8). *Turabian* suggests that if you frequently cite a source, consult a version that reproduces the pagination of the printed edition.

Book found online:

N ²C. Marvin Pate, ed., *Four Views on the Book of Revelation* (Grand Rapids, MI: Zondervan, 1997), 225, <http://books.google.com/books?id=dYsD4ilzRAAC&lpg=PP1&pg=PP1#v=onepage&q&f=false>.

B Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids, MI: Zondervan, 1998. <http://books.google.com/books?id=dYsD4ilzRAAC&lpg=PP1&pg=PP1#v=onepage&q&f=false>.

Book found in Bible software or a specific app or device:

N ²C. Marvin Pate, ed., *Four Views on the Book of Revelation* (Grand Rapids, MI: Zondervan, 1997), chap. 4. Logos Bible Software.

B Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids, MI: Zondervan, 1998. Logos Bible Software.

Book found in library database:

N ²C. Marvin Pate, ed., *Four Views on the Book of Revelation* (Grand Rapids, MI: Zondervan, 1997), 225. ProQuest eBook Central.

B Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids, MI: Zondervan, 1998. ProQuest eBook Central.

Chapter in a Book (17.1.8)

Use this format for citing a book chapter where the work is edited and each chapter is written by a different author. Also use this format when a commentary contains multiple books of the Bible in a volume, each written by a different author. Include the word “in/In” between the chapter title and book title.

N ⁸Ron J. Bigalke Jr. and George A. Gunn, “Contingency of the Davidic Reign in Peter’s Pentecost Sermon,” in *Progressive Dispensationalism: An Analysis of the Movement and Defense of Traditional Dispensationalism*, ed. Ron J. Bigalke (Lanham, MD: University Press of America, 2005), 180.

B Bigalke, Ron J., Jr., and George A. Gunn. “Contingency of the Davidic Reign in Peter’s Pentecost Sermon.” In *Progressive Dispensationalism: An Analysis of the Movement and Defense of Traditional Dispensationalism*, edited by Ron J. Bigalke, 179–203. Lanham, MD: University Press of America, 2005.

Multiple volume Bible commentary (each book of the Bible written by different scholar)

N ⁵Alan Johnson, “Revelation,” in *The Expositor’s Bible Commentary: With the New International Version of the Holy Bible*, ed. Frank Ely Gaebelin, J. D. Douglas, and Dick Polcyn (Grand Rapids, MI: Zondervan, 1976), 12:432.

B Johnson, Alan. “Revelation.” In *The Expositor’s Bible Commentary: With the New International Version of the Holy Bible*, edited by Frank Ely Gaebelin, J. D. Douglas, and Dick Polcyn, 12:399–603. Grand Rapids, MI: Zondervan, 1976.

Single volume Bible commentary (each book of the Bible written by different scholar)

N ⁹John F. Walvoord, “Revelation,” in *The Bible Knowledge Commentary: An Exposition of the Scriptures: New Testament*, ed. John F. Walvoord and Roy B. Zuck (Wheaton, IL: Victor Books, 1983), 933.

B Walvoord, John F. “Revelation.” In *The Bible Knowledge Commentary: An Exposition of the Scriptures: New Testament*, edited by John F. Walvoord and Roy B. Zuck, 925–991. Wheaton, IL: Victor Books, 1983.

Reference Work, Signed Articles (17.1.8)

If you use a reference work (dictionary, encyclopedia) that lists the author of the entry, then:

N ⁷ T. Desmond Alexander, “Abraham (Abram),” in *New Dictionary of Biblical Theology*, ed. T. Desmond Alexander and Brian S. Rosner (Leicester, England: InterVarsity Press, 2000), 367.

N ¹⁵ M. H. Woudstra, “Abraham’s Bosom,” in *Evangelical Dictionary of Theology*, ed. Walter A. Elwell, 2nd ed. (Grand Rapids, MI: Baker, 2001), Credo Reference.

In the bibliography you have two choices: you can duplicate the footnote and cite the specific article

B Alexander, T. Desmond. “Abraham (Abram).” In *New Dictionary of Biblical Theology*, edited by T. Desmond Alexander and Brian S. Rosner, 365–367. Leicester, England: InterVarsity Press, 2000.

B Woudstra, M. H. “Abraham’s Bosom.” In *Evangelical Dictionary of Theology*, edited by Walter A. Elwell, 2nd ed. Grand Rapids, MI: Baker, 2001. Credo Reference.

or you can cite the reference work as a whole.

B Alexander, T. Desmond, and Brian S. Rosner, eds. *New Dictionary of Biblical Theology*. Leicester, England: InterVarsity Press, 2000.

Reference Work (17.9.1)

If each entry does not list a specific author (the work as a whole has an author or editor), use s.v. “under the word.” DO NOT USE English dictionaries or Strong’s *Concordance* to define biblical or theological terms.

N ³ Millard J. Erickson, ed. *The Concise Dictionary of Christian Theology*, 2nd ed. (Wheaton, IL: Crossway Books, 2001), s.v. “Person, Personhood.”

B Erickson, Millard J., ed. *The Concise Dictionary of Christian Theology*. 2nd ed. Wheaton, IL: Crossway Books, 2001.

Formal Series (17.1.5)

Do not italicize the series name and include a series number if available.

N ⁶ Lamar Eugene Cooper, *Ezekiel*, New American Commentary 17, ed. by E. Ray Clendenen (Nashville, TN: Broadman & Holman, 1994), 56.

B Cooper, Lamar Eugene. *Ezekiel*. New American Commentary 17, edited by E. Ray Clendenen. Nashville, TN: Broadman & Holman, 1994.

Dissertation or Thesis (17.7.1)

N ¹⁵ Harold Johnson, “The Research and Development of a Storying Model to Address the Postmodern Worldview with the Biblical Worldview” (DMin diss., New Orleans Baptist Theological Seminary, 2000), 15, Theological Research Exchange Network.

B Johnson, Harold. “The Research and Development of a Storying Model to Address the Postmodern Worldview with the Biblical Worldview.” DMin diss., New Orleans Baptist Theological Seminary, 2000. Theological Research Exchange Network.

Journal Article in Print (17.2)

N ³ Stephen L. Homcy, “‘To Him Who Overcomes’: A Fresh Look at What ‘Victory’ Means for the Believer According to the Book of Revelation,” *Journal of the Evangelical Theological Society* 38, no. 2 (1995): 194.

B Homcy, Stephen L. “‘To Him Who Overcomes’: A Fresh Look at What ‘Victory’ Means for the Believer According to the Book of Revelation.” *Journal of the Evangelical Theological Society* 38, no. 2 (1995): 193–201.

Journal Article in an Online Database (17.2)

N ⁴ Tom A. Steffen and James O. Terry, “The Sweeping Story of Scripture Taught Through Time,” *Missiology* 35, no. 3 (July 2007): 330, ATLA Religion Database with ATLASerials.

B Steffen, Tom A., and James O. Terry. “The Sweeping Story of Scripture Taught Through Time.” *Missiology* 35, no. 3 (July 2007): 315–335. ATLA Religion Database with ATLASerials.

Web Pages (17.5.1)

If a publication date cannot be found, include an accessed date: Accessed January 16, 2001.

A published document also available on a website:

N ⁷ National Endowment for the Arts, *Reading at Risk: A Survey of Literary Reading in America* (Washington, DC: National Endowment for the Arts, 2004), vii, <http://www.nea.gov/pub/ReadingAtRisk.pdf>.

B National Endowment for the Arts. *Reading at Risk: A Survey of Literary Reading in America*. Washington, DC: National Endowment for the Arts, 2004. <http://www.nea.gov/pub/ReadingAtRisk.pdf>.

A document available on a website:

N ⁷ Thomas L. Constable, “Notes on Matthew,” Dr. Constable’s Expository (Bible Study) Notes, 2013 ed., 431, <http://www.soniclight.com/constable/notes/pdf/matthew.pdf>.

B Constable, Thomas L. “Notes on Matthew.” Dr. Constable’s Expository (Bible Study) Notes. 2013 ed. <http://www.soniclight.com/constable/notes/pdf/matthew.pdf>.

An entire website:

N ⁷ Israel Antiquities Authority, “The Leon Levy Dead Sea Scrolls Digital Library,” Israel Antiquities Authority, accessed January 16, 2001, <http://www.deadseascrolls.org.il/home>.

B Israel Antiquities Authority. “The Leon Levy Dead Sea Scrolls Digital Library.” Israel Antiquities Authority. Accessed January 16, 2001, <http://www.deadseascrolls.org.il/home>.

A specific webpage (dated):

N ⁷ William Lane Craig, “Red Letter Gospels,” Reasonable Faith, August 27, 2016, <http://www.reasonablefaith.org/red-letter-gospels>.

B Craig, William Lane. “Red Letter Gospels.” Reasonable Faith. August 27, 2016. <http://www.reasonablefaith.org/red-letter-gospels>.

A specific webpage (undated):

N ⁷ Paul Froese and Christopher Bader, “Benevolent God,” America’s Four Gods, accessed August 8, 2018, <http://www.thearda.com/whoisyourgod/fourgods/benevolent.asp>.

B Froese, Paul, and Christopher Bader. “Benevolent God.” America’s Four Gods. Accessed August 8, 2018. <http://www.thearda.com/whoisyourgod/fourgods/benevolent.asp>.

Class Lecture (cf. 17.7.2)

An unpublished class lecture is cited in a footnote, but rarely in the Bibliography. You can use the same format if you want to cite a student paper from a previous course.

N ²⁰ Jennifer Ewing, “What Is Research?” (lecture, Theological Research, Southern California Seminary, March 2, 2015).

One Source Quoted in Another (17.9.3)

Note: It is expected that if you have a source that quotes another source that you locate the original and quote that. There are reasons for this: (1) to ensure the accuracy of the material being quoted; (2) to ensure that the quote was used in the manner intended by the context of the original source. However, if the original source is unavailable, cite the secondary source as “quoted in” in the footnote.

N ³⁴ J. Dwight Pentecost, *Things to Come* (Findlay, OH: Dunham Publishing, 1958), 507, quoted in John F. Walvoord, *The Millennial Kingdom* (Grand Rapids, MI: Zondervan, 1983), 201.

B Pentecost, J. Dwight. *Things to Come*. Findlay, OH: Dunham Publishing, 1958, 507. Quoted in John F. Walvoord, *The Millennial Kingdom*. Grand Rapids, MI: Zondervan, 1983.

FIGURE A. BIBLIOGRAPHY

Hanging indent, single spaced, 1 blank line between entries

Bibliography

Double spaced between heading and first entry

Barna, George. *Think Like Jesus*. Nashville, TN: T. Nelson, 2003.

Barna Group. "Barna Survey Examines Changes in Worldview Among Christians over the Past 13 Years." Barna Group. March 6, 2009. Accessed January 17, 2011. <http://www.barna.org/transformation-articles/252-barna-survey-examines-changes-in-worldview-among-christians-over-the-past-13-years>.

Borthwick, Paul. *Six Dangerous Questions to Transform Your View of the World*. Downers Grove, IL: InterVarsity Press, 1996.

Chuck Colson Center for Christian Worldview. "Story and Structure in the Christian Worldview." Chuck Colson Center for Christian Worldview. Accessed January 18, 2011. <http://www.colsoncenter.org/search-library/framework-of-truth>.

———. "Worldview Spheres." Chuck Colson Center for Christian Worldview. Accessed January 18, 2011. <http://www.colsoncenter.org/search-library/worldview-spheres>.

Curtis, Brent, and John Eldredge. *The Sacred Romance: Drawing Closer to the Heart of God*. Nashville, TN: Thomas Nelson, 1997.

Evans, A. Steven. "Matters of the Heart: Orality, Story and Cultural Transformation—The Critical Role of Storytelling in Affecting Worldview." *Missiology* 38, no. 2 (April 2010): 185-199.

Froese, Paul, and Christopher Bader. "America's Four Gods." The Association of Religion Data Archives. Accessed January 15, 2011. <http://www.thearda.com/whoyourgod/>.

———. *America's Four Gods: What We Say About God— & What That Says About Us*. New York: Oxford University Press, 2010.

Geisler, Norman L. *Baker Encyclopedia of Christian Apologetics*. Grand Rapids, MI: Baker Books, 1999.

Goheen, Michael W. "The Urgency of Reading." *Journal of the American Theological Association* 4 (January 2008): 469-483. Accessed January 17, 2011. ATLA Serials.

Grossman, Cathy Lynn. "Americans' Views of God Shape Attitudes on Key Issues." *USA Today*. October 7, 2010. http://www.usatoday.com/news/religion/2010-10-07-1Agod07_CV_N.htm?csp=hf&loc=interstitialskip.

Hendriksen, William. *Exposition of the Gospel According to Luke*. New Testament Commentary. Grand Rapids: Baker Book House, 2002.

Entries are alphabetized by author, then title

Break a long URL by inserting a No-Width Optional Break before a punctuation mark

For repeated authors, use a 3-em dash (6 hyphens) Ctrl+Alt+minus

An entry should never be divided between pages; move to next page

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QUOTATIONS (25.1–25.3)

A direct quotation is one way to reproduce another’s work. Enclose the exact words quoted in double quotation marks. Commas and periods always appear inside of quotation marks. See *Quotation Marks* for more about punctuation. Use ellipses (. . .) to indicate that words have been omitted in a direct quote (25.3.2). If emphasis is added to a quotation, see *Italics not Underlining*.

Students should quote from original sources (Turabian 17.9.3). If an author quotes another’s work, that source should be located *to make sure the quote is accurate and in context*. Only use the option “quoted in” when the original work cannot be located (i.e., interlibrary loan was unsuccessful).

Usually a shorter quotation is preferred over a longer quotation. No more than 25% of a paper should be comprised of direct quotes. If the quote is long, consider summarizing it. Usually a summary is better than a direct quotation unless the words themselves are evidence to support your claims and not just the ideas (7.4). To avoid plagiarism, you need to be very careful that your quotations and citations are accurate.

Integrate direct quotes into sentences and make the transitions smooth. Avoid paragraphs filled with random, orphaned direct quotes. This will require you to engage with your sources by discussing the import of the quotation and telling the reader how it supports or opposes your paper’s argument.

Clarify the beginning and ending of quotations (direct, summary or paraphrase). Use an introductory tag and end with a footnote. Smith notes that “the use of...”³

Introducing a Quotation

Here are some of the words you can use to introduce a quotation into the flow of the text (25.2.1, 7.5):

accepts	commands	explains	observes	rejects
according to	comments	expresses	opposes	relates
acknowledges	compares	features	places	remarks
addresses	concludes	finds	points out	reports
adds	confirms	focuses	points to	responds
admits	contends	holds	portrays	reveals
affirms	declares	implies	posits	says
agrees	defines	indicates	proclaims	shows
argues	demonstrates	insists	proposes	speaks
asks	denies	interprets	protests	states
asserts	describes	introduces	questions	stipulates
assesses	discusses	labels	recalls	submits
attributes	disputes	maintains	recognizes	suggests
believes	emphasizes	mentions	recommends	sums up
claims	endorses	notes	refutes	teaches
combats	exhorts	objects	reiterates	thinks

verifies in the view of warns writes
Block Quotes

A quotation of five lines or more of text is presented as a block quotation (25.2.2). Generally, block quotations do not use opening or closing ellipses.

Format block quotes by indenting the entire quotation left .5 inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation (12-point spacing before and after, use the Paragraph dialog box). Block quotes do not begin or end with quotation marks unless the quote includes those quotation marks.⁸

If the sentence after the block quote is the beginning of a new paragraph, then you will need to indent it. If it is a continuation of the same paragraph, then the first line of the sentence after the block quote is not indented.

If you quote more than one paragraph in the block quotation, do not add extra line space between them, but indent the first line of the second paragraph an additional .5 inch.

Shorter block quotes are permitted but should not be over used.



Looking to format a block quote? The *Guide to Microsoft Word* includes instructions for using the Paragraph dialog box.



The *Turabian Paper Template* has a preformatted Style for a Block Quote. Just type the quote and click on the Style.

Bible Quotations

Scripture references cited in parentheses are always abbreviated (as is the translation if you use more than one) and included in the sentence. See *Abbreviations of Books of the Bible* (below). **Scripture references are never placed in footnotes.**

RIGHT: The Bible teaches, “the wages of sin is death” (Rom 6:23 KJV).
The Bible teaches that “the wages of sin is death” (Rom 6:23 NASB).

WRONG: The Bible teaches “the wages of sin is death.” (Romans 6:23)
The Bible teaches “the wages of sin is death”. Romans 6:23 (KJV)

Bible books mentioned in sentences are always spelled out.

RIGHT: Romans 6:23 teaches, “the wages of sin is death.”

WRONG: Rom 6:23 teaches “the wages of sin is death.”

Addition samples of Scripture introductions:

Paul exhorts in Romans 12:1 (NIV), “. . .”

Paul argues, concludes, implies, declares, exhorts, writes, “. . .” (Rom 12:1 KJV).
 Romans 12:1 indicates, states, teaches
 According to Romans 12:1
 “I beg you, do not be conformed to this world” (Rom 12:1 MSG).
 The writer of Hebrews declares
 The psalmist writes, “The LORD is my shepherd” (Ps 23:1 KJV).

Abbreviations of Books of the Bible

Scripture references cited in parentheses are always abbreviated. See *Bible Quotations* (above). **Scripture references are never cited in footnotes.** Use Arabic numbers, colons (between chapter/verse), en-dashes (Ctrl + (-) minus sign, for ranges of chapters or verses, do not use a hyphen), commas (for verses of the same chapter), and semi-colons (chapter of the same book, and between different books) as follows: Gen 1:1–3, 6–7; 3:22; 11:1–7; Isa 6:8; Matt 28:19.

The abbreviations v. (singular) and vv. (plural) may also be used but only in unambiguous contexts in the body of the paper. References to whole books or chapters are not abbreviated (e.g., Genesis 1, Isaiah 1–9). Do not start a sentence with an Arabic numeral—spell the number out (e.g., First John teaches. . .). Do not italicize books of the Bible. No period follows abbreviated book titles.

OT				NT		
Gen	1 Kgs	Eccl	Obad	Matt	Phil	1 Pet
Exod	2 Kgs	Song	Jonah	Mark	Col	2 Pet
Lev	1 Chr	Isa	Mic	Luke	1 Thess	1 John
Num	2 Chr	Jer	Nah	John	2 Thess	2 John
Deut	Ezra	Lam	Hab	Acts	1 Tim	3 John
Josh	Neh	Ezek	Zeph	Rom	2 Tim	Jude
Judg	Esth	Dan	Hag	1 Cor	Titus	Rev
Ruth	Job	Hos	Zech	2 Cor	Phlm	
1 Sam	Ps	Joel	Mal	Gal	Heb	
2 Sam	Prov	Amos		Eph	Jas	

Abbreviations of Versions of the Bible

ESV English Standard Version
 KJV King James Version
 NASB New American Standard Bible
 NIV New International Version
 NKJV New King James Version

Abbreviations from *The SBL Handbook of Style*, 2nd ed, §8.2.1, 8.3.

part two: preparing to write

This section discusses the technical setup for a paper or other assignment. When professors tell you to format a paper in Turabian format, it is more than just the footnotes and bibliography, it is the way that the paper looks overall. If you have an assignment that is not a research paper (like an outline or list of definitions), following this format will give it the Turabian look.

COMPUTERS AND FORMAT

SCS encourages its students to be proficient in computer-based word processing skills and requires that all assignments be typed or computer-generated. MS Word is the standard word processing software program used at SCS.

Turabian Template



The *Turabian Paper Template* has the following preformatted into the document. Just type your text and click on the correct Style. Writing Center's webpage: <https://www.socalsem.edu/writing-center/>.

Fonts

Times New Roman 12-point is the preferred font for all SCS papers. Back matter should also be 12-point. (Note: the text of this guide is Times New Roman 12-point). Footnotes are to be 10-point font.

Fonts of foreign languages (including Hebrew and Greek) must be the same as the rest of the document. It is strongly suggested that the student use Unicode fonts for Hebrew and Greek text.

Margins

Margins are to be set as follows:

Top	1 inch	Right	1 inch
Bottom	1 inch	Left	1 inch

Alignment

All text is aligned to the left; do not use full justification or automatic hyphenation.

Line Spacing

The body of the document is double-spaced with the exception of block quotations, footnotes, and bibliography. See also line spacing requirements for subheadings.

Indentation

The first lines of all paragraphs are indented by .5 inch. Format block quotes by indenting the entire quotation .5 inch from the left margin. Only indent the first line of a block quote if it is also the first line of a new paragraph.

Page Numbers

Page numbers must be the same font and size as the text: Times New Roman 12-point. Every page must be assigned a number, though not all pages display a page number (e.g. the title page).

For front matter, table of contents:

- Use lower case Roman numerals (ii, iii, iv, etc.)
- Locate page numbers at the bottom center of the page in the footer
- The title page is counted but does not display a page number

Body of paper and bibliography:

- Use Arabic numerals (1, 2, 3, etc.)
- Locate the page numbers at the bottom center of the page in the footer
- The first page of the main body of text is page 1

Emphasis/Italics

Do not use underline for anything (including Internet links). Use italics for emphasis. *Italicize* Greek, Hebrew, Aramaic, Latin, and other foreign words. See *Italics not Underlining*.

UPLOADING/SUBMITTING YOUR PAPER

Before submitting your paper to your professor, check to be sure that there are no subheadings ending a page (see Widows and Orphans) and that all the format corrections have been made. Be certain there are no split references in the bibliography.



Looking to format any of the items mentioned above? The *Guide to Microsoft Word* includes instructions for using the Page Setup dialog box, Paragraph dialog box, and inserting and formatting Page Numbers.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to be “above reproach” (1 Tim 3:2–7) in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and apply the appropriate action.

Plagiarism

Plagiarism is knowingly and willingly treating another person’s work as one’s own. It includes taking another’s words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. Plagiarism is copying or imitating the words, sentences, outlines, or ideas of another person and presenting them as the student’s original work. Plagiarism will not be tolerated at SCS. To avoid plagiarism, give credit to the original source by using proper citation methods: including accurate summary, paraphrasing, or quotation of the material and footnotes. See the LibGuide: *Plagiarism & Academic Integrity*.

Multiple Submissions

Multiple submissions (self-plagiarism) is submitting a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. The minimum penalty is failure of the paper; test, etc. where the deception occurred.

When a student thinks previous work by him or her has some potential for expansion, improvement, or to serve as a starting point for another line of thought, the student should contact the professor and explain the situation. The professor has discretion to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

SCS Academic Catalog 2018–2019, pg. 58–59

part three: front matter

This section discusses the introductory pages of a paper. Front matter are the pages preceding the main text, including the title, table of contents, etc. The guidelines for the front matter are described below. Refer also to the sample pages in Appendix A. The front matter is listed here in the order that they should appear in the paper.

TITLE PAGE

SCS uses its own title page format. See the example below.

- Begin each paper with a title page. There are two sections to the title page. The title begins 1/3 of the way down the page. All text on the title page is centered.
- Two-thirds of the way down the page is three lines of text: the student's name, the course number and name, and the due date.
- Each line of text is double spaced (line spacing).

Section 1: The title of paper is formatted in Headline-Style Capitalization. If there is a subtitle, place it a below the title (line spacing: double, 0 spacing before or after).

Title of the Paper:

Subtitle of the Paper

Section 2: The author, the number and name of the course (found on the course syllabus). and the due date.

Student Name

CN-000 Course Name

April 18, 2018

The title page counts as page one (i) in the front matter, does not display the page number, and is not listed in the table of contents.



Is the page number showing on the title page? The *Guide to Microsoft Word* includes instructions for using the Footers. By check marking Different First Page you can keep the page number from displaying on the title page.

FIGURE B. TITLE PAGE

The title page is divided into thirds
Each line of text is double spaced

The Transmission of a Biblical Worldview Through Story: *The title is 1/3 of the*
A Christian Response *way down the page.*

Headline-Style Capitalization
If there is a subtitle, place it a below the title
No space before or after the paragraphs

Jennifer Ewing *Student information is 2/3 of*
RS-501 Theological Research *the way down the page.*
February 23, 2011

The title page counts as page one (i) in the front matter, does not display the page number, and is not listed in the table of contents.

TABLE OF CONTENTS

The words Table of Contents are typed at the top of the second page. One blank double-spaced line follows, with the entries beginning on the second line below the page title. Note the following:

- Double space between subheading entries and single space wrap around lines.
- Align first level subheadings left; indent second level subheadings .5 inch, etc. If more than one level of subheadings is included, each level is indented a constant distance beyond the previous level.
- The capitalization and wording of subheadings must be exactly as they appear in the body of the document.
- Page numbers appear at the right margin (justified right) following a dotted leader line.

Use the *Turabian Paper Template* to generate and update the table of contents.



The *Turabian Paper Template* has the table of contents preformatted into the document. Just type your headings in the body of the paper and click on the correct Style: Heading 1, Heading 2, etc. DO NOT edit or type on the preformatted table of contents.



Do you need the preformatted table of contents to display the headings of your paper? The *Guide to Microsoft Word* includes instructions for updating, editing or creating a table of contents.

FIGURE C. TABLE OF CONTENTS

Table of Contents	
Introduction.....	1
What Is A Worldview?	2
Worldviews Are Ontological.....	4
How Worldviews Are Lived Out.....	5
Worldview As Story	7
A People (No Longer) Set Apart	10
Breaking with the Past.....	10
Always Innovating.....	12
The Effect on Christians	13
Challenges to a Biblical Worldview	14
Acquiring a Biblical Worldview.....	14
Analytical Approaches.....	15
Concrete Approach: Telling God's Story.....	18
Postmodern Young Adults.....	23
Conclusion	24
Bibliography	26

Double space between headings

Page numbers are right justified with dot leader lines

Front matter is numbered using Roman numerals

ii

1-inch margins

Indent each level of headings by .5 inches

part four: body of the paper

This section contains general information relevant to the writing mechanics of the body of the paper. See *Part 5: Drafting the Paper* which discusses the elements in an academic paper, tips for good writing, the practice of revision, and construction of a paper's argument.

ABBREVIATIONS

More detailed information about abbreviations can be found in Turabian (24.1–24.7).

- Refer to pages by number alone, rather than using p. or pp.
- The abbreviation [*sic*] appears to mark an uncorrected error in quoted material. It is italicized and placed in brackets, to identify it as the author's error (25.3.1.1).
- AD, anno Domini (in the year of the Lord) comes before the year, i.e., AD 70 not 70 AD. BC, before Christ (before the Christian era) comes after the year, i.e. 552 BC not BC 552. Some texts use CE, common era and BCE, before the common era (24.4.3).
- The ordinals "second" and "third" (as in book editions) are abbreviated 2nd and 3rd (17.1.3).
- For U.S. states use the two-letter, no-period postal codes, California CA (24.3.1).

See *Abbreviations of Books of the Bible* and *Abbreviations of Versions of the Bible*. The list of abbreviations is from *The SBL Handbook of Style*, 2nd ed, §8.2.1, 8.3.

CONTINUED NUMBERING/INCLUSIVE NUMBERS

Continued numbers (or inclusive numbers) in references to years and page numbers may be spelled out (use *from* and *to*) or may be abbreviated. If you choose to abbreviate such numbers, the first procedure outlined in 23.2.4 must be followed carefully. Use a connecting en-dash with no space on either side. Avoid ff., f., etc. See also *Numbers*.

First Number	Second Number	Example
Less than 100 (1–99)	Use all digits	3–10, 71–72, 96–117
100 or multiples of 100	Use all digits	100–104, 600–613, 1100–1123
101 through 109, 201 through 209, etc.	Use changed part only	107–8, 505–17, 1002–6
110 through 199, 210 through 299, etc.	Use two or more digits, if needed	321–25, 415–532, 1536–38, 1496–504, 14325–28, 13792–803

HEADINGS/SUBHEADINGS

Headings

Headings appear on the first page of each new section (e.g., title page, table of contents, and bibliography).

Headings, like for longer papers with chapters, are centered, typed in *Headline-Style Capitalization*, and are not followed by punctuation.

Chapter/Major Headings are Centered, Bold, Typed in Headline-Style Capitalization



Two single-spaced blank lines usually follow a major heading with text beginning on the third line below the heading.

Subheadings

Subheadings vary in format depending on the level (Turabian A.2.2.4). Two single-spaced blank lines precede a subheading, and one single-spaced blank line follows a subheading.

There must be text between levels of subheadings. Subheadings at the bottom of a page must include at least two lines of following text; otherwise, the subheading must be moved to the top of the next page. *See* Widows and Orphans.

Formatting subheadings properly using MS Word Styles is essential to using the table of contents generator. Headings in the *Turabian Paper Template* already have formatted heading styles.

Sample subheadings (here without the intervening text):

First Level Subheads Are Centered, Bold, Headline-Style Capitalization

Second Level Subheads Are Centered, Not Bold, Headline-Style Capitalization

Third Level Subheads Are Flush Left, Italic Type, Headline-Style Capitalization

Fourth level subheads are flush left, roman type, sentence-style capitalization



Do you want to know more about heading styles? The *Guide to Microsoft Word* includes instructions for linking a heading to a Style and for editing a Style.

WIDOWS AND ORPHANS

Avoid widowed headings and orphaned lines of text. Widows occur when a page ends with an isolated subheading. There must be at least two lines of text with the subheading; otherwise, the subheading should be placed atop the next page. Orphans occur when the last line of a paragraph stands alone at the top of the page or the first line of a paragraph that stands alone at the bottom of a page.

Bibliographic entries must never be divided. If an entry cannot be included in its entirety at the bottom of the page, the entire entry must be moved to the next page.



Do you want to know how to control widowed headings and orphaned text? The *Guide to Microsoft Word* includes instructions for widow and orphan control using the Paragraph dialog box.

ITALICS NOT UNDERLINING

The following items are to be consistently italicized throughout: third level subheadings, book and journal titles; individual foreign words and phrases; and emphatic words and phrases.

If emphasis is added to a quotation which does not appear in the original this must be noted by [*italics mine*] or [*emphasis added*] placed in brackets within the quote immediately after the italicized words (25.3.1.3).

Italicize Greek, Hebrew, Aramaic, Latin, and other foreign words (22.2.1).

Underlining should NOT be used in the document (including Internet links). Use italics for emphasis (but use it sparingly).

LISTS & ENUMERATIONS

Consistency is important. If you are using words to enumerate (or list) the points of your argument, make sure they are in the same category:

RIGHT: First, Second, Third, Fourth, Fifth, Sixth, Seventh, and Last.

WRONG: First, Secondly, Three, Fourthly, Next, Then, Last.

To create a list, precede each item with an Arabic numeral in closed parentheses. If the list is an appositive, use a colon, not a semicolon, to introduce the list (23.4.2.1).

RIGHT: He gave two reasons for his resignation: (1) advancing age and (2) gradually failing eyesight.

WRONG: He gave 2 reasons for his resignation; 1) advancing age and 2) gradually failing eyesight.

Items enumerated on separate lines (paragraph or indent style) should use an Arabic number followed by a period, two spaces, and be aligned. Items in lists that are complete sentences or whole paragraphs have a period at the end.

NUMBERS

Spell out numbers from one through ten. For all other numbers, 11–999,999, use Arabic numerals (SCS format). Spell out numbers that begin a sentence. See also *Continued Numbering/Inclusive Numbers*.

PUNCTUATION

Some punctuation rules are selected below. Refer to Turabian 21.1–21.12 for more information.

Apostrophes (20.2)

Used with possessive nouns, not to make a plural noun (e.g., The Babylonians worshiped many gods [not worshipped many god's]). The possessive of the names Jesus and Moses are formed by the use of an apostrophe alone: Jesus' name; Moses' leadership.

Colons (21.4)

The colon is placed outside quotations marks and parentheses. One space follows a colon, except in the case of Scripture references, when no space follows the colon.

Commas (21.2)

Commas are used to separate items like clauses, phrases, and individual words, especially when the reader might mistake when one clause or phrase ends, and another begins.

Ellipses (25.3.2)

Omissions in quoted matter are marked by a series of period dots called ellipses. Three dots are used for omissions within a sentence, while four dots are used following an abbreviation or a sentence ending period. Ellipses dots must be kept together and need a space before and after (unless the first dot is the period of an abbreviation or punctuation) and after the last dot of a word: i.e., “quoted ... matter” and not “quoted...matter.”

Hyphens & Dashes (21.7)

Hyphens are used for compound words, e.g. Jack-of-all-trades. Do not confuse a dash—with a hyphen -.

An **en-dash** (e.g., Matt 1:1–5) is used in works to mean “through” for numbers and dates; while a hyphen (e.g., first-century writer) connects compound words. Note that there is no space on either side of a hyphen or en-dash. To insert an en-dash in MS Word, use Ctrl+Num - (minus sign).

Use an **em-dash** (—), or two hyphens, to indicate a pause. Dashes are used to indicate a sudden break in thought, indicate faltering speech, or for emphasis. There is no space before or after the dash. If MS Word does not automatically insert a dash, use Ctl+Alt+Num - (minus sign).

RIGHT: The Great Commission, the Great Commandment, and Servant Leadership—these are “the pillars of living our faith.”

WRONG: The Great Commission; the Great Commandment; Servant Leadership – these are “the pillars of living our faith”.

Use a **2-em dash** (two consecutive em-dashes or 4 hyphens) to indicate missing letters (no spaces) or words (space on either side of the dash). H—th [Heath?] The man — down the stairs.

A **3-em dash** (three consecutive em-dashes or 6 hyphens) is used in bibliographies to represent a repeated author (16.2.2). ———. *Title of Work*. Do not use underline.

Parentheses (21.8.1)

Parentheses are used (1) to set off parenthetical (explanatory or interrupting) elements as are paired commas or dashes, and (2) to set off the numbers or letters in a list (as in this sentence).

Semicolons (21.3)

A semicolon is used to separate elements that include commas. It indicates a greater break in the continuity of a sentence than a comma does. It precedes the words *hence*, *however*, *indeed*, *then*, and *thus* when used in a sentence and takes the place of a conjunction. One space follows the semicolon. Semicolons are placed outside quotation marks and parentheses.

Quotation Marks (21.10, 25.2.1)

Punctuation goes inside quotation marks (e.g., “Amen.” not “Amen”.) but a question mark or exclamation point may precede or follow depending upon the quotation. Semicolons are placed outside quotation marks.

part five: drafting the paper

This section discusses the elements in an academic paper, tips for good writing, the practice of revision, and construction of a paper's argument, which includes critical thinking and logic.

INTRODUCTION/TOPIC

Every paper begins with an introduction (one or more paragraphs) which clearly and concisely states the paper's topic. It introduces the problem studied; stating the argument and the research question that will be answered in the body of the paper (but usually not stated in the form of a question). The thesis statement is generally the argument reduced to a single sentence. Good introductions should include a hook—a quote or statement—that captures the reader's attention. The paper's topic needs to be narrow enough to be discussed in depth in 10–15 pages.

It starts by asking a good question. Why is the Sabbath the only one of the Ten Commandments that is not restated in the New Testament? The resulting paper is how you answered that question. Your thesis (your argument reduced to a single sentence) is the question made into a statement: The Sabbath, the only one of the Ten Commandments that is not restated in the New Testament, is not observed by Christians because Jesus is the “Lord of the Sabbath.”

BODY OF PAPER

Create an outline of the paper early in the research process to organize the ideas being presented and show the development of the argument. The items (phrases) in your outline will be used as your subheadings in the paper.

Development of the Argument

The argument of your paper is introduced by the thesis statement and described in the body of the paper. When writing the paper, identify the assumptions (presuppositions, things taken for granted) that shape the paper's point of view. The claims you make in the paper must be restricted to those supported by the data presented. The paper, as the argument progresses, should present the objective research of experts (the cited evidence) and not personal or subjective opinion. Be sure to identify the strengths and weaknesses of other points of view (be fair-minded). Your audience will have questions about your argument and possible objections to it. Your paper will be stronger if you anticipate what questions may be raised and address them.

Quotations, Paraphrases, and Summaries

Many students use few or no quotes. Other students over quote for fear of plagiarism or from a feeling that they do not have anything significant to say. Both of those practices are wrong. There are four types of things you want to quote: the memorable, the witty, the strange, and the questionable. In other words, paraphrase or summarize everything else. In addition, there are three rules for quoting: quote perfectly (form); quote sparingly; quote effectively. Engage with

your sources by: (1) discussing the importance of the quotation and (2) telling the reader how it supports or opposes your paper's argument.

Paragraphs/Sentences

Every paragraph supports the argument or theme of the research paper. Each paragraph is to have only one main topic. There is an obvious topic sentence in every paragraph. Every paragraph—except the conclusion—should have one or more citations.

Every sentence in each paragraph supports the topic sentence. Every word in each sentence should be essential to the meaning—delete superfluous words. In good writing, there is usually a connection between the last sentence in the preceding paragraph and the first sentence in the one which follows thereby allowing for continuity as ideas are being developed.

CONCLUSION

The paper concludes with a summary or synthesis of findings (and their application). It shows that the paper's thesis should be accepted. Every paragraph—except the conclusion—has one or more citations. A conclusion can present possible implications and consequences that follow from the evidence.

While the introduction cues the reader into where the paper is going, the conclusion reviews where the paper has been. There are several ways to conclude a paper: look to the future (outcomes), explain the significance (implications), make it personal for the reader, or close the circle. Try to tie the *hook* from the introduction to a statement in the conclusion, if only indirectly.

Figure D. First Page of Body of Paper

Introduction

First level subheadings (Style: Heading 1) are centered, bold, with Headline-style Capitalization

“There is something terribly wrong in the church today.”¹ This was the daily devotional posting by Ray Bentley, pastor of Maranatha Chapel, on January 14, 2011. Using Philippians 1:2–3, Pastor Bentley lamented that today’s “brothers and sisters in Christ” do not have the connection to each other that Paul experienced: “emotionally and spiritually, even if he was separated physically.”² Chuck Colson, who runs the Center for Christian Worldview, explains that Christianity has “lost a sense of community, of belonging.”³ While many reasons for this disconnect can be suggested, a primary one is cultural assimilation. Christians do not have a distinctive biblical worldview that sets them from the surrounding postmodern American culture.⁴

The American church has failed to transmit a biblical worldview among its own congregants. While the church can describe the biblical worldview, suggested methods for changing worldview show a lack of understanding about the transmission of a worldview and do not account for the impact technology has had on Christians’ attention spans and nor their ability to assimilate another left-brained church program; the church needs to examine traditional storytelling of the biblical narrative, as is used so effectively by missionaries, as a means to develop a biblical worldview that produces an active faith.

The standard paragraph (Style: Normal), .5 inch indented first line, double spaced, Times New Roman, 12 pt font, and left justified.

¹ Ray Bentley, “Grace to You,” *Daily Devotional* (blog), January 14, 2011, <http://www.maranathachapel.org/index.php?p=148>.

² *Ibid.*

³ Chuck Colson, “Prison Fellowship International 1995 Fifth Triennial Convocation Closing Ceremonies Address,” Chuck Colson Center for Christian Worldview, accessed January 18, 2011, <http://www.colsoncenter.org/images/PFI-Convocation-ChuckColson.pdf>.

⁴ This paper is addressing only American culture and American churches unless otherwise indicated.

1

Body of paper is numbered using Arabic numerals

Figure E. Body of Paper

What Is A Worldview?

First used by Immanuel Kant in 1790, *Weltanschauung* (worldview) came to mean how a person intellectually perceives the universe.³ The Oxford English Dictionary traces the etymology of the term from the German, *welt* world n. + *anschauung* perception and defines it as, "A particular philosophy or view of life; a concept of the world held by an individual or a group."⁴ In other words, "A worldview is how one views or interprets reality."⁵ It is about what is "really real" and everyone has a unique, though sometimes inconsistent, worldview whether they know it or not.⁶

More than just a philosophy, it is every ourselves and the world around us—is a world *Next Door*, defines worldview as:

A commitment, a fundamental orientation in a set of presuppositions (assumptions which may be true, partially true or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic constitution of reality, and that provides the foundation on which we live and move and have our being.¹⁰

Sire, who first posed his definition of worldview in 1976, revised it to include four observations about the concept of worldview:

A block quotation is five or more lines of a direct quote, indented .5 inches on the left, single spaced, with a double space (12pt) before and after the quote. It is not bracketed by quotation marks.

2-inch footnote separator, left justified

³ David K. Naugle, *Worldview: The History of a Concept* (Grand Rapids, MI: Eerdmans, 2002), 58–59.

⁴ *Oxford English Dictionary*, s.v. "Weltanschauung," accessed January 16, 2011, www.oed.com/view/Entry/227763.

⁵ Norman L. Geisler, ed., *Baker Encyclopedia of Christian Apologetics* (Grand Rapids, MI: Baker Books, 1999), s.v. "Worldview."

⁶ James W. Sire, *Naming the Elephant: Worldview as a Concept* (Downers Grove, IL: InterVarsity Press, 2004), 93.

⁹ *Ibid.*, 18.

¹⁰ James W. Sire, *The Universe Next Door: A Basic Worldview Catalog*, 4th ed. (Downers Grove, IL: InterVarsity Press, 2004), 17.

Footnotes are indented by .5 inches, single spaced, 10 pt font, and have a single blank line between entries

1-inch margins

2

EDITING/REVISION

Revision requires that you open yourself up to the possibility that parts of your paper—and even your entire paper—might need to be re-thought and re-written. Revision is different than proofreading. Proofreading means checking your spelling, grammar and punctuation. Revision, on the other hand, gives you the opportunity to examine the structure of your paper and make sure that each paragraph really expresses what you meant to say. And it can often turn a B paper into an A paper. Give yourself adequate time to revise. Make sure your paper incorporates all the resources asked for in your assignment. Verify the paper follows the proper Turabian format—especially the footnotes and bibliography. You may be feeling a little protective of your first draft and believe that you’ve done the best you can do. But take a break—for a day or at least an hour—then come back to your paper.¹

Read the paper aloud. Have someone check for grammar, misspellings, holes in writing and research, and errors of logical development. Correct the identified errors.

The following list identifies potential problems that need to be addressed during revision:²

1. Flow of ideas—is there continuity from one idea and sentence to the next?
2. Coherence—is there cohesion of ideas and sentences, showing an organizing principle?
3. Bridges—is there connection from one topic to another with no abrupt transitions?
4. Logic of organization—is there an organization of the ideas and are the sentences logically presented?
5. Weak spots or omissions—are there areas that need further research?
6. Awkward sentences—does it sound wrong when it is read aloud?
7. Unnecessary words—are there extra words that do not support the meaning of the sentence? See *Word Choice*.

Spelling

Check for misspelled words. While spell check was developed to eliminate these errors, make sure you are spelling the *correct* word.

Spell check cannot make distinctions between correctly spelled wrong words, such as homophones and the like: him/hymn, there/their, your/you’re, for/four, in/it, verses/versus, affect/effect, weather/whether, who/that, our/are, were/where, hear/here, if/in, form/from, mad/made, each other/one another, to/too/two, new/knew, what/want, led/lead, then/than, etc.

Capitalization

¹ San Jose State University Library, “Step 9 – Revise and Rewrite/Find Additional Sources,” San Jose State University, accessed August 24, 2012, <https://libguides.sjsu.edu/calculator>.

² Nancy J. Vyhmeister, *Quality Research Papers for Students of Religion and Theology* (Grand Rapids, MI: Zondervan, 2008): 122.

All references to the Bible are capitalized: Word of God, God’s Word, the Bible, the Scriptures, Old Testament, Gospel of Matthew. Similarly, all references to God are capitalized: Messiah, Savior, Trinity, Emmanuel, Lord, Son of God, Creator, Spirit of God, He, Him, and His.

The following proper nouns are also capitalized: Satan, the Rapture, the Millennium, the Tribulation, the Constitution, the Reformation, Protestant, the Virgin Birth, the West, Christians.

Because they are not proper nouns, the following words are not capitalized in the text of the paper: believers, biblical, devil, demons, dispensational, godly, millennial, scriptural, gospel of salvation. Unless it is the first word, do not capitalize a, and, at, for, in, of, on, the.

Capitalize

Abba	Evangelical	Noahic Covenant
Abrahmaic Covenant	the Fall	Old Testament
Adamic Covenant	the Flood	Paradise
Angel of Yahweh	Gentiles	the Passion of Christ
Ark	God	Pentecostalism
Armageddon	God’s Word	Protestant
Arminianism	the Gospel	the Rapture
Bible	the Gospel of Matthew	the Reformation
Body of Christ	the Great Tribulation	Roman Catholic
Calvinism	Great White Throne	the Savior
Christology	Judgment	Satan
the Church (universal)	Greek	Scripture
Church Fathers	Holy Scriptures	Second Coming
Council of Nicea	Holy Spirit	Second Person of the
Covenant of Grace	Immanuel	Trinity
the Creation	the Kingdom	Sheol
Creator	Kurios	Son of God
Davidic Covenant	Lamb of God	Son of Man
Day of the Lord	the Law	the Spirit
the Dead Sea scrolls	the Law of Moses	Third Person of the Trinity
Dispensation of Civil	the Lord’s Supper	the Tribulation
Government	Lucifer	the Trinity
Dispensation of Grace	Majority text	Virgin Birth
Dispensation of Law	Masoretic text	the Word of God
Dispensation of Promise	the Millennium	Yahweh
El Shaddai	New Covenant	YHWH

Do Not Capitalize

amillennialism	biblically	covenant theology
angelos	body of believers	creation of man
antinomianism	canon	deity of Christ
atonement	canonical	demons
the beast	charisma	devil
believers	church at Rome	disciples
biblical	covenant	dispensationalism

dispensations	mark of the beast	serpent
earth	midtribulational	sheep and goats judgment
election	millennial	soteriology
eschatology	neo-orthodoxy	special revelation
ex nihilo	original sin	spiritual gifts
fall of Adam	parakletos	substitutionary atonement
fall of man.	pneuma	systematic theology
general revelation	postmillennialism	tempter
gods	postmodernism	theophany
graphie	predestination	theos
hades	premillennialism	total depravity
heaven	sacraments	trinitarian
hell	scriptural	tritheism
homoousious	seal judgments	two witnesses
inerrancy	second coming of Christ	universalism
kenosis	second law of	unpardonable sin
kingdom of God	thermodynamics	virgin birth of Christ
logos	seraphim	wrath of God

Note: foreign words, including Latin, Greek, and Hebrew, are italicized.³

Word Choice

Make your writing tight. Avoid wordy, verbose, rambling, tedious, or incoherent sentences. You will bore your reader. Good writing is concise and to the point. Delete repetitive prepositional phrases—such as, at this moment in time—and clichés (including slang and idioms). Shorter words are generally best. Use a thesaurus only to remember words, not to discover new ones. If you are unsure about the definition of a word, look it up in an English or theological dictionary. If the sentence does not support the topic of the paragraph, delete it. Only keep information that enhances the argument or theme of your paper. If in doubt, take it out.

Do not use first person personal pronouns (I, me, my, our, we, us) or second person pronouns (you, your) in academic writing except in direct quotes. Third person pronouns (one, they, them) are permitted. In an academic research paper the researcher does not refer to himself or herself.

Contractions do not appear in the paper except in direct quotations (e.g., can't, don't, he's, isn't, let's, she's, wasn't, we're, we'll, won't, you're).

Avoid contentious, negative, and hostile language. Do not use pejorative or derogatory language when describing those with whom you disagree (see Prov 12:18; 13:10; 14:29; 15:1, 28; James 5:19; 1 Pet 3:15) or improperly judging the *motives* of those with whom you disagree (Matt 7:1; 23:13; 3 John 9–10). Good academic writing should include alternative and/or dissenting

³ Gary Woods. *Guide to the Capitalization of Theological Terms*.

viewpoints, if only to acknowledge questions raised by the reader. Experienced writers present and either refute or concede to the arguments through an unbiased and skillful use of language.

Be careful not to confuse plural nouns with possessive nouns (e.g., Pharisees or Pharisee's, boys or boy's). Do not use a pronoun when the antecedent is not clear or mix singular and plural pronouns.

Be aware of using passive tense verbs. They are typically used with prepositional phrases. The passive tense verbs coupled with the prepositional phrases slows down the action of the paper.

CRITICAL THINKING & THE LOGICAL ARGUMENT

Critical thinking is an important aspect of the research paper. It goes beyond simply gathering and organizing facts; it involves a synthesis and analysis of those facts to produce new ideas. Critical thinking is defined as

the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.⁴

To that end, a paper that exhibits critical thinking will include the following:

- A clearly stated purpose that is narrow enough to be addressed in depth.
- A research question that is clearly stated—and includes sub-questions.
- Assumptions that shape its point of view and are clearly identified.
- Strengths and weaknesses of other points of view which are discussed fairly.
- Conclusions restricted to those supported by the cited sources.
- Key concepts which are explained precisely.
- Inferences based on what the evidence implies. The motives of those with opposing views are not impugned.
- Presents possible implications and consequences that follow from the evidence.

Part of an intelligently presented topic is the use of a logically presented argument. Papers that do not include logically presented arguments or that use faulty logic demonstrate a lack of critical thinking skills. Students are cautioned to be aware of the various types of *logical fallacies*: “In logic, a fallacy is [defined as] an invalid argument, that is, one in which it is possible for all the premises to be true and yet the conclusion is false. As such, it is clearly to be

⁴ Michael Scriven and Richard Paul, “Critical Thinking as Defined by the National Council for Excellence in Critical Thinking, 1987,” (Annual International Conference on Critical Thinking and Education Reform, Summer 1987), accessed July 7, 2011, http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm.

avoided. People often use the term [logical fallacy] colloquially, to include arguments they consider ‘false’ because they disagree with one or other of the premises.”⁵

A paper that does not exhibit critical thinking skills will include:

- A negative tone, rather than a rational one.
- Maligned motives, rather than a thoughtful criticism.
- Writing about disagreements, rather than the requisite description or summary.
- Unsupported, subjective opinion rather than a reasoned response based on the text.

⁵ Martin Cohen, "Fallacies," *The Essentials of Philosophy and Ethics* (Abingdon: Hodder Education, 2006), Credo Reference.

part six: typical writing assignments

In addition to the standard academic papers, students have other writing assignments. While a summary paper merely summarizes the assigned reading, the critical analysis paper also analyzes and reflects on the reading. The annotated bibliography and book review provide opportunities for developing skills in summary, evaluation, and analysis. You may also be asked to create an outline of your paper.

ACADEMIC PAPERS

There are four main types of academic papers: opinion, informational, persuasive, and argumentative.

1. **Opinion Paper.** The opinion paper presents the writer's view or opinion on an issue. This can include providing personal testimony (e.g., how you became a Christian, what you think about politics, what you learned from a chapter in a text, etc.), how one feels, or what happened to the author. In contrast to the following three types of papers, (library) research is usually unnecessary for an opinion paper. An example would be Amazon product reviews where customers provide their opinions. There is no correct/incorrect opinion just what the writer believes on the matter.
2. **Information Paper.** The information paper presents researched information on the "facts" of an issue without an evaluation of those facts. In other words, this paper presents research and accurate information but does not argue for or defend any point per se. Instead, all relevant information (facts) is presented. An example would be the details (facts) about a product to buy.
3. **Persuasive Paper.** The persuasive paper presents researched arguments for the acceptance of the paper's thesis. The student selects a specific point (thesis) to present and provides good reasons for the reader to accept it. The goal is to persuade the reader to adopt the thesis through quality, substantive and accurate research.
4. **Argumentative Paper.** The argumentative paper builds upon but goes further than a persuasive paper. Not only does an argumentative paper present good reasons for accepting a thesis but it addresses the strongest challenges to the thesis by the opposition. An argumentative paper (a.k.a., position paper, defense paper, etc.) is also the core of a MA thesis (capstone project) though a master's thesis includes additional elements (see the MA Thesis Manual).

WEEKLY READING SUMMARY

A summary paper is a formal college-level paper that summarizes the content of the reading for that week. It includes a description of the main argument of the work, presenting the logical development of the argument, and a good understanding of the relationships of the concepts. A summary paper does not evaluate, reflect or include your opinions on the content. Since it is a formal paper, do not use first person or second person pronouns (e.g., I or you) or contractions (e.g., can't). These reading reports are typically three to five pages in length. Can include an introduction and conclusion.

WEEKLY READING WITH REFLECTION AND/OR CRITICAL ANALYSIS

A critical analysis (reflection) paper is an informal paper that summarizes, analyzes, responds, and reflects to the reading. It begins with a summary covering all the reading material, demonstrating an understanding of the main argument and major ideas presented by the author and tracing the logic of the argument. Next, the student will elaborate on a section that was of particular interest. This interaction includes an analysis of the reading, a personal response (opinion) which is supported, a synthesis to create new ideas and conclusions, and an introduction of any questions that need to be answered. This critical review is an opportunity to interact critically with the reading not just to ‘criticize’ it. As an informal paper, a critical analysis paper may use first person pronouns and contractions. These reading reports are typically no fewer than five pages in length. Can include an introduction and conclusion.

Consult the course syllabus for more information about the faculty requirements.



The SCS Writing Center has a video, “Creating Weekly Writing Summaries,” which describes the process of reading and writing a summary and/or critical analysis paper.

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is an alphabetical list of sources (in Turabian format) on a topic accompanied by an annotation (about 150 words). It involves concise analysis and writing combined with library research.

The annotation can contain the following: (1) describe the content and focus of the work, (2) evaluate the authority or background of author, (3) suggest the work’s usefulness to the research, (4) evaluate its methods, conclusions or reliability, (5) describe the intended audience, (6) compare and contrast it with other items in the bibliography, (7) explain how this work contributes to the topic being researched, or (8) include the student’s reactions to the source.

An annotated bibliography can work as a review of literature or provide examples of the types of sources available. It can illustrate the quality of research or explore a subject for further research. While the annotated bibliography may be a separate assignment, it may also be one part of a larger research project.

Sire, James W. *Naming the Elephant: Worldview as a Concept*. Downers Grove, IL: InterVarsity Press, 2004.

Sire, author of *The Universe Next Door*, a survey of the major worldviews, has in *Naming the Elephant* questioned his earlier definition of the concept of worldviews. . .

BOOK REVIEW

A book review is not to be confused with a book report. While usually beginning with a brief summary of the work, a book review’s primary purpose is to provide a critical analysis of the

work. This analysis can include: (1) why the author wrote the work, (2) the author's qualifications to write on the topic, (3) the intended audience, (4) an evaluation of the book's purpose, (5) its success in fulfilling the stated purpose, (6) the quality of writing, and (7) a comparison to other works in the field.

OUTLINE

An outline uses some type of numbering system that shows the hierarchy of information. The alphanumeric style shown here which alternates between numbers and letters, capitalized and lowercase. Every level is indented (.5 inch), aligned, and double-spaced. There are four ways you can structure the headings and subheadings of your outline: parallelism, coordination, subordination, and/or division.

- I. Introduction
- II. Paul's Christian Experience in Romans 7:13–25
 - A. Paul's Pre-Christian Experience in Romans 7:13–25
 - B. A Response to the Pre-Christian Argument
- III. The Sinning Christian in 1 John 1–2
 - A. The Un-Sinning Christian in 1 John
 - B. A Response to Perfectionism
- IV. Further Evidence of a Sin Nature
 - A. The Conviction of Sin
 - B. Christ's Intercessory Ministry
 - C. Maintaining Fellowship with God
 - D. Experiencing Godly Discipline
- V. Conclusion

appendix: Turabian research paper rubric

Student Name: _____

Turabian Research Paper Rubric

	Great	Needs Work	Ask for Help	Comments
INTRODUCTION Defines subject/ problem & need for the paper Earned:	(5 pts.) Thesis statement is well-developed and clearly stated; no ambiguities	(2.5 pts.) Thesis statement is somewhat clear, but needs further refinement; ambiguity remains	(0 pts.) Thesis statement not clear; vague; needs substantial refining	
INTRODUCTION Sets direction (methodology) for the paper Earned:	(5 pts.) Scope is clear; limits are defined and convincing	(2.5 pts.) Scope is set forth to a degree, but limits need further clarity	(0 pts.) Scope is not clearly set forth; limits are not stated	
BODY OF PAPER Use of Scripture Earned:	(10 pts.) Successful use of Scripture to interpret Scripture, including contextual agreement using a grammatical, historical, and literal hermeneutic.	(5 pts.) Somewhat successful use of Scripture using a grammatical, historical, and literal hermeneutic.	(0 pts.) Inadequate use of Scripture, not using a grammatical, historical, and literal hermeneutic.	
BODY OF PAPER Accesses relevant information Earned:	(10 pts.) Locates reliable, discipline-specific, scholarly information from a variety of sources.	(5 pts.) Minimally successful at locating needed information with limited source variety; needs additional sources.	(0 pts.) Unsuccessful at locating information on the topic.	
BODY OF PAPER Presentation and development of topic/argument Earned:	(10 pts.) Excellent presentation of topic and development of argument.	(5 pts.) Marginal review of topic; Minimally successful at presenting an argument	(0 pts.) Insufficient review of topic; information missing and/or not presented or developed adequately	
BODY OF PAPER Presentation of alternative views Earned:	(10 pts.) Includes conflicting source material with adequate reference and relevance to research topic.	(5 pts.) Includes some conflicting source material with little or no analysis.	(0 pts.) Does not include conflicting source material.	

BODY OF PAPER Analysis of source material Earned:	(10 pts.) Successfully integrates compiled information with clear reference to context and relevance to topic.	(5 pts.) Minimally successful at integrating compiled information with little or no context.	(0 pts.) Unable to integrate information.	
CONCLUSION Summary statement of viewpoint argued or adopted Earned:	(5 pts.) Good summary of discussion; clear, accurate, and complete	(2.5 pts.) Marginal summary of discussion; key points are missing or unexplained	(0 pts.) Incomplete or inaccurate summary of discussion	
CONCLUSION Synthesis of main points of discussion Earned:	(5 pts.) Well-supported conclusions; fully supported by the data	(2.5 pts.) Some reasonable conclusions, but not fully supported by the data	(0 pts.) Vague and/or unsupported conclusions	
MECHANICS Visual appearance; showing organization (outline & headings) Earned:	(10 pts.) Good layout and appearance; clear organization, adequate outline; appropriate headings	(5 pts.) Reasonable layout and appearance; some organization, outline, and a few headings	(0 pts.) Amateurish layout and appearance; lacking organization, outline or headings.	
MECHANICS Turabian format; footnotes, bibliography Earned:	(10 pts.) Successfully integrates citations and produces paper in appropriate Turabian format.	(5 pts.) Frequently citing information inaccurately and/or inappropriately; Turabian format uneven.	(0 pts.) Unable to format paper or citations using Turabian format.	
MECHANICS Demonstration of academic writing Earned:	(10 pts.) Explains subject matter in an academic style through flow, concision, and completeness of the topic addressed.	(5 pts.) Explains subject matter in a less than academic style with some writing proficiency in flow, concision, and completeness of the topic addressed.	(0 pts.) Fails to explain subject matter or demonstrate adequate academic writing skills.	
Total Score (100 pts. possible):	Additional Comments:			