



Ascent College

Style Manual

**Guidance for Preparing Personal Reflection Papers, Academic
Reflection Papers, and Research Papers
(Ascent College uses Turabian Style)**

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ON-CAMPUS AND ONLINE RESOURCES TO ASSIST STUDENTS

Ascent College Writing Center

The Center offers free advice covering writing, research, and grammar, and provides insight on additional resources



to assist you in writing your papers for Ascent College. Please call the library at 757-826-1883, ext. 254 and ask for Ms. Sanford or leave a message. You will be contacted for an appointment.

Online Writing Resources

Students and faculty have access to an online grammar and plagiarism check for papers, Grammarly.edu. Students will copy and paste papers into this website which will provide grammar and plagiarism reviews. Students and faculty access this resource through the Grammarly.edu link found on the MyAscent webpage. They log in with their bcva.edu email address and password.

The Online Writing Lab (OWL) (<http://owl.english.purdue.edu/owl/>) at Purdue University houses writing resources and instructional material, and provides these as a free service of the Writing Lab at Purdue. Also a quick guide to Turabian can be found at: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Samples of different papers can be found on the Ascent College website under the Student Forms and Manuals link on the MyAscent page.

Online Citation Resource

The eTurabian website (<http://eturabian.com>) is a free online resource which creates Turabian in-text citations and bibliographic entries from information provided by the student or from web information about the resource. These created citations then can be cut and pasted into the student's paper. **Ascent College recommends this online citation resource for our students.**

eTurabian GUIDE:

1. Go to ascent.edu
2. Click tab "MyAscent"
3. Go to bottom of the page and click on the link [eTURABIAN.COM](http://eturabian.com)
4. **For books:** Click on *cite source fast* by inserting a book's ISBN NUMBER.
 - a. A footnote citation and a bibliographic citation will be generated for that item
 - b. Both items can be cut and pasted into your written document
5. **For others:** A menu is listed for citations in other formats; ex. journals, lectures, etc.

CITATION AND DOCUMENTATION OF SOURCES

Plagiarism

All information that is not common knowledge or has not been discovered by yourself personally should be carefully documented in a footnote or endnote to show the source.

What Is Common Knowledge?

- Widely known facts, like “water freezes at 0° C or 32° F”
- Common opinions, like “Michelangelo was one of the art world’s greatest masters”
- Very well-known quotes, as when referring to lines like “I have a dream”

If not, you have committed plagiarism!

Plagiarism is using the intellectual property of others without proper citation, giving the impression that it is the student's own work. Note that any time you use information that has not been discovered by yourself personally without citation, you are committing plagiarism. Follow the following guidelines to avoid the possibility of plagiarism:

- **Do not simply cut and paste blocks of downloaded text into your paper;**
This is plagiarism. If you want to use this material, it must be cited.
- **If you do record the exact words of your source, enclose them in quotation marks and cite the source.**
- **Always cite both the text that is quoted verbatim, as well as the thoughts and ideas of others which you paraphrase.**
- **Whether your information is from printed materials, websites, e-mails, online discussion groups, listservs, or World Wide Web sites, give proper credit by providing appropriate documentation.**

Students are on their honor to complete assignments with integrity. This means that all written assignments are to reflect the student's own work and to be submitted for credit only in one course. Where secondary sources are used, the student must footnote/endnote the information. If materials are used without being attributed to their source, it is plagiarism. Plagiarism is a spiritual matter of character and integrity. Be aware that if assignments are discovered to contain plagiarized materials the assignment may receive a failing grade and the course may be assigned a failing grade as well. This will affect your academic status and may result in dismissal from the college. Do not let the pressures of completing assigned work jeopardize your academic career and the preparations for the ministry to which God has called you.

Turabian Style – General Information

Ascent College uses the Turabian Style for writing papers. This Ascent College Style Manual provides general guidelines using the Turabian Style. Detailed guidelines are found in:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2018.

Further detailed guidelines for Turabian style writing/citing are available at:

<https://www.chicagomanualofstyle.org/turabian/Student-Tip-Sheets.html>

Click on the TIP SHEETS tab on the menu bar for examples on various topics.

While the Turabian Style allows for two methods of citation formats, Ascent College only allows the Notes-Bibliography citation format. You use the Notes-Bibliography format to cite the information you use from other authors. The Notes can be cited with footnotes (located at the bottom of the page) or endnotes (located on the page prior to the bibliography). The in-text citation uses an Arabic number at the end of the sentence which contains the cited information. The first line of the footnote is indented and the second line and subsequent lines are not.

For example:

Park explains the worship journey as a walk with the presence of the Lord.¹

¹Andy Park, *The Worship Journey* (Woodinville, WA: Augustus Ink Books, 2010), 43.

²Michael A. Farley, “What is Biblical Worship? Biblical Hermeneutics and Evangelical Theologies of Worship,” *Journal of the Evangelical Theological Society* 51 (September 2008): 591-613, accessed May 5, 2015, <http://search.proquest.com/socialsciences/docview/211232815/382F5F254E72440EPQ/1?accountid=91281>.

Endnotes:

The only difference with the footnote is that the endnote is not located on the bottom of the page of the in-text citation, but is located on the last page of your paper prior to the bibliography page.

Bibliography (a listing of works cited) –Turabian Style

The Turabian Style also requires a bibliography (a listing of works cited) as the last page of the paper. The format for sources in the Bibliography is not the same as the format for the footnotes/endnotes.

The diagram illustrates the difference between endnote and bibliography citation formats for a book. It shows two examples of citations for Michael Pollan's *The Omnivore's Dilemma*.

Endnotes:

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
2. Pollan, *Omnivore's Dilemma*, 3.

Bibliography: Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

Annotations:

- A red box with an arrow pointing to the endnote citation states: "Notice that endnotes read 'sentence style.' The authors' names read naturally and there are no periods in the middle of the citation. The publication information is in parentheses."
- A red box with an arrow pointing to the bibliography citation states: "Unlike in notes, surnames come first in bibliographies."

The Turabian Style establishes formatting requirements for more than just the notes and bibliography. Below is a quick guide for all other elements of the paper.

Turabian Style - Quick Note Guidelines

This handout provides simple guidelines for using Turabian style. See *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th edition by Kate Turabian, for further instructions.

1. Margins and Font (Appendix A, Section A.1)

- Use a one-inch margin on all sides of all pages, unless the left side needs to be hole-punched, in which case the left side only would be 1½ inches. All information should be within these margins. Use New Roman Times, size 12 font.

2. Title Page (Appendix A, Section A.2)

- The title page presents the full title of the paper; the subtitle, if any; the course title; the date; and your name, all centered on the page. If your instructor requires anything else, please include this additional information. See sample at Appendix E.

3. Spacing (Appendix A, Section A.1)

- The text should be double-spaced, with the exception of block quotations, notes, captions, and long headings.
- Indent the first line of a new paragraph by using the tab key.
- Block quotations (quotes of two or more sentences that run to eight or more lines of text) are indented four spaces from the left margin and single-spaced. Quotation marks are not used in block quotations.
- One space, not two (in other words, a regular word space), follows any mark of punctuation that ends a sentence: periods, question marks, and exclamation points.

4. Notes (Sections 15, 16, 17) - Use Notes-Bibliography Style

- Use the endnote or footnote function of the word processor to create notes.
- Use superscript for reference numbers in the text.
- The reference numbers (followed by a period) in the notes themselves are normal size.
- Number notes consecutively throughout the paper unless it is divided into chapters. In that case, numbering starts over with each new chapter.
- A reference number in the text appears at the end of a sentence or clause. It will precede a dash but follow any other punctuation, including a parenthesis.
- A note number usually follows a quotation.
- Notes are single-spaced, with a blank line between notes.

4a. Endnotes

- Endnotes appear at the end of a paper/article on a “Notes” page, after any appendices but before the bibliography.
- Endnotes work best for tables, quoted poetry, and matters requiring special typography.

4b. Footnotes

- Footnotes appear at the bottom of the page below a separator line.

Citing the Bible and other Biblical Resources

This guide will help users cite the Bible, and Bible dictionaries, encyclopedias, commentaries, and atlases.

Turabian Style -- General Guidelines

When you refer to whole chapters/whole books of the Bible or Apocrypha in the text of your paper, spell out the names of the books; do not italicize or underline them.

Example: 2 Samuel 12 records the prophet Nathan's confrontation of King David.

Example: The identity of the author of the book of Hebrews is not certain.

Footnotes/Endnotes/Paranetical References

Cite the Bible in footnotes, endnotes, or paranetical citations. You do not need to include the Bible in your bibliography/reference list.

When you are citing a particular passage of Scripture, include the abbreviated name of the book, the chapter number, and the verse number—never a page number. Chapter and verse are separated by a colon.

Example: 1 Cor. 13:4, 15:12-19

Example: Gn 1:1-2, 2:1-3; Jn 1:1-14

Note that Turabian includes two lists of abbreviations for books of the Bible: a traditional abbreviation list and a shorter abbreviation list. Click [here](#) to see the lists of abbreviations. You may use either list, but be consistent throughout your paper. Or if you like, you may check with your professor.

Include the name of the version you are citing. You may either spell out the name of the version, at least in the first reference, or you may use abbreviations without preceding or internal punctuation. After the first citation you need to indicate the version only if you quote from another version.

| Examples of paranetical citation: | Examples of footnote or endnote: |
|--|----------------------------------|
| (Gen. 12:1-3 [Revised Standard Version]) | 1. Ps. 139:13-16 (NAB) |
| (Jn 3:16-17 [NAB]) | 2. Eph 6:10-17 |

¹¹ Information taken from *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed., 2018, sections 17.8.2, 19.8.2, and 24.6.1-4.

Note: *A Manual for Writers of Term Papers, Theses, and Dissertations*, edited by Kate L. Turabian, is an abbreviated version of *The Chicago Manual of Style*.

<https://hbl.gcc.libguides.com/c.php?g=339562&p=2286665>

PREPARING THE PERSONAL REFLECTION PAPER, THE ACADEMIC REFLECTION PAPER, AND THE RESEARCH (TERM) PAPER

Introduction

At Ascent College you will be asked to write several different kinds of papers. This Style Manual will provide guidance on three different types: The Personal Reflection Paper; The Academic Reflection Paper; and the Research (Term) Paper. All three of these assignments require you to develop a **thesis statement** and provide substantiating evidence to support your thesis statement. Refer to Appendix A for guidance to help you develop a thesis statement.

Since you are writing for college, it is important that you do not use informal language, but use language appropriate for college. Appendix B lists some informal word choices to avoid in academic writing and provides some acceptable substitutes. Also, when writing, use the most precise word that fully expresses meaning, not the word that first comes to mind. Appendix D provides some synonyms for overused words.

You will be required to incorporate information from other sources in your paper in the Academic Reflection Paper and the Research (Term) Paper. There are two ways to include information from another source into your paper. One method is by direct quotation. Direct quotation should be used **sparingly**. Direct quotation copies the exact words of the author and places them within quotation marks. If you decide to quote directly from a text, you will need an expression to introduce it and quotation marks will need to be used. Appendix C provides some example expressions that could be used to introduce your quote.

The second method of including information from another source into your paper is reporting. This should be the most common method used in your papers. Reporting uses paraphrase and summary to acknowledge another author's ideas. Reporting demonstrates a mastering of the information because you extract and summarize important points, while at the same time making it clear from whom and from where you took the ideas you are discussing. Appendix C provides some example expressions that could be used to introduce your summaries or paraphrases.

Guidelines for the Personal Reflection Paper

The Personal Reflection Paper usually requires a student to provide his/her thoughts, feelings, and actions about a topic or event. Normally the student is not asked to research outside resources because the focus is on the student's impressions. The writing is usually presented in a more informal or personal style than a traditional academic essay. It is okay to include personal and subjective comments and use personal pronouns, such as "I think", "I feel" or "I believe".

This type of reflective writing often requires use of past and present tenses, depending on whether you are describing the past events or making a comment. Future tense may be used towards the end to speculate actions to be taken in the future.

At the same time, the assignment should still adhere to basic academic conventions. Your introductory paragraph should include a thesis statement. You need to assure that there is a logical flow of ideas with topic sentences for each paragraph, which support your thesis statement. You should avoid using colloquial language. Refer to Appendix B. If you need to make references to academic texts as your reflective writing assignment task requires, use the Turabian style.

In the examples below, see how the students have used the tense appropriately, depending on their purpose.

Past tense is used when recounting a particular experience or incident.

We both *had* feelings of dependency on each other and *had* a mutual care for each other, but *knew* that we could not continue on with the relationship, so we *terminated* the relationship so to speak because basic contact would be too emotionally difficult.

Present tense is used when making a general comment, relating to theories, course topics.

The issue of termination *is* an important aspect of the counseling process because it *marks* the end of a relationship between a counselor and client.

Future tense is used when speculating about the future.

In my future practice I *will* need to adhere to the principle of respect for patients regardless of their age, occupation and cultural background.

Because reflective writing asks you to make connections between past and present, theory and practice, very often you will use a combination of past, present and future tenses in a single paragraph.

Nevertheless, if the termination "is marked by emotional honesty, respect for the feelings of the other, and a gentleness that speaks to the vulnerability of the moment"¹, as it *was* in my case, then the end of the relationship *can be* seen positively, as a new beginning where both parties *learn* to *become* more independent and *grow* as individuals.

1. Eugene Davies, *Counseling* (Hampton: Random House, 2005), 783.

Template Outline for Personal Reflection Paper

Title: _____

I. Introduction

- A. Introductory statement
- B. Thesis statement: _____

II. Body

- A. First Supporting Idea (Topic Sentence): _____
 - 1. _____
 - 2. _____
 - 3. _____
- B. Second Supporting Idea (Topic Sentence): _____
 - 1. _____
 - 2. _____
 - 3. _____
- C. Third Supporting Idea (Topic Sentence): _____
 - 1. _____
 - 2. _____
 - 3. _____

III. Conclusion

- A. Closing statement
- B. Restate thesis: _____

NOTE: the number of Body Paragraphs will depend on the required length of the paper

Rubric for Personal Reflection Paper

| | Level 1 | Level 2 | Level 3 | Level 4 | <i>Mks</i> |
|-------------------------------------|---|---|---|--|------------|
| <i>Criteria</i> | | | | | |
| Introduction / Thesis | -weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position (0-1) | -adequate introduction that states topic, thesis and some of the subtopics - thesis is somewhat clear and arguable (2-3) | -proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position (4-6) | -exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement (7-8) | /8 |
| Support of Ideas / Analysis | -limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis (0-6) | -some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis (7-15) | -consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis (16-22) | -exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments & thesis / topic showing excellent analysis (22-37) | /37 |
| Organization / Development of Ideas | -paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs (0-5) | -somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs (6-12) | -clear and logical subtopic order that supports thesis with good transitions b/w paragraphs (13-23) | -exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs (23-35) | /35 |
| Conclusion | -lack of summary of topic, thesis & subtopics with weak concluding ideas (0-1) | -adequate summary of topic, thesis and some subtopics with some final concluding ideas (2-3) | -good summary of topic, thesis and all subtopics with clear concluding ideas (4-6) | -excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader (7-8) | /8 |
| Language Conventions | - inconsistent grammar, spelling and paragraphing throughout paper (0-3) | -paper has some errors in grammar, spelling and paragraphing (4-6) | -paper is clear, with mostly proper grammar, spelling and paragraphing (7-9) | -paper is very concise, clear, with consistently proper grammar, spelling and paragraphing (10-12) | /12 |
| Total | | | | | |

Guidelines for Academic Reflection Paper

An Academic Reflection Paper provides the student's reaction to the assigned reading. The paper will briefly summarize the main point(s) of the reading (with appropriate citations) and provide the student's agreement or disagreement to the author's points. The student's reaction will include points that are substantiated by general observations or other scholars (with appropriate citations). Use the following sample outline for your Academic Reflection Paper:

I. Introduction

- A. Identify the author, the title, the author's topic and main conclusion from the reading (Should summarize in a paragraph.)
- B. Provide the student's agreement or disagreement with the author's main conclusion (Do not use "I", refer to Avoiding Informal Language at Appendix B)
- C. Provide the student's thesis statement in one sentence

II. Body Paragraph 1

- A. Topic Sentence (Your agreement/disagreement with one of the author's points with citation. This topic sentence will relate to and further explain your thesis statement.)
- B. Supporting evidence 1 (Need citation if not your own idea)
- C. Supporting evidence 2 (Need citation if not your own idea)
- D. Supporting evidence 3 (Need citation if not your own idea)

III. Body Paragraph 2

- A. Topic Sentence (Your agreement/disagreement with one of the author's points with citation. This topic sentence will relate to and further explain your thesis statement.)
- B. Supporting evidence 1 (Need citation if not your own idea)
- C. Supporting evidence 2 (Need citation if not your own idea)
- D. Supporting evidence 3 (Need citation if not your own idea)

IV. Body Paragraph 3

- A. Topic Sentence (Your agreement/disagreement with one of the author's points with citation. This topic sentence will relate to and further explain your thesis statement.)
- B. Supporting evidence 1 (Need citation if not your own idea)
- C. Supporting evidence 2 (Need citation if not your own idea)
- D. Supporting evidence 3 (Need citation if not your own idea)

V. Conclusion

- A. Recap thesis statement
- B. Recap paragraph 1
- C. Recap paragraph 2
- D. Recap paragraph 3
- E. Conclusion statement(s)

NOTE: the number of Body Paragraphs will depend on the required length of the paper

Rubric for Academic Reflection Paper

| | Level 1 | Level 2 | Level 3 | Level 4 | Mks |
|-------------------------------------|---|---|---|--|-----|
| Criteria | | | | | |
| Introduction / Thesis | -weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position (0-1) | -adequate introduction that states topic, thesis and some of the subtopics - thesis is somewhat clear and arguable (2) | -proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position (3) | -exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement (4) | /4 |
| Quality of Information / Evidence | limited information on topic with lack of research, details or historically accurate evidence (0-8) | -some aspects of a paper are researched with some accurate evidence from source(s) (9-16) | -paper is well researched in detail with accurate & critical evidence (17-24) | -paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from the required variety of sources (25-32) | /32 |
| Support of Ideas / Analysis | -limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis (0-6) | -some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis (7-12) | -consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis (13-18) | -exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments & thesis / topic showing excellent analysis (19-26) | /26 |
| Organization / Development of Ideas | -paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs (0-5) | -somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs (6-10) | -clear and logical subtopic order that supports thesis with good transitions b/w paragraphs (11-15) | -exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs (16-20) | /20 |
| Conclusion | -lack of summary of topic, thesis & subtopics with weak concluding ideas (0-1) | -adequate summary of topic, thesis and some subtopics with some final concluding ideas (2) | -good summary of topic, thesis and all subtopics with clear concluding ideas (3) | -excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader (4) | /4 |
| Language Conventions | - inconsistent grammar, spelling and paragraphing throughout paper (0-3) | -paper has some errors in grammar, spelling and paragraphing (4-6) | -paper is clear, with mostly proper grammar, spelling and paragraphing (7-9) | -paper is very concise, clear, with consistently proper grammar, spelling and paragraphing (10-12) | /12 |
| Footnotes/ endnotes | -inconsistent use of Turabian notes with limited details and improper format (0) | - sometimes inconsistent use of Turabian notes with limited details (1) | -consistent & correct Turabian format inserted to validate evidence (2) | | /2 |

Total

If the paper does not meet the requirements for sources as indicated in the syllabus, 10 points for each missing source will be applied. Please note that magazines DO NOT fulfill journal source requirements. Journals are scholarly/peer reviewed; magazines are not.

Guidelines for Research (Term) Paper

Starting Your Research Paper

1. Seek the guidance of the Holy Spirit for relevance and spiritual illumination throughout this process.
2. Tentatively select a general topic that interests you.
 - What fires you up?
 - What have you always wanted to explore?
 - What will help you in your future ministry?
 - For example, *Women in Ministry*
 - Please note that any topic must be in the parameters set by the instructor.
3. Read some general articles in a Bible dictionary or a Bible encyclopedia or skim some books on the general topic in order to identify a particular issue or problem that interests you.
 - This particular issue or problem then becomes your research topic.
 - For example, *women in the preaching ministry*
 - Begin to form some general conclusions about this topic from your reading.
4. Examine the primary source, the Bible, for information that pertains to your particular issue or problem.
 - Take notes to help you remember ideas and points developed from your Bible study, with references to the passages used.
 - Form some conclusions from your biblical research.
 - Develop a thesis statement which will become the focal point of your paper.
 - For example: *God has ordained women as well as men to preach the gospel.*
5. Develop a tentative outline. Ask:
 - How can I prove my thesis statement?
 - What are the major ideas?
 - In what order do they belong?
 - This will develop a tentative outline to be fleshed out later on.
6. Examine secondary sources (what others say about your thesis statement) to include:
 - ✓ commentaries
 - ✓ historical background sources
 - ✓ word studies
 - ✓ a reliable concordance
 - ✓ exegetical studies
 - ✓ books
 - ✓ journal articles
 - ✓ periodicals
 - ✓ microfilm
 - ✓ electronic documents

Take notes to help you remember ideas and points developed from your study of secondary sources. Be sure to record the title, author, and page number of the source that inspired each note and record the information necessary for a bibliographic entry.

Your notes should be keyed to your headings in your tentative outline or a new heading developed as a result of your research.

Your study of secondary sources will allow you to do “reality checks” on your conclusions. In addition, your term paper will use these sources to support, clarify, and/or demonstrate opposing views and your responses to them.

7. Fill in and/or revise your tentative outline with notes from your readings.
Assure the development of your outline is in a logical flow
Assure the development provides the support needed to prove your thesis statement.
This includes countering real or anticipated criticism of opposing arguments.
This revised outline should be your final outline and will guide the writing of your paper.

Writing Your Research Paper

1. Preparing the draft paper

Using your final outline as section headings, begin to write the body of your paper by fleshing out your ideas and notes into paragraphs. Stay with one main subject in a given paragraph, unless a parenthetical idea is interjected for some reason.

Make sure that one point builds upon another or comes in a proper sequence of thought.

In writing up the results of your study, constantly ask yourself how the ideas in your paper relate to the main topic and the outline. Delete extraneous and unnecessary material from your text. (In certain instances, it may be appropriate to include tangential material in a footnote or endnote.)

Provide a conclusion to your paper in which you summarize your findings and/or provide an answer to the problem you have raised. The conclusion may be a section, paragraph, or a shorter statement, depending on the length of the paper. This conclusion should be in your own words and not a quotation from another source.

Write an introduction, stating the issue or problem clearly (your thesis statement). This could be in a statement or question form. The introduction should indicate the importance of your topic to biblical studies, or to the church at large, etc.

2. Revision before final typing

Revise your first draft. Eliminate unclear statements, poor sentence structure, misspelled words, faulty punctuation, etc.

Reading your paper out loud may help to “catch” faulty or unclear sentences and thoughts.

Run your paper through our grammarly.edu website to check for grammar errors and plagiarism alerts.

3. Checking the final typed paper

Use your word processor’s spell check. But remember, your spell check may not be correct because of the different spellings of words depending on their usage.

So, check the typed paper for errors—proofread it yourself.

You, the student, are considered to be responsible for all errors when the paper is handed in.

Rubric for Research (Term) Paper

| | Level 1 | Level 2 | Level 3 | Level 4 | Mks |
|-------------------------------------|---|---|---|--|-----|
| Criteria | | | | | |
| Introduction / Thesis | -weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position (0-1) | -adequate introduction that states topic, thesis and some of the subtopics - thesis is somewhat clear and arguable (2) | -proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position (3) | -exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement (4) | /4 |
| Quality of Information / Evidence | limited information on topic with lack of research, details or historically accurate evidence (0-8) | -some aspects of a paper are researched with some accurate evidence from limited sources (9-16) | -paper is well researched in detail with accurate & critical evidence from a variety of sources (17-24) | -paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources (25-32) | /32 |
| Support of Ideas / Analysis | -limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis (0-6) | -some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis (7-12) | -consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis (13-18) | -exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments & thesis / topic showing excellent analysis (19-24) | /24 |
| Organization / Development of Ideas | -paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs (0-5) | -somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs (6-10) | -clear and logical subtopic order that supports thesis with good transitions b/w paragraphs (11-15) | -exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs (16-20) | /20 |
| Conclusion | -lack of summary of topic, thesis & subtopics with weak concluding ideas (0-1) | -adequate summary of topic, thesis and some subtopics with some final concluding ideas (2) | -good summary of topic, thesis and all subtopics with clear concluding ideas (3) | -excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader (4) | /4 |
| Language Conventions | - inconsistent grammar, spelling and paragraphing throughout paper (0-3) | -paper has some errors in grammar, spelling and paragraphing (4-6) | -paper is clear, with mostly proper grammar, spelling and paragraphing (7-9) | -paper is very concise, clear, with consistently proper grammar, spelling and paragraphing (10-12) | /12 |
| Footnotes/ endnotes | -inconsistent use of Turabian notes with limited details and improper format (0) | - sometimes inconsistent use of Turabian notes with limited details (1) | -consistent & correct Turabian format inserted to validate evidence (2) | | /2 |
| Bibliography | -lack of proper format and limited details with many sources missing or incomplete (0) | -some errors in Turabian format with most sources shown and a variety of sources (1) | -proper Turabian format used in alphabetical order with all sources shown and a variety of sources (2) | | /2 |
| Total | | | | | |

If the paper does not meet the requirements for sources as indicated in the syllabus, 10 points for each missing source will be applied. Please note that magazines DO NOT fulfill journal source requirements. Journals are scholarly/peer reviewed; magazines are not.

Appendix A - Thesis Statements

What this handout is about

This handout describes what a thesis statement is, how thesis statements work in your writing, and how you can craft or refine one for your draft.

Introduction

Writing in college often takes the form of persuasion—convincing others that you have an interesting, logical point of view on the subject you are studying. Persuasion is a skill you practice regularly in your daily life. You persuade your roommate to clean up, your parents to let you borrow the car, your friend to vote for your favorite candidate or policy. In college, course assignments often ask you to make a persuasive case in writing. You are asked to convince your reader of your point of view. This form of persuasion, often called academic argument, follows a predictable pattern in writing. After a brief introduction of your topic, you state your point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument you'll make in the rest of your paper.

What is a thesis statement?

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

If your assignment asks you to take a position or develop a claim about a subject, you may need to convey that position or claim in a thesis statement near the beginning of your draft. The assignment may not explicitly state that you need a thesis statement because your instructor may assume you will include one. When in doubt, ask your instructor if the assignment requires a thesis statement. When an assignment asks you to analyze, to interpret, to compare and contrast, to demonstrate cause and effect, or to take a stand on an issue, it is likely that you are being asked to develop a thesis and to support it persuasively. (Check out our [handout on understanding assignments](#) for more information.)

How do I get a thesis?

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading an essay assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you do this thinking, you will probably have a “working thesis,” a basic or main idea, an argument that you think you can support with evidence but that may need adjustment along the way.

Writers use all kinds of techniques to stimulate their thinking and to help them clarify relationships or comprehend the broader significance of a topic and arrive at a thesis statement. For more ideas on how to get started, see our [handout on brainstorming](#).

How do I know if my thesis is strong?

If there's time, run it by your instructor or make an appointment at the Writing Center to get some feedback. Even if you do not have time to get advice elsewhere, you can do some thesis evaluation of your own. When reviewing your first draft and its working thesis, **ask yourself the following:**

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- **Does my thesis pass the "So what?" test?** If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It's okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- **Does my thesis pass the "how and why?" test?** If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Examples

Suppose you are taking a course on 19th-century America, and the instructor hands out the following essay assignment: Compare and contrast the reasons why the North and South fought the Civil War. You turn on the computer and type out the following:

The North and South fought the Civil War for many reasons, some of which were the same and some different.

This weak thesis restates the question without providing any additional information. You will expand on this new information in the body of the essay, but it is important that the reader know where you are heading. A reader of this weak thesis might think, "What reasons? How are they the same? How are they different?" Ask yourself these same questions and begin to compare Northern and Southern attitudes (perhaps you first think, "The South believed slavery was right, and the North thought slavery was wrong"). Now, push your comparison toward an interpretation—why did one side think slavery was right and the other side think it was wrong? You look again at the evidence, and you decide that you are going to argue that the North believed slavery was immoral while the South believed it upheld the Southern way of life. You write:

While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Now you have a working thesis! Included in this working thesis is a reason for the war and some idea of how the two sides disagreed over this reason. As you write the essay, you will probably begin to characterize these differences more precisely, and your working thesis may start to seem too vague. Maybe you decide that both sides fought for moral reasons, and that they just focused on different moral issues. You end up revising the working thesis into a final thesis that really captures the argument in your paper:

While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.

Compare this to the original weak thesis. This final thesis presents a way of *interpreting* evidence that illuminates the significance of the question. *Keep in mind that this is one of many possible interpretations of the Civil War—it is not the one and only right answer to the question.* There isn't one right answer; there are only strong and weak thesis statements and strong and weak uses of evidence.

Let's look at another example. Suppose your literature professor hands out the following assignment in a class on the American novel: Write an analysis of some aspect of Mark Twain's novel *Huckleberry Finn*. "This will be easy," you think. "I loved *Huckleberry Finn*!" You grab a pad of paper and write:

Mark Twain's Huckleberry Finn is a great American novel.

Why is this thesis weak? Think about what the reader would expect from the essay that follows: you will most likely provide a general, appreciative summary of Twain's novel. The question did not ask you to summarize; it asked you to analyze. Your professor is probably not interested in your opinion of the novel; instead, she wants you to think about *why* it's such a great novel—what do Huck's adventures tell us about life, about America, about coming of age, about race relations, etc.? First, the question asks you to pick an aspect of the novel that you think is important to its structure or meaning—for example, the role of storytelling, the contrasting scenes between the shore and the river, or the relationships between adults and children. Now you write:

In Huckleberry Finn, Mark Twain develops a contrast between life on the river and life on the shore.

Here's a working thesis with potential: you have highlighted an important aspect of the novel for investigation; however, it's still not clear what your analysis will reveal. Your reader is intrigued, but is still thinking, "So what? What's the point of this contrast? What does it signify?" Perhaps you are not sure yet, either. That's fine—begin to work on comparing scenes from the book and see what you discover. Free write, make lists, jot down Huck's actions and reactions. Eventually you will be able to clarify for yourself, and then for the reader, why this contrast matters. After examining the evidence and considering your own insights, you write:

Through its contrasting river and shore scenes, Twain's Huckleberry Finn suggests that to find the true expression of American democratic ideals, one must leave "civilized" society and go back to nature.

This final thesis statement presents an interpretation of a literary work based on an analysis of its content. Of course, for the essay itself to be successful, you must now present evidence from the novel that will convince the reader of your interpretation.

Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](#).

Anson, Chris M., and Robert A. Schwegler. *The Longman Handbook for Writers and Readers*. 6th ed. New York: Longman, 2010.

Ruszkiewicz, John J., et al. *The Scott, Foresman Handbook for Writers*. 9th ed. New York: Longman, 2010.

Lunsford, Andrea A. *The St. Martin's Handbook*. 7th ed. Boston: Bedford/St. Martin's, 2011.

Ramage, John D., John C. Bean, and June Johnson. *The Allyn & Bacon Guide to Writing*. 7th ed. New York: Longman, 2014.

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Appendix B - Avoiding Informal Language in Academic Writing

Different types of writing call for different ways of putting words together. The way we write in academic settings differs greatly from the way we write to friends or family. The tone, vocabulary, and syntax all change as the style of writing changes. It is *EXTREMELY* important to edit your paper for informal language.

| INFORMAL LANGUAGE | ACADEMIC LANGUAGE |
|--|---|
| Contractions <ul style="list-style-type: none"> <i>Many patients <u>don't</u> listen to their doctors</i> | Remove the contraction <ul style="list-style-type: none"> <i>Many patients <u>do not</u> listen to their doctors</i> |
| Using 1 st person (I, we, me, us, my, our, mine, ours) or 2 nd person (you, your, yours) <ul style="list-style-type: none"> <i>I like chocolate ice cream.</i> <i>When you work with a person who is very ill, you need to be patient</i> <p>*1st person pronouns are acceptable in personal narratives or Personal Reflection Papers</p> | Replace “you” with a specific person/group <ul style="list-style-type: none"> <i>Sixty percent of surveyed <u>Americans</u> favor chocolate ice cream</i> <i>When <u>nurses</u> work with a person who is very ill, they need to be patient.</i> |
| Informal words and expressions <ul style="list-style-type: none"> <i>My aunt has <u>a lot of</u> <u>kids</u>.</i> <i>The criminal justice system is <u>messed up</u>.</i> | Use more formal words <ul style="list-style-type: none"> <i>My aunt has <u>many</u> <u>children</u>.</i> <i>The criminal justice system has <u>serious</u> <u>problems</u>.</i> |
| Multi-word verbs used in conversation <ul style="list-style-type: none"> <i>She <u>looked up</u> information about nursing positions.</i> | Replace with a one-word verb (ask for--request; come up with--devise/create; set up—establish) <ul style="list-style-type: none"> <i>She <u>researched</u> information about nursing positions.</i> |
| Beginning sentences with coordination conjunctions (the FANBOYS: <i>for, and, nor, but, or, yet, so</i>) <ul style="list-style-type: none"> <i>Most people require eight hours of sleep each night. <u>But</u> some people only require six hour of sleep each night.</i> | Combine sentences <ul style="list-style-type: none"> <i>Most people require eight hours of sleep each night; <u>however</u>, some only require six.</i> |
| Clichés (Expressions that are so overused that they have lost all original meaning or effect.) <ul style="list-style-type: none"> <i>Stephen King's latest novel <u>sent a chill down my spine</u>.</i> | Replace with specific descriptions <ul style="list-style-type: none"> <i>Stephen King's latest terrifying novel <u>leaves the reader unsettled</u>.</i> |
| Verbs and adjectives that show strong personal feelings <ul style="list-style-type: none"> <i>If you <u>hate</u> wordy novels, you will <u>hate</u> Stephen King.</i> <i>Stephen King is a <u>strange, little</u> man.</i> | Choose less offensive words <ul style="list-style-type: none"> <i>Stephen King's <u>descriptive</u> writing style has been <u>criticized</u> by many contemporary authors.</i> <i>Stephen King is a <u>suspense, horror, science fiction, and fantasy</u> author.</i> |
| Vague language and generalizations <ul style="list-style-type: none"> <i>Drinking while driving is <u>bad</u>.</i> <i>Americans are <u>fat</u>.</i> | Be specific <ul style="list-style-type: none"> <i>Drinking while driving is <u>dangerous</u>.</i> <i>Two-thirds of Americans are <u>overweight</u>.</i> |
| Using stage directions, fillers, or needless words <ul style="list-style-type: none"> <i><u>It seems to be in so much that it does not make sense to allow any bail to be granted to any human being who has ever been</u></i> | Combine sentences and offer stronger evidence to support weak sentences. <ul style="list-style-type: none"> <i>Bail should not be granted to any person who has ever been convicted of a violent</i> |

| | |
|--|--|
| <p><i>convicted of <u>any</u> violent crime <u>right now or in the future.</u></i></p> | <p><i>crime.</i></p> |
| <p>“Text speak” and abbreviations (not “TV” but “television”)</p> <ul style="list-style-type: none"> • <i>Hey Gr!</i> • <i>C U L&R</i> | <p>Spell out words</p> <ul style="list-style-type: none"> • <i>Dear Professor Smith,</i> • <i>I will be attending class today.</i> |

Appendix C - Leading Statement Examples

There are two ways to include information from another source into your paper.

One method is by direct quotation. Direct quotation should be used **sparingly**. Direct quotation copies the exact words of the author and places them within quotation marks. If you decide to quote directly from a text, you will need an expression to introduce it and quotation marks will need to be used. Note: each quote would have a footnote or endnote as demonstrated in the first example.

As X said/says, "... .." ¹
As X stated/states, "... .."
As X wrote/writes, "... .."
As X commented/comments, "... .."
As X observed/observes, "... .."
As X pointed/points out, "... .."
To quote from X, "... .."
It was X who said that "... .."
This example is given by X: "... .."
According to X, "... .."
X claims that, "... .."
X found that, "... .."
The opinion of X is that, "... .."

1. John B. Polhill, *Paul and His Letters* (Nashville, TN: Broadman & Holman, 1999), 54.

The second method of including information from another source into your paper is reporting. This should be the **most common method** used in your papers. Reporting uses paraphrase and summary to acknowledge another author's ideas. Reporting demonstrates a mastery of the information because you extract and summarize important points, while at the same time making it clear from whom and from where you took the ideas you are discussing. Compare, for example:

Brown claims that a far more effective approach is ...

Brown points out that a far more effective approach is ...

A far more effective approach is ...

The first one is Brown's point of view with no indication about your point of view. The second one is Brown's point of view, which you agree with, and the third is your point of view, which is supported by Brown.

Here are some more expressions you can use to refer to someone's work that you are going to paraphrase. Note: each expression would need a footnote or endnote as demonstrated in the first example.

If you agree with what the writer says.

The work of X indicates that ...¹

The work of X reveals that ...

The work of X shows that ...

Turning to X, one finds that ...

Reference to X reveals that ...

In a study of Y, X found that ...

As X points out, ...

As X perceptively states, ...

As X has indicated, ...

A study by X shows that ...

X has drawn attention to the fact that ...

X correctly argues that ...

X rightly points out that ...

X makes clear that ...

If you disagree with what the writer says.

X claims that ...

X states erroneously that ...

The work of X asserts that ...

X feels that ...

However, Y does not support X's argument that ...

If you do not want to give your point of view about what the writer says.

According to X...

It is the view of X that ...

The opinion of X is that ...

In an article by X, ...

Research by X suggests that ...

X has expressed a similar view.

X reports that ...

X notes that ...

X states that ...

X observes that ...

X concludes that ...

X argues that ...

X found that ...

X discovered that ...

1. John B. Polhill, *Paul and His Letters* (Nashville, TN: Broadman & Holman, 1999), 54.

There are some leading statements that indicate your conclusion will follow. For example:

After quoting evidence you reach a conclusion:

The evidence seems to indicate that...

It must therefore be recognized that...

The indications are therefore that...

It is clear therefore that ...

Thus it could be concluded that...

The evidence seems to be strong that...

On this basis it may be inferred that...

Given this evidence, it can be seen that...

Appendix D – Overused Words

SYNONYMS FOR WORDS COMMONLY USED IN STUDENT'S WRITINGS

Amazing- incredible, unbelievable, improbable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary

Anger- enrage, infuriate, arouse, nettle, exasperate, inflame, madden

Angry- mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed

Answer- reply, respond, retort, acknowledge

Ask- question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz

Awful- dreadful, terrible, abominable, bad, poor, unpleasant

Bad- evil, immoral, wicked, corrupt, sinful, depraved, rotten, contaminated, spoiled, tainted, harmful, injurious, unfavorable, defective, inferior, imperfect, substandard, faulty, improper, inappropriate, unsuitable, disagreeable, unpleasant, cross, nasty, unfriendly, irascible, horrible, atrocious, outrageous, scandalous, infamous, wrong, noxious, sinister, putrid, snide, deplorable, dismal, gross, heinous, nefarious, base, obnoxious, detestable, despicable, contemptible, foul, rank, ghastly, execrable

Beautiful - pretty, lovely, handsome, attractive, gorgeous, dazzling, splendid, magnificent, comely, fair, ravishing, graceful, elegant, fine, exquisite, aesthetic, pleasing, shapely, delicate, stunning, glorious, heavenly, resplendent, radiant, glowing, blooming, sparkling

Begin - start, open, launch, initiate, commence, inaugurate, originate

Big - enormous, huge, immense, gigantic, vast, colossal, gargantuan, large, sizable, grand, great, tall, substantial, mammoth, astronomical, ample, broad, expansive, spacious, stout, tremendous, titanic, mountainous

Brave - courageous, fearless, dauntless, intrepid, plucky, daring, heroic, valorous, audacious, bold, gallant, valiant, doughty, mettlesome

Break - fracture, rupture, shatter, smash, wreck, crash, demolish, atomize

Bright - shining, shiny, gleaming, brilliant, sparkling, shimmering, radiant, vivid, colorful, lustrous, luminous, incandescent, intelligent, knowing, quick-witted, smart, intellectual

Calm - quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof

Come - approach, advance, near, arrive, reach

Cool - chilly, cold, frosty, wintry, icy, frigid

Crooked - bent, twisted, curved, hooked, zigzag

Cry - shout, yell, wowl, scream, roar, bellow, weep, wail, sob, bawl

Cut - gash, slash, prick, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce

Dangerous - perilous, hazardous, risky, uncertain, unsafe

Dark - shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad

Decide - determine, settle, choose, resolve

Definite - certain, sure, positive, determined, clear, distinct, obvious

Delicious - savory, delectable, appetizing, luscious, scrumptious, palatable, delightful, enjoyable, toothsome, exquisite

Describe - portray, characterize, picture, narrate, relate, recount, represent, report, record

Destroy - ruin, demolish, raze, waste, kill, slay, end, extinguish

Difference - disagreement, inequity, contrast, dissimilarity, incompatibility

Do - execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain

Dull - boring, tiring, tiresome, uninteresting, slow, dumb, stupid, unimaginative, lifeless, dead, insensible, tedious, wearisome, listless, expressionless, plain, monotonous, humdrum, dreary

Eager - keen, fervent, enthusiastic, involved, interested, alive to

End - stop, finish, terminate, conclude, close, halt, cessation, discontinuance

Enjoy - appreciate, delight in, be pleased, indulge in, luxuriate in, bask in, relish, devour, savor, like

Explain - elaborate, clarify, define, interpret, justify, account for

Fair - just, impartial, unbiased, objective, unprejudiced, honest

Fall - drop, descend, plunge, topple, tumble

False - fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious

Famous - well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious

Fast - quick, rapid, speedy, fleet, hasty, snappy, mercurial, swiftly, rapidly, quickly, snappily, speedily, lickety-split, posthaste, hastily, expeditiously, like a flash

Fat - stout, corpulent, fleshy, beefy, paunchy, plump, full, rotund, tubby, pudgy, chubby, chunky, burly, bulky, elephantine

Fear - fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension

Fly - soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise

Funny - humorous, amusing, droll, comic, comical, laughable, silly

Get - acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage

Go - recede, depart, fade, disappear, move, travel, proceed

Good - excellent, fine, superior, wonderful, marvelous, qualified, suited, suitable, apt, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable, satisfactory, well-behaved, obedient, honorable, reliable, trustworthy, safe, favorable, profitable, advantageous, righteous, expedient, helpful, valid, genuine, ample, salubrious, estimable, beneficial, splendid, great, noble, worthy, first-rate, top-notch, grand, sterling, superb, respectable, edifying

Great - noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty

Gross - improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low

Happy - pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed

Hate - despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate

Have - hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy

Help - aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet

Hide - conceal, cover, mask, cloak, camouflage, screen, shroud, veil

Hurry - rush, run, speed, race, hasten, urge, accelerate, bustle

Hurt - damage, harm, injure, wound, distress, afflict, pain

Idea - thought, concept, conception, notion, understanding, opinion, plan, view, belief

Important - necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known

Interesting - fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, though-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting, bewitching, appealing

Keep - hold, retain, withhold, preserve, maintain, sustain, support

Kill - slay, execute, assassinate, murder, destroy, cancel, abolish

Lazy - indolent, slothful, idle, inactive, sluggish

Little - tiny, small, diminutive, shrimp, runt, miniature, puny, exiguous, dinky, cramped, limited, itty-bitsy, microscopic, slight, petite, minute

Look - gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness, perceive, spy, sight, discover, notice, recognize, peer, eye, gawk, peruse, explore

Love - like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor

Make - create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get

Mark - label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note, heed, notice, designate

Mischievous - prankish, playful, naughty, roguish, waggish, impish, sportive

Move - plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse, mosey, jog, plug, trudge, slump, lumber, trail, lag, run, sprint, trip, bound, hotfoot, high-tail, streak, stride, tear, breeze, whisk, rush, dash, dart, bolt, fling, scamper, scurry, skedaddle, scoot, scuttle, scramble, race, chase, hasten, hurry, hump, gallop, lope, accelerate, stir, budge, travel, wander, roam, journey, trek, ride, spin, slip, glide, slide, slither, coast, flow, sail, saunter, hobble, amble, stagger, paddle, slouch, prance, straggle, meander, perambulate, waddle, wobble, pace, swagger, promenade, lunge

Moody - temperamental, changeable, short-tempered, glum, morose, sullen, mopish, irritable, testy, peevish, fretful, spiteful, sulky, touchy

Neat - clean, orderly, tidy, trim, dapper, natty, smart, elegant, well-organized, super, desirable, spruce, shipshape, well-kept, shapely

New - fresh, unique, original, unusual, novel, modern, current, recent

Old - feeble, frail, ancient, weak, aged, used, worn, dilapidated, ragged, faded, broken-down, former, old-fashioned, outmoded, passe, veteran, mature, venerable, primitive, traditional, archaic, conventional, customary, stale, musty, obsolete, extinct

Part - portion, share, piece, allotment, section, fraction, fragment

Place - space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state

Plan - plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, device, contrivance, method, way, blueprint

Popular - well-liked, approved, accepted, favorite, celebrated, common, current

Predicament - quandary, dilemma, pickle, problem, plight, spot, scrape, jam

Put - place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build

Quiet - silent, still, soundless, mute, tranquil, peaceful, calm, restful

Right - correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair

Run - race, speed, hurry, hasten, sprint, dash, rush, escape, elope, flee

Say/Tell - inform, notify, advise, relate, recount, narrate, explain, reveal, disclose, divulge, declare, command, order, bid, enlighten, instruct, insist, teach, train, direct, issue, remark, converse, speak, affirm, suppose, utter, negate, express, verbalize, voice, articulate, pronounce, deliver, convey, impart, assert, state, allege, mutter, mumble, whisper, sigh, exclaim, yell, sing, yelp, snarl, hiss, grunt, snort, roar, bellow, thunder, boom, scream, shriek, screech, squawk, whine, philosophize, stammer, stutter, lisp, drawl, jabber, protest, announce, swear, vow, content, assure, deny, dispute

Scared - afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive

Show - display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose

Slow - unhurried, gradual, leisurely, late, behind, tedious, slack

Stop - cease, halt, stay, pause, discontinue, conclude, end, finish, quit

Story - tale, myth, legend, fable, yarn, account, narrative, chronicle, epic, sage, anecdote, record, memoir

Strange - odd, peculiar, unusual, unfamiliar, uncommon, queer, weird, outlandish, curious, unique, exclusive, irregular

Take - hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, prefer, remove, steal, lift, rob, engage, bewitch, purchase, buy, retract, recall, assume, occupy, consume

Tell - disclose, reveal, show, expose, uncover, relate, narrate, inform, advise, explain, divulge, declare, command, order, bid, recount, repeat

Think - judge, deem, assume, believe, consider, contemplate, reflect, mediate

Trouble - distress, anguish, anxiety, worry, wretchedness, pain, danger, peril, disaster, grief, misfortune, difficulty, concern, pains, inconvenience, exertion, effort

True - accurate, right, proper, precise, exact, valid, genuine, real, actual, trustworthy, steady, loyal, dependable, sincere, staunch

Ugly - hideous, frightful, frightening, shocking, horrible, unpleasant, monstrous, terrifying, gross, grisly, ghastly, horrid, unsightly, plain, homely, evil, repulsive, repugnant, gruesome

Unhappy - miserable, uncomfortable, wretched, heart-broken, unfortunate, poor, downhearted, sorrowful, depressed, dejected, melancholy, glum, gloomy, dismal, discouraged, sad

Use - employ, utilize, exhaust, spend, expend, consume, exercise

Wrong - incorrect, inaccurate, mistaken, erroneous, improper, unsuitable

Eakins Lara, "Synonyms for Words Commonly Used in Student's Writings," larae.net, accessed March 15, 2016, <http://larae.net/write/synonyms.html>.

Appendix E – Sample Title Page

Title of Your Essay

If your essay has a Subtitle, put it here and place a colon after the Title

Your Name

School Name

Course Name and Number

Professor's Name

Paper Due Date