



**A (supplemental)  
guide to  
writing  
research  
papers!**

This short handbook introduces students to the standard style of term and research papers at Bethany Bible College. This is not intended as a replacement for the adopted Bethany Bible College style resource: *A Manual for Writers of Term Papers, Theses, and Dissertations*, seventh edition by Turabian, which is on permanent reserve in the library. References to this book will be given.

**Use this guide as a supplemental resource – a reminder and a reference source. Please notify the Division Chair of the General Studies Department of any changes that need to be made to this Style Booklet to increase its usefulness.**

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# **INTRODUCTION**

## **WHAT DO YOU MEAN I HAVE TO WRITE A TERM PAPER?**

One way that college will differ greatly from high school is in the number of papers you will be required to write. Almost every course in college will require “term work.”

In the first two years at college, papers will vary from 500-2,000 words, or two to eight typewritten pages. In the third and fourth year papers may be as long as 2,000-4,000 words, or ten to fifteen typewritten pages.

There will be many different styles of papers. Make sure you pay attention to your professors when they outline the requirements of each style. Do not make assumptions about method or style – be sure. The appendix at the end of this book lists different types of papers that you may be asked to write.

## **FORMAT FOR COLLEGE PAPERS**

- Use 8 ½“ x 11” white paper.
- Use the same quality and type of paper for the entire submission.
- Staple once in the upper left-hand corner.
- Use TIMES NEW ROMAN font size 12.
- Double-space between lines.
- Use one-inch margins on all four sides.
- Indent the first line of each paragraph 0.5 inches by using the default tab setting or the paragraph indentation special set at 0.5 in Microsoft Word. Whatever you use, be consistent throughout your paper.
- Left-justify.
- Number all pages except the cover page centered inside the bottom-center footer.
- All Bethany Bible College papers must have a title page, containing this basic information:
  - the name of the school
  - the title of the paper
  - the writer of the paper
  - the writer’s post office box number
  - the course name
  - the professor’s name
  - the date
  - no abbreviations
- See the next page for a sample



BETHANY BIBLE COLLEGE

TRANSFORMATION  
IN DIRT ROAD MINISTRIES

BY

PAUL APOSTLE  
SPO# 425

BASIC CHRISTIAN BELIEFS  
PROFESSOR ANANIAS DAMASCUS

September 24, 2008

**Cover Page Layout:**

**FROM THE TOP**

- Use the required one inch margins.
- Leave a line and place “Bethany Bible College” on line two.
- The title should start approximately one third of the way down the page.
- “By” is placed three lines below the title.

**FROM THE BOTTOM**

- The date should appear one inch up from the bottom.
- Leave a space above the date and place the professor’s name.
- Then, without leaving a line, place the course title.
- Leave a line above that.
- Place your SPO#.
- Above that place your name.
  
- There should be no short forms or abbreviations on the cover page (the only allowable exceptions are the date and “SPO#”).
  
- The entire page should be in uppercase letters (the only allowable exception is the date).

# GRAMMAR AND STYLE

## RESOURCES

Strunk, William Jr. and E.B. White. 1999. *The elements of style*, 4<sup>th</sup> ed. Allyn and Bacon.

Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. 7<sup>th</sup> ed. Chicago: The University of Chicago Press.

## SPELLING & GRAMMAR CHECK

- Be sure to use your computer's *Spelling and Grammar Check* feature. It will find many errors easily. However, do not rely totally on this feature. It has limitations.
  - It will not tag the difference in spelling of words such as:
    - there, their, and they're
    - then and than
    - to, too, and two
  - The computer does not know which of the meanings you intended.
  - Some will not tag misspellings of words in uppercase letters.
  - Many will not ensure the insertion of a comma prior to "and" in a sentence that contains a list.
- There is no spelling or grammar check that will convert poor writing into good writing.
- Either Canadian (English) or American spelling are acceptable, but be consistent.

## GRAMMAR

### **Contractions**

- Do not use contractions in your term paper

WRONG:	I don't understand this book
RIGHT:	I do not understand this book

### **Quotation Marks**

- Use quotation marks whenever you use someone else's exact words. If they are not the exact words, don't surround them with quotation marks.
- Put a comma before the quotation marks if you use *he says*. Put no comma if you use *he says that*.
- At the end of a quotation, the period or comma goes *inside* the quotation marks unless followed by a parenthetical reference.

WRONG:	Then the experimenter said, "Oh Boy" (Smith 2006, 21).
RIGHT:	Then the experimenter said, "Oh Boy."

- When your quotation is more than a few words, let the quotation end your sentence.
- Block Quotations
  - Do not use quotations marks for quotations of four or more lines (Turabian 2007, 350).
  - Start on a new line.

- Indent the whole quotation 0.5 inches from the left margin.
  - Single-space the quotation if your paper is double-spaced.
  - After the quotation, return to the original margin and double spacing then continue your paragraph
- For quotations within a quotation, use single quotation marks (Turabian 2007, 349-350).

She said, "The doctor called it 'a simple cold' and told me not to worry about it."

- Question and exclamation marks may require an exception (Turabian 2007, 306-307).

## Commas

*Turabian 2007, 297-300*

- With Coordinate Conjunctions: and, but, or, nor, for, so, yet
  - Separate main clauses within a sentence

Mary counsels students, **and** she volunteers at the local hospital.  
 John planned to invest his tax return, **but** he bought a computer instead.  
 Doug will play the game, **or** he will mow the lawn.  
 I don't smoke, **nor** do I eat near people who smoke.  
 Sandra won't be going with us, **for** she returned her application too late.  
 The bank lowered its interest rates, **so** we decided to refinance our mortgage.  
 I haven't seen the new house, **yet** I know how to get there.

- Do not use commas before conjunctions that link phrases other than complete sentences

Mary counsels students and delivers meals to shut-ins.  
 Two inches of snow and a glazing of ice covered the streets.

- With Introductory Elements
  - Commas separate elements that introduce and modify sentences

After looking at several cars, Michael decided on a sporty model.

- With Other Elements
  - Dates – note the lack of commas in the last example

On **December 7, 1941**, Japanese war planes bombed Pearl Harbor.  
 On **Sunday, December 7, 1941**, Japanese war planes bombed Pearl Harbor.  
 On **7 December 1941** Japanese war planes bombed Pearl Harbor.

- Addresses and place names

The President of the United States lives at 1600 Pennsylvania Ave., Washington, D.C.  
 Fredericton, New Brunswick is a provincial capital.

- Numbers

The city marina cost **\$8,479,000** to construct.  
 Jill's dress has over **2,500** hand-sewn beads.

- Quotations - commas ordinarily separate a quotation from its source, such as *he said* or *she said*.

John F. Kennedy said, "Ask not what your country can do for you; ask what you can do for your country."  
 "Sometimes love is stronger than a man's convictions," wrote Isaac Bashevis Singer.  
 "I never forget a face," said Groucho Marx, "but in your case I'll make an exception."

- With Adjectives

- Coordinate adjectives modify nouns separately

We felt the **salty, humid** air near the beach.  
 Martha created a **three-tiered, white, flower covered** wedding cake for Jason and Renee.

- Coordinate adjectives can be joined with *and*, and their positions can be changed without altering the meaning of the sentence.

*salty* and humid  
 three-tiered and white *and* flower covered

- Cumulative adjectives do not require a comma

Adam bought **two tall** palms.  
 I found a shard from an **ancient Greek** urn.  
 Marissa planned an **amazingly detailed, truly exotic** Halloween costume  
*(There are two sets of cumulative adjectives in the third sentence that function separately to modify "costume")*

- With Nonrestrictive Phrases and Appositives

- Nonrestrictive elements can be omitted without changing meaning

Frank's new aquarium, **a marine tank**, hosts brilliant coral and brightly coloured fish.  
**Awakened by a strange noise**, Alan wondered if he remembered to lock the door when he went to bed.  
*"a marine tank" and "awakened by a strange noise" are not absolutely necessary to the meaning of the sentences*

- Do not use commas to set off restrictive elements

The first house on the left is for sale.  
 Those people who have already purchased tickets may enter the theatre now.  
*"on the left" and "who have already purchased tickets" are essential to the meanings of the sentences.*

- With Parallel Words, Phrases, and Appositives
  - There is a comma before the “and.”

The department store offered **a suit, a shirt, and a tie** for one low price.

The kitten stalked the ball of yarn **behind the curtain, over the television, and under the table.**

Marie offered her students a treat **if they would complete their assignment, if they would clean their desks, and if they would stack their books neatly.**

## Semicolons and Colons

*Turabian 2007, 301-302*

- A semi colon is used to create a break in a sentence when the break is longer than that indicated by a comma
  - It separates independent clauses not separated by a conjunction (add, but, etc.)

The first draft of my paper is complete; other revisions will be completed later.

- A colon is used before a list of items to which reference has been made in the previous sentence.

All Bethany Bible College papers must have a title page containing this basic information: the name of the school, the title of the paper, the writer’s name and box number, the course name, the professor’s name, and the date.

## Common Errors

- It’s and Its
  - It’s is the contraction for it is.
  - Its shows ownership. This error is avoided by not using contractions.

During autumn, **it’s** sad to see the tree drop **its** leaves.

During autumn, **it is** sad to see the tress drop **its** leaves

- Good and Well
  - Good is an adjective meaning skilful or admirable. It answers the question *what kind of?*
  - Well is an adverb telling how something is done. It answers the question *how?*

Wayne Gretzky was a **good** hockey player. He played the game very **well**.

- Real and Very
  - Real is an adjective meaning *genuine*.
  - Very is an adverb meaning *extremely*.

The teacher is a **real** professional although he talks **very** fast.

- Then and Than
  - Then means *at that time*
  - Than indicates a comparison

Troy looked at the final score. **Then** he said, “The *Flyers* are a better team **than** the *Maple Leafs*.”

- Affect and Effect
  - Affect is a verb
  - Effect is a noun

This variable **affects** several things. That other variable produced a very large **effect**.

- Agreement
  - If the subject of your sentence is singular, the verb and subsequent pronouns referring to the subject must be also

The participant then provided **his or her** (*not "their"*) background information.  
The point of these studies **was** (*not "were"*) blah, blah, blah ... (*point* is singular).

## **STYLE**

### **Sections and Sub-Sections**

For spacing a new section or sub-section, insert an extra line space at the end of a concluding paragraph of the previous section, type the section heading following the formatting indicated in Turabian, insert another line space, and begin typing the first paragraph of the new section.

A term paper should never begin with a section heading. Most likely your paper will have an introduction. When it does, craft two to four sentences followed by "Introduction" (once again following the formatting indicated in Turabian and the spacing mentioned above). After doing this you are ready to continue with the development of your paper (See Turabian 2007, 397-398).

### **Italics and Underlining**

Italics and underlining are two ways to highlight text. Your professor may prefer one to the other. If not, you may use whichever you prefer but be consistent throughout the paper. They should never be used together.

### **Tabs (Paragraph Indentations)**

Indent the first line of each paragraph 0.5 inches by using the default tab setting or the paragraph indentation set at 0.5 in Microsoft Word. Whatever you use, be consistent throughout your paper.

### **Personal References**

- Professional writing style does not allow for the continued use of personal references in papers, such as:
  - I
  - me
  - I think
  - Personally I believe
  - I feel
  - If you ask me
- It's your paper. The "I" statements are assumed.

WRONG:	Personally, I think I feel the author's theology is flawed.
RIGHT:	The author's theology is flawed.

## **References to the Divine**

A recent trend has determined that it is not standard in most writings to capitalize pronouns referring to God – His, He, etc. – or Word, Scripture, Holy Spirit, and similar references. You or your professor may prefer you capitalize such words, however. You should discuss the issue with your professors.

## **USING SOURCES**

For most research papers, you will be asked to consult a variety of sources. The more sources you find the better. Even if you don't cite everything that you look at (and you probably won't), you will know what has been said about a topic from a number of different perspectives and will have a good foundation for building your own argument.

Sometimes, you may only want to paraphrase information or ideas that you find in a source, instead of directly quoting from it. This is fine, but the source still must be acknowledged with a citation. Citing sources is not only an expression of honesty, but can also lend additional authority to your argument especially if you are citing well-known and reputable sources.

Unless your professor has requested another method, at Bethany Bible College, citations are recorded through the use of parenthetical references and a reference list.

## **PLAGIARISM & HOW TO AVOID IT**

The Bethany Bible College Catalogue discusses plagiarism (BBC Catalogue 2008, 27).

The *Senior Dictionary of Canadian English* defines plagiarism as “an idea, expression, plot, etc. taken from another and used as one's own.” Plagiarism is a serious offence in the academic community and is especially offensive in the Christian academic community since it is an act of dishonesty evidencing a lack of integrity. For this reason, any source that is quoted directly and all statements of fact or opinion that are not common knowledge must be referenced with a parenthetical reference. Plagiarism will not be tolerated at Bethany Bible College and will normally result in the following academic penalties:

1. a first offence will result in failure of the assignment;
2. a second offence, even if occurring in a different course than that of the first offence and/or in a subsequent semester, will result in the failure of the course in which the second act of plagiarism occurred;
3. a third offence, even if occurring in a different course than that of the first or second offence and/or in a subsequent semester, will result in dismissal from the College.

### **Definition**

Plagiarism is the misrepresentation of someone else's words or ideas as your own. It does not matter whether this happens in a scholarly research paper or a “personal” essay. It is still plagiarism. Inadvertent plagiarism can be avoided by using your own words, keeping the note-taking process under control, and by citing if unsure.

### **Examples**

- using direct quotations without “quotation marks” and citation
- paraphrasing without a citation
- altering the sense of the original source to suit your own purposes
- inadvertent plagiarism

**PLAGIARISM IS NOT USING SOMEONE ELSE'S IDEAS  
- IT IS FAILING TO ACKNOWLEDGE THE SOURCE -**

## **EVALUATING INTERNET SOURCES**

- Is it a scholarly source or a “popular” source? The latter may not be very well researched and thus may contain a larger amount of inaccurate information. Consider the content, tone, and style to make a determination.
- Examine the credentials of the author of the page (if possible).
- Examine the content of the site for possible biases or points of view that may skew the information.
- See if the site has been updated recently. Material contained on the site may not be current.
- Examine whether the links within the site take you to other useful sites.
- Be aware that web sites come and go very quickly. Be sure to record all bibliographic information when you access the site. A site you access today may not exist tomorrow. If this occurs, your professor has the right to assume the site never existed. Beware!
- Professors may not accept web content that has no author listed.

## **CITING SOURCES USING PARENTHETICAL REFERENCES**

Parenthetical references are inserted into your paper at the end of a quote or paraphrase. They consist of parentheses (hence the name) in which are enclosed the author’s last name, the year of the source’s publication, and the page number of the referenced material (in that order). For example:

Olson notes that “As the Wesleyan Methodist movement mushroomed, in 1784 Wesley appointed a wealthy Welshman, Thomas Coke (1747-1814), as the first bishop of the Methodist emigrants to the newly independent America” (Olson 2003, 133).

Note that there is no comma between the author’s last name and the date of publication. There is no “P” before the page number.

## **CITING SOURCES USING A REFERENCE LIST**

The reference list is a list of all sources used to research and compile a paper whether directly quoted or not. All sources cited in the “Reference List” must have contributed to the general understanding of the topic of your research paper. Examples of what might appear on a reference page are listed on the following pages.

At the end of a paper which included the above parenthetical reference, include the following citation in a reference list:

Olson, C. Gordon. 2003. *What in the world is God doing?: The essentials of global missions, an introductory guide*. Cedar Knolls, NJ: Global Gospel Publishers.

The Bible should be included in your reference list when applicable, but does not count towards a required minimum “cited works” total that your professor establishes.

When the author’s name is not provided, use the editor’s name. Other missing data should be noted in the location where that data should appear. For example, in the rare occurrence that no date is given, write “n.d.” following the author’s name. If there is no publisher noted, signify this with an “n.p.” Check with your professor – sources with missing data may not be deemed “acceptable.”

## **EXAMPLES: CITATIONS FOR NON-ELECTRONIC SOURCES**

For each example shown below, the reference type, parenthetical citation (in text), and reference list format are provided. Your professor may require either italics or underlining for your paper. Italics are used in all examples presented here. If in doubt about style, talk to your professor!

The examples are presented in Times New Roman font, the font required for all papers at Bethany unless specified otherwise. Each Reference List example has a hanging indent of 0.5 inch, the requirement for all papers at Bethany. All examples are enclosed in boxes for ease in using this guide only.

For items not listed in the following examples, refer to Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (on reserve in the library).<sup>1</sup> Some of the examples are taken from this book. Page numbers are given for each section for further reference. See Figure 18.1 (pages 218-220 for templates).

### **Books**

#### **One Author**

*Turabian 2007, 229*

(Holmlund 2002, 172)

Holmlund, C. 2002. *Impossible bodies: femininity and masculinity at the movies*. New York: Routledge.

#### **Two Authors**

*Turabian 2007, 230*

(Craton and Saunders 1992, 32)

Craton, M. and G. Saunders. 1992. *Islanders in the stream: A history of the Bahamian people*. Athens: University of Georgia Press.

#### **Three Authors**

*Turabian 2007, 230*

(Howard, Fink, and Unseth 1990)

Howard, Jay, Timothy Fink, and Nathan Unseth. 1990. *Confronting the cultist in the new age*. Old Tappan, NJ: F.H. Revell.

#### **More than Three Authors-**

*Turabian 2007, 230*

(Greenberger et al. 1974, 50)

Greenberger, Martin, Julius Aronofsky, James L. McKenney and William F. Massy, eds. 1974. *Networks for research and education: Sharing of computer and information resources nationwide*. Cambridge: MIT Press.

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<sup>1</sup> Kate L. Turabian. 2007. *A Manual for Writers of Term Papers, Theses, and Dissertations* 7<sup>th</sup> Edition. Chicago, IL: University of Chicago Press.

### Author's Work Contained in Collected Works

(Coleridge 1884, 18)

Coleridge, Samuel Taylor. 1884. *The complete works of Samuel Taylor Coleridge*. Edited by W. G. T. Shedd. Vol. 1, *Aids to reflection*. New York: Harper & Bros.

### Book in a Multivolume Work with a General Title and Editor(s)

*Turabian 2007, 239*

(Hefner 1959, 47-49)

Ray, Gordon N., ed. 1959. *An introduction to literature*. Vol. 2, *The nature of drama*, by Hubert Hefner. Boston: Houghton Mifflin.

### Edition Other than the First

*Turabian 2007, 238*

(Bober 1948, 89)

Bober, M. M. 1948. *Karl Marx's interpretation of history*. 2<sup>nd</sup> ed. Harvard Economic Studies. Cambridge: Harvard University Press.

### Chapter from Book

*Turabian 2007, 244-245*

(Reppen 1992, 311)

Reppen, K. 1987. What is a 'Religious War'? In *Politics and society in Reformation Europe*, ed. Kouri and Scott, 311-328. London: Macmillan.

### **Journal Articles**

*Turabian 2007, 247-251*

### Volume Number and Month

(Jackson 1979, 180)

Jackson, Richard. 1979. Running down the up-escalator: Regional inequality in Papua New Guinea. *Australian Geographer* 14 (May): 175-84.

### Volume Number and Issue Number

(Herring 1998, 214)

Herring, G. 1998. *The Beguiled*: misogynist myth or feminist fable? *Literature Film Quarterly* 26 (3): 214-219.

## Newspaper Articles

*Turabian 2007, 252-254*

Cite newspaper articles the same way you would a journal or magazine article. If the author is not listed, use the name of the newspaper as author. Because newspapers are published in various editions, the page number is not necessary in a parenthetical reference and the edition must be given in the reference list.

(*New York Times* 2004)

*New York Times*, national edition. 2004. Obituary of Jacques Derrida. October 10.

## Encyclopaedia Articles

*Turabian 2007, 257*

Encyclopaedias and dictionaries need only be cited in parenthetical citations and not in reference lists. You do not need to give the date of publication, but if the reference is from an edition other than the first, the edition must be noted. In the example there is only one edition, thus nothing is included about the edition. The name of the entry is indicated by s.v., an abbreviation for the Latin, *sub verbo*, meaning “under the word.”

“In Mt. 16:19 the expression ‘keys of the kingdom’ is employed to denote the authority committed by Jesus Christ to His disciples” (*The International Standard Bible Encyclopaedia*, s.v. “key”).

## Citations from Secondary Sources

*Turabian 2007, 280*

References to the work of one author as quoted in that of another must cite both works.

(Barthe 1968)

Barthe, Roland. 1968. “La mort de l’auteur” (The death of the author). *Manteia*, vol. 5. Translated by Steven Heath in *Image/music/text*. New York: Hill and Wang, 1977, 147. Quoted in Wayne C. Booth. *Critical Understanding: The Powers and Limits of Pluralism*, 372-73, n. 9. Chicago: University of Chicago Press, 1979.

## **EXAMPLES: CITATIONS FOR ELECTRONIC SOURCES**

*A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian 2007) does not include exhaustive examples of how to reference sources discovered electronically. Often the individual college or university will create its own using Turabian or another style as its foundation. Shown below are the most common reference examples a BBC student will need to correctly cite in the text (parenthetically) and format in the paper’s Reference List. Some programs highlight web sites in blue lettering. Do not leave them in blue; convert them into black when printing your paper. Where possible, do not break the web address over two lines. If you must, insert the break after a colon or slash but before a period or dash (Turabian 2007, 294).

WRONG: [http://scriptorium.lib.duke.edu/dynaweb/eaadatabases/printlit/@Generic\\_\\_BookTextView/1851](http://scriptorium.lib.duke.edu/dynaweb/eaadatabases/printlit/@Generic__BookTextView/1851).

RIGHT: [http://scriptorium.lib.duke.edu/dynaweb/eaadatabases/printlit/@Generic\\_\\_BookTextView/1851](http://scriptorium.lib.duke.edu/dynaweb/eaadatabases/printlit/@Generic__BookTextView/1851).

If you are unsure of the guidelines for your particular situation, talk to your professor. Additional information on citing sources can be found [http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm).

For each example shown below, the reference type, citation in text, and reference list form are given. Your professor may require either italics or underlining for your paper. Italics are used in all examples presented here. If in doubt about style, talk to your professor!

## Journal Articles

*Turabian 2007, 250-251*

### Online Journal

(Evnine 2001, 28)

Evnine, Simon J. 2001. The Universality of Logic: On the Connection between Rationality and Logical Ability. *Mind* 110. Journal on-line. Available from <http://www3.oup.co.uk/mind>. Accessed 31 July 2001.

### Database (Full Text Journal Article)

(Holton 1994, 454)

Holton, Woody. 1994. The Ohio Indians and the Coming of the American Revolution in Virginia. *The Journal of Southern History* 60 (August): 453-478. Database on-line. Available from *JSTOR*, <http://www.jstor.org>. Accessed 31 July 2001.

## Magazine Articles

*Turabian 2007, 252*

### Online Magazine

(Saletan 2001)

Saletan, William. 2001. The Ethicist's New Clothes. *Slate*. 16 August. Magazine on-line. Available from [http://slate.msn.com/framegame/entries/01-08-16\\_113959.asp](http://slate.msn.com/framegame/entries/01-08-16_113959.asp). Accessed 17 August 2001.

### Database (Full Text Magazine Article)

(Gore 2001)

Gore, Rick. 2001. Pharaohs of the Sun. *National Geographic*. April. Database on-line. Available from Expanded Academic ASAP, Article A73661449. Accessed 22 August 2001.

## Electronic Books

*Turabian 2007, 246*

(Norman 1998, 233)

Norman, Richard. 1998. *The Moral Philosophers*. New York: Oxford University Press. Book on-line. Available from *netLibrary*, <http://www.netlibrary.com>. Accessed 14 August 2001.

## Newspaper Articles

*Turabian 2007, 254*

### Online Newspaper

(Wright 2001)

Wright, Steven. 2001. Curriculum 2000 Draws Criticism. *The Chronicle*. 25 January. Newspaper on-line. Available from <http://www.chronicle.duke.edu>. Internet. Accessed 25 January 2001.

### Online Database

(Cowell 2001)

Cowell, Alan. 2001. Britain Faces Flurry of Illegal Migrants Using Channel Tunnel. *New York Times*, 3 September. Database on-line. Available from *Expanded Academic ASAP*. Accessed 19 October 2001.

## Primary Source: Online (Digitized) Collections

(Eaton 1907)

Eaton, S. 1907. *Sermons on Advertising*. Retrieved August 23, 2001 from Duke University, Rare Book, Manuscript and Special Collections. Web site: [http://scriptorium.lib.duke.edu/dynaweb/ea/databases/printlit/@Generic\\_\\_BookTextView/1851](http://scriptorium.lib.duke.edu/dynaweb/ea/databases/printlit/@Generic__BookTextView/1851).

## Other Electronic Sources

*Turabian 2007, 264*

### Web Page

(National Park Service 2003)

National Park Service. 2003. *Abraham Lincoln Birthplace National Historic Site*. [cited 13 February 2003]. Available from <http://www.nps.gov/abli/>.

### Online Posting

(Casper 2001)

Casper, Karl. 2001. Re: Watered Down Curricula. In Math Forum [online discussion board]. Cited 26 October 2001. Available from <http://mathforum.org/epigone/math-teach/wheebrelwhing/7zq2783aznop@forum.mathforum.com>.

### E-mail Message

(Baker 2002)

Baker, Virginia. 2002. Tips for finding sources. E-mail to Jane Robinson. 28 October.

## **APPENDIX – TYPES OF PAPERS**

**Essay**: a short paper (1-10 pages) that explores a topic without the rigor of a research paper. While the opinions of the writer may be prominent, referenced footnotes are required for all quotations, citations, and allusions.

**Report**: a short paper (1-10 pages) that summarizes findings on an assigned topic. All quotations must be referenced.

**Sermon**: a paper written as the basis for a later oral presentation. While research is needed, it is not reported in the same way as in other papers. However, quotations may need to be referenced.

**Research Paper (or Term Paper)**: Depending on the course requirement, a medium length (usually 5-10 pages) or a major paper (10-40 pages) that investigates a specific issue. The paper usually opens with a clear thesis statement; the body explains and/or defends that thesis. A research paper is not an essay. A research paper deals with the work of other scholars, reflects your in-depth involvement with, comparisons and evaluations of their work, and displays your deeper understanding of the field. Such a paper needs a clear introduction, as well as a summary and conclusion. All quotations, citations, or allusions are referenced.

**Reflection Paper**: a short (1-4 pages) paper presenting your response to an experience, a reading, or to a specific question. Such a paper demonstrates you understand whatever issue is at hand and you can respond to it in writing by connecting it to your own observation, previous experience, or recent learning

**Book Review**: a short (1-4 pages) paper that describes and briefly evaluates a book or article.

**Critical Review**: a somewhat longer (2-6 pages) review that emphasizes the evaluation of a book, article, sermon, or speech. It is basically a reaction paper in which you point out strengths and weaknesses of the material, and how it helps -- or misleads you -- in understanding the content of your course.

**Exegesis**: a medium length (usually 8-15 pages) project presenting the systematic process by which a person arrives at a reasonable and coherent sense of the meaning, message, and purpose of a Biblical passage. It may include an application if the instructor has requested it.

**Project**: a paper, either for a class or a degree, which emphasizes planning and doing as much as reading and writing. Projects are common in applied theology, especially in the Doctor of Ministry program. (length varies)

**Inductive Bible Study**: a short (3-5 pages) report that usually concentrates on an entire book of the Bible. It is primarily an exercise in observation asking these questions: What is/are the main theme(s) of this book? How is it put together? What questions emerge from the reading of this book?

**Journal**: (length varies) a daily (unless otherwise established) written record reporting on what has happened over the course of a day or other period (sharing details, experiences, observations, and reflections).

**Case Study**: a major paper (15-30 pages) that presents a case, analyzes factors affecting it, interprets what happened theologically, and proposes pastoral action to resolve the situation.

While all these papers are different and are measured and evaluated by different criteria, professors still expect to find the following general attributes in any one of them:

- Correct English, including spelling, grammar, syntax, and paragraph construction
- Clarity of expression
- Logical organization
- Appropriate introduction and summary
- Conclusions naturally derived from evidence
- Correct format (in most English-speaking seminaries, this format is Turabian)

Adapted from:

Vyhmeister, Nancy Jean. 2008. *Quality research papers for students of religion and theology*, 2nd ed. Grand Rapids, MI: Zondervan, 2008.