



# STYLE MANUAL

**GUIDANCE FOR PREPARING PERSONAL REFLECTION PAPERS,  
ACADEMIC REFLECTION PAPERS, AND RESEARCH PAPERS**

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## SECTION 1: WRITING WELL AT A COLLEGE LEVEL

Welcome to Ascent College! We are delighted to partner with you on your academic journey. Our goal is to ensure that you not only make it to the finish line of your academic goals, but that you thrive and that your ministry flourishes as you learn. We are here to help you succeed, so if you get stuck in your writing, do not hesitate to reach out to your instructor or your academic advisor!

### ASCENT COLLEGE WRITING SUPPORT RESOURCES

Ascent College has several resources for writing support available to students. The Ascent College Writing 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.

Several different tools are available for students and faculty to use on the Ascent College website. The following resources can be accessed through this link:

<https://ascent.edu/my-ascent/>.

- **Grammarly:** Students and faculty have access to this online grammar and plagiarism check for papers. Students and faculty can log in using their ascent.edu email address.
- **Ascent College library catalogue:** This is a list of titles available in the Ascent College library.
- **Proquest research database:** This resource has a wealth of articles and documents for research.
- **Citation Machine:** This resource provides Turabian in-text citations and bibliographic entries which can be copied and pasted into a student's paper.
- Turabian and APA templates and citation generators

- The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these as a free service of the Writing Lab at Purdue.
- A quick guide to Turabian can be found [here](#):<sup>1</sup>

## CITING SOURCES AND PLAGIARISM

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

Common knowledge includes:

- Widely known facts, like “George Washington was the first president of the United States”
- Common opinions, like “Michelangelo was one of the art world’s greatest masters”
- Very well-known quotes, like Martin Luther King, Jr.’s, “I have a dream”

If you do not provide a citation for something that is not considered common knowledge or you have not personally discovered, you have committed plagiarism! **Plagiarism** is using the intellectual property of others without proper citation, giving the impression that it is one's own original work.

Follow these 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.

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<sup>1</sup> “Citation Quick Guide,” Turabian: A Manual for Writers, accessed July 2022, [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).

- 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 comes from printed materials, books, journals, e-mails, videos, online discussion groups, or anywhere on the internet, give proper credit by providing appropriate documentation.

Students are expected to complete assignments with integrity. This means that all written assignments must reflect the student's own work and 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 GUIDELINES**

Ascent College uses the Turabian Style for writing papers. This Ascent College Style Manual provides general guidelines using the Turabian Style. Please note that the Chicago Manual of Style 17<sup>th</sup> edition is virtually the same as 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: 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>

While the Turabian Style provides two methods of citation formats, Ascent College only allows the Notes-Bibliography citation format to cite the information used from other authors. Do not use the Author-Date method. 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. Use the References tab found in the ribbon in a Word document to insert a footnote or endnote. Footnotes and endnotes should include a page number where possible. See the footnote example at the bottom of this page, citing the below statement:

Andy Park explains the worship journey as a walk with the presence of the Lord.<sup>2</sup>

The only difference between a footnote and an endnote 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.

### **Turabian Style Bibliography**

The Turabian Style also requires a bibliography be included in academic writing. A bibliography is a list of the works cited in the paper. This should be the last section of the paper. The format for sources in the bibliography is *not* the same as the format for the footnotes and endnotes.

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<sup>2</sup> Andy Park, *The Worship Journey* (Woodinville, WA: Augustus Ink Books, 2010), 43.

## Book

### One author

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.

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.

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.

### Elements of Turabian Style

This section provides simple guidelines for using Turabian style. See *A Manual for Writers of Term Papers, Theses, and Dissertations, 9<sup>th</sup> edition* by Kate Turabian, for further instructions.

#### Notes: Bibliography Style<sup>3</sup>

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.

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<sup>3</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Sections 15-17.



## *Endnotes*

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

## *Footnotes*

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

## Bibliography<sup>4</sup>

Entries in the Bibliography are alphabetized by the last name of the author(s) or, if no author is given, by the title or a keyword that readers are most likely to seek. The bibliography is single-spaced with one blank line between entries. The first line of each entry flush is left, with subsequent lines indented five spaces from the left margin (this is known as a “hanging indent”). If an entry has two or more authors, only the first author’s name is inverted (last name first) for alphabetization. Subsequent names are in the normal order (first name or initials, then last name).

### **Turabian Formatting Details**

In a Bibliography, authors’ names are inverted to put the last name first. In footnotes, however, names are given in the normal order. In bibliographies, the main elements are separated by periods. In footnotes, they are separated by commas. Turabian’s general rule for numbers is that in nontechnical contexts, the following numbers are spelled out: all numbers from one through one hundred, round numbers, and any number beginning a sentence. All other numbers are written as figures. Although the title page is counted in the pagination, it has no page number on it. Other front matter pages are numbered with consecutive lowercase roman numerals at the

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<sup>4</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Section 16.

bottom right of the page. In the rest of the paper, pages that bear titles are numbered with Arabic numerals at the bottom right of the page.

### **Citing the Bible and other Biblical Resources in Turabian**

When referring to whole chapters or 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.

Cite the Bible using footnotes, endnotes, or parenthetical citations. Do not include the Bible in a bibliography/reference list. When 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.<sup>5</sup> 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

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<sup>5</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, section 24.6.1-4, as cited by Henry Buhl Library in “Common Abbreviations for Books of the Bible,” <https://hbl.gcc.libguides.com/BibleAbbrevTurabian>.

without preceding or internal punctuation. After the first citation you need to indicate the version only if you quote from another version.<sup>6</sup>

Examples of parenthetical 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

### APA STYLE GUIDELINES

Ascent College Psychology and counseling classes require APA style citations (American Psychological Association). APA uses a different citation style from Turabian. A complete description of APA style can be found in the *Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7<sup>th</sup> edition*. This book can be purchased [here](#). A quick guide for using APA style can be accessed here: <https://apastyle.apa.org/style-grammar-guidelines/citations>.

Citation Machine has a citation generator that produces a correct APA style citation when information is entered. Access this generator here: <https://www.citationmachine.net/apa>

### Citing Using APA Style

An APA in-text citation may look like this: Author's Last name (Year) claims "direct quote" or paraphrase (page number).

<i>Example:</i>	Park (2010) claims that worship is a journey as we walk with the Lord (43).
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<sup>6</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, sections 17.8.2, 19.8.2, and 24.6.1-4, as cited by Henry Buhl Library in "Citing the Bible and Other Biblical Resources," <https://hbl.gcc.libguides.com/c.php?g=339562&p=2286665>.

Parenthetical APA citations look like this: "Direct quote" or paraphrase (Author's Last name, Year, Page number).

<i>Example:</i>	The worship journey is a walk with the presence of the Lord (Park 2010, 43).
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The final list of full citations in APA style is titled, "References." Most print and offline APA full citations include the following pieces of information, commonly in this order: Author's Last name, First initial. Middle initial. (Date published). *Title of source*. Publisher.

<i>Example:</i>	Park, Andy. (2010). <i>The Worship Journey</i> . Augustus Ink Books.
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Most online citations include the following pieces of information, commonly in this order: Author's Last name, First Initial. Middle initial. (Date published). Title of source. URL.

<i>Example:</i>	Wilson, N.D. (2014, June). Called to Be Uncool Christians. <i>Christianity Today</i> , 58(5), 32. <a href="https://www.christianitytoday.com/ct/2014/june/called-to-be-uncool-christians.html">https://www.christianitytoday.com/ct/2014/june/called-to-be-uncool-christians.html</a> .
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### **List of References**

In APA style, all sources are listed in the final section, titled "References", which is the last page or pages of a paper. Include every source quoted or paraphrased in the

body of the paper. Every reference found in the reference list should also have a matching in-text or parenthetical citation in the paper. Here are general guidelines:

- It is not necessary to include personal communications in the reference list, such as personal emails or letters. These specific sources only need in-text citations, which are found in the body of your project.
- All references should be listed in alphabetical order by the author's last name.
- The entire page should be double spaced.
- Use a hanging indent for all citations. The first line of each citation needs to be flush against the left margin. Any additional lines are indented in a half inch.
- If you have two sources by the same author, place them in order by the year of publication.<sup>7</sup>

### Citing the Bible Using APA Style

Below is a quick guide for citing the Bible using the APA style. The first row provides a general guideline for citing the Bible in the list of References. The second row provides an example of this. The third row show the in-text APA citation of this example.

<b>APA format</b>	<i>Bible Version Title</i> . (Year). Publisher. URL
<b>APA reference entry</b>	<i>English Standard Version Bible</i> . (2001). ESV Online. <a href="https://esv.literalword.com/">https://esv.literalword.com/</a>
<b>APA in-text citation</b>	( <i>English Standard Version Bible</i> , 2001, Josh. 2:7)

8

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<sup>7</sup> Bibme, "Free BibMe APA Format Guide & Generator."

<sup>8</sup> Scribbr, "How to Cite the Bible in APA Style | Format & Examples."

A list of Bible abbreviations in APA style can be found here:

<https://www.esv.org/resources/esv-global-study-bible/list-of-abbreviations/>

## **FORMATTING PAPERS**

Ascent College paper formatting follows the following guidelines. A sample title page and sample headings are available in Appendix E.

### **Margins and Font<sup>9</sup>**

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.

### **Title Page<sup>10</sup>**

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.

### **Spacing<sup>11</sup>**

Text should be double-spaced, except for block quotations, notes, captions, and long headings. Indent the first line of a new paragraph by using the tab key. Block quotations (quotes of five or more lines) 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.

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<sup>9</sup> Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed., (Chicago and London: University of Chicago Press, 2018), Appendix A, Section A.1.

<sup>10</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Appendix A, Section A.2.

<sup>11</sup> Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Appendix A, Section A.1.

## SECTION 2: PREPARING TO WRITE PAPERS

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, or Term Paper. All three of these assignments require you to develop a thesis statement and provide substantiating evidence to support your thesis statement. Appendix A provides guidance for developing 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-level writing. 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 to help you articulate well.

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 quotations 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 also 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. Avoid using colloquial language (see 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”<sup>1</sup>, 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.

## Template Outline for Personal Reflection Paper

Use the outline and guide below to help structure and plan to write a personal reflection paper. The number of body paragraphs will depend on the required length of the 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: \_\_\_\_\_

## RUBRIC FOR PERSONAL REFLECTION PAPER

Below is the rubric for the personal reflection paper. This is the guideline your instructor will use to determine your grade for this assignment.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<i>Points</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
<b>Total</b>					

## **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).

### **Template Outline for Academic Reflection Paper**

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 (summarize in a paragraph)
  - B. Provide the student's agreement or disagreement with the author's main conclusion (avoid using "I", see Appendix B)
  - C. Provide the thesis statement in one sentence
- II. Body Paragraph 1
  - A. Topic sentence (agreement or disagreement with one of the author's points with a citation)
  - 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 (agreement or disagreement with one of the author's points with a citation)
  - 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 (agreement or disagreement with one of the author's points with a citation)
  - 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

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<i>Points</i>
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
<b>Total</b>					
<p>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.</p>					

## GUIDELINES FOR RESEARCH (TERM) PAPERS

Use the process below as a tool for planning and developing your research paper.

### Preparing to Write a 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.
  - Your topic must be in the parameters set by the instructor.
  - What fires you up?
  - What have you always wanted to explore?
  - What will help you in your future ministry?
  - A potential example: *Women in Ministry*
  
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 a 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 each 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](http://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 responsible for all errors when the paper is handed in.

## RUBRIC FOR RESEARCH (TERM) PAPER

	Level 1	Level 2	Level 3	Level 4	Points
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
<b>Total</b>					
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: DEVELOPING A THESIS STATEMENT**

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 this handout on understanding assignments for more information.)

### **How Do I Develop 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 this handout on brainstorming (linked here).

### **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.

### **Developing a Thesis Statement**

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 you're 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.

This entire article was used by permission by The Writing Center, University of North Carolina at Chapel Hill.<sup>12</sup>

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<sup>12</sup> "Thesis Statements," The Writing Center, The University of North Carolina at Chapel Hill, accessed July 2022, <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>.

## 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
<p>Contractions</p> <ul style="list-style-type: none"> <li>• <i>Many patients <u>don't</u> listen to their doctors</i></li> </ul>	<p>Remove the contraction</p> <ul style="list-style-type: none"> <li>• <i>Many patients <u>do not</u> listen to their doctors</i></li> </ul>
<p>Using 1<sup>st</sup> person (I, we, me, us, my, our, mine, ours) or 2<sup>nd</sup> person (you, your, yours)</p> <ul style="list-style-type: none"> <li>• <i>I like chocolate ice cream.</i></li> <li>• <i>When you work with a person who is very ill, you need to be patient</i></li> </ul> <p>*1<sup>st</sup> person pronouns are acceptable in personal narratives or Personal Reflection Papers</p>	<p>Replace “you” with a specific person/group</p> <ul style="list-style-type: none"> <li>• <i>Sixty percent of surveyed <u>Americans</u> favor chocolate ice cream</i></li> <li>• <i>When <u>nurses</u> work with a person who is very ill, they need to be patient.</i></li> </ul>
<p>Informal words and expressions</p> <ul style="list-style-type: none"> <li>• <i>My aunt has <u>a lot of kids</u>.</i></li> <li>• <i>The criminal justice system is <u>messed up</u>.</i></li> </ul>	<p>Use more formal words</p> <ul style="list-style-type: none"> <li>• <i>My aunt has <u>many children</u>.</i></li> <li>• <i>The criminal justice system has <u>serious problems</u>.</i></li> </ul>
<p>Multi-word verbs used in conversation</p> <ul style="list-style-type: none"> <li>• <i>She <u>looked up</u> information about nursing positions.</i></li> </ul>	<p>Replace with a one-word verb (ask for--request; come up with--devise/create; set up—establish)</p> <ul style="list-style-type: none"> <li>• <i>She <u>researched</u> information about nursing positions.</i></li> </ul>
<p>Beginning sentences with coordination conjunctions (the FANBOYS: <i>for, and, nor, but, or, yet, so</i>)</p> <ul style="list-style-type: none"> <li>• <i>Most people require eight hours of sleep each night. <u>But</u> some people</i></li> </ul>	<p>Combine sentences</p> <ul style="list-style-type: none"> <li>• <i>Most people require eight hours of sleep each night; <u>however</u>, some only require six.</i></li> </ul>

<p><i>only require six hour of sleep each night.</i></p>	
<p>Clichés (Expressions that are so overused that they have lost all original meaning or effect.)</p> <ul style="list-style-type: none"> <li>• <i>Stephen King’s latest novel <u>sent a chill down my spine.</u></i></li> </ul>	<p>Replace with specific descriptions</p> <ul style="list-style-type: none"> <li>• <i>Stephen King’s latest terrifying novel <u>leaves the reader unsettled.</u></i></li> </ul>
<p>Verbs and adjectives that show strong personal feelings</p> <ul style="list-style-type: none"> <li>• <i>If you <u>hate</u> wordy novels, you will <u>hate</u> Stephen King.</i></li> <li>• <i>Stephen King is a <u>strange, little man.</u></i></li> </ul>	<p>Choose less offensive words</p> <ul style="list-style-type: none"> <li>• <i>Stephen King’s descriptive writing style <u>has been criticized</u> my many contemporary authors.</i></li> <li>• <i>Stephen King is a <u>suspense, horror, science fiction, and fantasy author.</u></i></li> </ul>
<p>Vague language and generalizations</p> <ul style="list-style-type: none"> <li>• <i>Drinking while driving is <u>bad.</u></i></li> <li>• <i>Americans are <u>fat.</u></i></li> </ul>	<p>Be specific</p> <ul style="list-style-type: none"> <li>• <i>Drinking while driving is <u>dangerous.</u></i></li> <li>• <i>Two-thirds of Americans are <u>overweight.</u></i></li> </ul>
<p>Using stage directions, fillers, or needless words</p> <ul style="list-style-type: none"> <li>• <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 convicted of <u>any violent crime right now or in the future.</u></u></i></li> </ul>	<p>Combine sentences and offer stronger evidence to support weak sentences.</p> <ul style="list-style-type: none"> <li>• <i>Bail should not be granted to any person who has ever been convicted of a violent crime.</i></li> </ul>
<p>“Text speak” and abbreviations (not “TV” but “television”)</p> <ul style="list-style-type: none"> <li>• <i>Hey Gr!</i></li> <li>• <i>C U L8R</i></li> </ul>	<p>Spell out words</p> <ul style="list-style-type: none"> <li>• <i>Dear Professor Smith,</i></li> <li>• <i>I will be attending class today.</i></li> </ul>

## APPENDIX C: EXAMPLES OF LEADING SENTENCES

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, "... .."<sup>13</sup>
- 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, "... .."

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:

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<sup>13</sup> John B. Polhill, *Paul and His Letters* (Nashville, TN: Broadman & Holman, 1999), 54.

- 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 when you agree with what the writer says. Note: each expression would need a footnote or endnote as demonstrated in the first example.

- The work of X indicates that ...<sup>14</sup>
- 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 ...

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<sup>14</sup> John B. Polhill, *Paul and His Letters* (Nashville, TN: Broadman & Holman, 1999), 54.

- 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 ...

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

- 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: AVOIDING OVERUSED WORDS

To avoid overusing words, consult this list of synonyms to use alternate words.<sup>15</sup>  
A thesaurus is another useful tool for writing well.

**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

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

**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, howl, 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, thought-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, itchy-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

## **APPENDIX E: FORMATTING RESEARCH PAPERS**

### **Title Page Format**

**Title of Your Essay**

**Place a Colon after the Title and add an Optional Subtitle Here**

Your Name

School Name

Course Name and Number

Professor's Name

Paper Due Date



## **Guideline for Formatting Headings**

### **SECTION HEADING (WITH PAGE BREAK)**

MAIN HEADING ALL CAPS AND CENTERED

**First Level Subhead Centered and Bold Face**

Text in paragraph, flush left, indented, twelve points, and double spaced.

Second Level Subhead Centered, No Bold Face

Text in paragraph, flush left, indented, twelve points, and double spaced.

*Third Level Subhead Italicized and Flush Left*

Text in paragraph, flush left, indented, twelve points, and double spaced.

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