



# **FORMAT GUIDE**

Revised September 2017

Approved by the  
Faculty of Horizon College and Seminary

Available in print at Horizon College and Seminary's main office (\$6)  
Available online (free) at <http://www.horizon.edu/academics/>.

# TABLE OF CONTENTS

(Click on a title to be directed to a specific page)

Why a Format Guide for Competency-Based Education?.....	1
Basic Paper Formatting.....	1
Submitting Your Assignments.....	2
Standards for Composition .....	3
Thesis Statement.....	3
Grammar and Spelling .....	3
Gender-Neutral or Inclusive Language.....	3
Use and Documentation of Sources.....	3
Use of Sources .....	3
Quotations and Quotation Marks .....	3
Changing Quotations .....	4
Block Quotations .....	4
Quotations from Verse: Poetry and Songs (Including Biblical Poetry).....	5
Quotations from Drama .....	6
Biblical Quotations .....	7
Biblical Abbreviations .....	7
Plagiarism / Academic Honesty.....	7
Footnotes and Bibliography.....	8
Introduction.....	8
Footnotes.....	8
Content Notes.....	9
Bibliography Entries .....	9
Examples of Footnotes and Bibliography Entries .....	10
Introduction.....	10
Books .....	10
Periodicals: Journals, Magazines, Newspapers .....	14
Other On-Line Sources .....	15
Other Sources.....	16
Bibliography .....	17
APPENDIX A.....	18
Title Page Information .....	18
Sample Title Page .....	19
APPENDIX B.....	20
Grammar and Style Rubric .....	20
APPENDIX C.....	27
Sample Bibliography .....	27
APPENDIX D.....	28
Transitional Words and Phrases.....	28
APPENDIX E.....	29
Avoiding Common Pitfalls in Research Papers.....	29
APPENDIX F.....	31
Links to Online Writing Resources.....	31
APPENDIX G.....	32
Questions to Ask Your Professor.....	32

## Why a Format Guide for Competency-Based Education?

This format guide describes the format requirements for all academic papers at Horizon College and Seminary. The guide will assist you in achieving the core competency of *skilled communicator* by helping you to communicate effectively in the context of an educational institution. Furthermore, this guide relates to the core competency of being *spiritually mature* because following a standard formatting procedure for interacting with and citing scholarly work will demonstrate your ability to act with integrity and transparency. That is, you will make yourself accountable by clearly indicating where and when you are using ideas from others in your own research and writing.

If you are unsure about anything in this format guide, talk to your professor or a librarian *before your paper is due!* Some important questions are included below in [Appendix G](#).

The following standards are adapted from the Wipf and Stock Publisher's "Author Guide."<sup>1</sup> For situations not addressed by the guidelines outlined below, consult the "Student Supplement for *The SBL Handbook of Style*, Second Edition" [<https://www.sbl-site.org/assets/pdfs/pubs/SBLHS supp2015-02.pdf>].

We have adapted Wipf and Stock's standard for formatting at Horizon College and Seminary for two primary reasons:

1. Simplification: Footnotes will be easy for you.
2. Standardization: You will only have to learn one format for all your papers.

### Basic Paper Formatting

- Paper size: 8½ x 11" paper.
- Font: Times New Roman, 12 pt (10 pt for footnotes).
- Margins: 1" margins on all sides.
- Spacing:
  - Double space the body.
  - Single space footnotes and block quotations.
  - The bibliography should be single-spaced, with one line space between each entry.
- Title Pages: See an [example title page in Appendix A](#) of this document. Center all text. Include:
  - the title of your essay
  - your name
  - the name of the professor to whom you are submitting your essay
  - the class the essay is for
  - the date of submission
- Headers: Headers are optional, unless your professor requests them on an assignment. If you use headers, be consistent in your formatting.

---

<sup>1</sup> Note especially appendix B, in Wipf and Stock Publishers, "Author Guide: Version 7.1 (October 2014)," Accessed June 25, 2015. [http://wipfandstock.com/media/wysiwyg/WS\\_AuthorGuide\\_7.1.pdf](http://wipfandstock.com/media/wysiwyg/WS_AuthorGuide_7.1.pdf). The Wipf and Stock author guide adapts *The Chicago Manual of Style* and *The SBL Handbook of Style*.

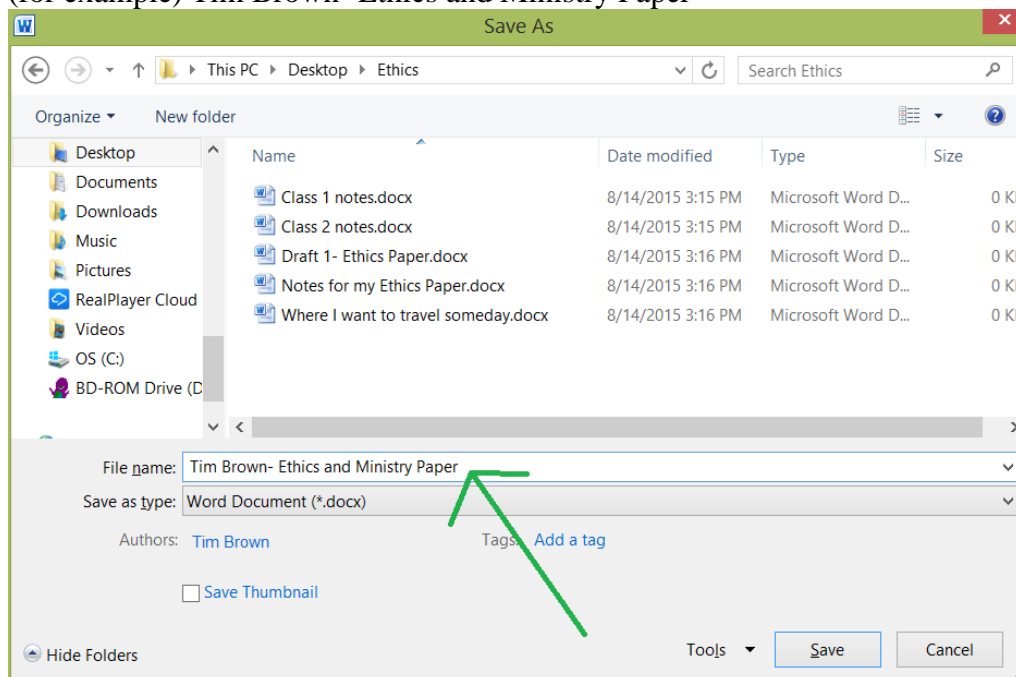
- **Emphasis:** Use *italics*, not underlining, to create emphasis or indicate book titles or foreign words.
- **Paragraphs:** Indent the first line in each paragraph. Do not include an extra line space between paragraphs.
- **Bibliography:** List only the sources you have cited in your essay. “Bibliography” should be written in the centre, at the top of the page. See an [example bibliography in Appendix C](#) of this document.
- **Page numbers:** Include page numbers on all pages except your title page. The page number may go at the top or bottom of the page, and it may be centered or right-justified. Your title page is *not* page 1 ([see here](#) for how to adjust this). The first page of the main body of your paper is numbered with the numeral “1”. All subsequent pages should be numbered in sequential order and page numbering should continue to the end of your paper, including your bibliography page(s).
- **Appearance:** All papers should be word processed. If you do not own a computer, Horizon College and Seminary provides several computers for student use in the library. If your professor requests that you submit a hard copy of your paper rather than submitting your paper on Populi (see below), fasten pages with a staple in the upper left hand corner.

### Submitting Your Assignments

You may *not* submit work done in one course to satisfy the requirements of another course, unless both instructors agree beforehand to accept such work. Assignments should be submitted via [Populi](#) (unless your professor instructs you otherwise). This [video](#) explains how to submit assignments on Populi (<http://vimeo.com/28825975>). Before you submit electronic files, please name the file as follows:

Your Name- Assignment Name

(for example) Tim Brown- Ethics and Ministry Paper



## Standards for Composition

### Thesis Statement

Most essays (especially research papers) should contain a statement identifying the claim you are trying to establish. It clarifies the essay's subject, its purpose, and its focus. A thesis statement often presents your suggested solution to a problem or your proof of an idea. A good thesis makes a significant or important claim and should provide explicit, focused wording (avoid vague words). See here for [more information](#).

### Grammar and Spelling

All papers should follow the Grammar and Style Rubric, which you can find in [Appendix B](#) below.

See here for [common grammar errors](#) and how to correct them. Use your word processor to check for grammar and spelling errors. If using MSWord, follow this guide to ensure your grammar and spell check features are active.

1. Click File > Options > Proofing
2. Look for "When correcting spelling and grammar in Word"
3. Check all options
4. Look for "Writing Style" > Choose "Grammar & Style" option
5. Click "Settings"
6. Choose all grammar and style options
7. Click OK

### Gender-Neutral or Inclusive Language

Use gender-neutral nouns and pronouns. For example, use humanity (instead of man), people (instead of men), police officer (instead of policeman), speaker or chair (instead of spokesman or chairman). Use "he or she" or "her or him" in your sentences where appropriate. Do not change direct quotations where language is sexist or non-inclusive. For more information, [see here](#).

## Use and Documentation of Sources

### Use of Sources

In an essay you will often support your arguments by incorporating material from other sources. You must document sources (via footnotes and in your bibliography) for any material you borrow, whether you use direct quotations, paraphrases, or summaries of other people's arguments, opinions, facts, or figures. Ordinary quotations, block quotations, and biblical quotations are explained below.

### Quotations and Quotation Marks

Regarding quotation marks:

1. Quotations containing fewer than five lines of text are indicated by double quotation marks and a footnote.

2. Periods and commas *precede* closing quotation marks. Colons, semicolons, question marks, and exclamation points, however, all *follow* closing quotation marks unless they are part of the quoted material.
3. Quotations consisting of five or more lines of text will become block quotations (see further below), will be single-spaced, and will have *no* quotation marks.

Introduce quotations so that your reader knows why you are using them and so that they flow with your paper. Brief quotations, which fit grammatically into your own sentences, are often best.

Use single quotation marks to enclose a *quotation within a quotation*.

For Example: “Our local folder of attractions carried an appealing advertisement which stated that ‘the longest walk in North America begins in Saskatoon and will consist of forty miles of rugged riverside terrain.’ ”

### **Changing Quotations**

Accuracy is very important when you are quoting. Do not make changes in the spelling, punctuation, or capitalization within the quote. It is *not* acceptable to change only a few words in a quotation and then not use quotation marks. This is a type of plagiarism called find-replace ([see here](#)). Rather than changing a few words, consider 1) copying the quote verbatim, or 2) summarizing the quote completely in your own words while still citing the source in the footnotes.

If there is an *error in the original* quote, type “[*sic*]” after the error.

- For Example: “Davis’ discussion on the meracles [*sic*] of Jesus is dynamic.”

You may adjust quotations in some ways:

- Spaced periods, called ellipses ( . . . ), indicate an omission within a quotation. They are not needed at the beginning or end of quoted material even if you do not quote an entire sentence.
- Square brackets [ ] indicate that you have added something within a quoted passage to make the meaning clearer.<sup>2</sup> For example: “God is not the creator [of evil], but in control.”

### **Block Quotations**

If the section you wish to quote for your essay is longer than five typed lines, you should set it as a block quotation within the body of your essay. A block quotation is a whole block of words which starts on a new line and is indented one tab length from the left margin. You should not use quotation marks to enclose these indented block quotes. If within a block quote some words in the original are in quotation marks, use them exactly as in the original. For Example:

---

<sup>2</sup> Round parentheses ( ) have a different use than square brackets [ ]; the two are not interchangeable.

In *Celebration of Discipline*, Richard Foster elaborates on how studying is not only

Whole paragraph indented

1 line space before and after the quote

No quotation marks at the beginning or end

related to one's personal development, but also to one's spiritual life and ultimately the inner transformation of the person:

The Discipline of study is the primary vehicle to bring us to “*think* about these things.” Therefore, we should rejoice that we are not left to our own devices but have been given this means of God’s grace for the changing of our inner spirit. ... Good feelings will not free us. Ecstatic experience will not free us. Getting “high on Jesus” will not free us. Without a knowledge of the truth, we will not be free.<sup>1</sup>

Single-spaced

<sup>1</sup> Foster, *Celebration of Discipline*, 62-63.

## Quotations from Verse: Poetry and Songs (Including Biblical Poetry)

### Short Quotation

When you quote three or fewer lines of verse (from poetry or song lyrics), include those lines within the text of your essay. Separate lines of poetry or song with a forward slash and follow the quotation with the line numbers, not a page number, in parentheses.

Matt Redman expresses both prayer and praise when he writes, “Bless the Lord, O my soul, / O my soul, / Worship His holy name” (1-3).

Include a space before and after each slash mark, as well as the punctuation from the original lines.

### Long Quotations

For poetry and songs, a long quotation consists of more than four lines as set up by the poet or songwriter. To format long poetry or song quotations, follow the following conventions:

- Indent ten spaces from the left margin to create a block quotation.
- Omit quotation marks around the quoted passage (but retain all punctuation marks that are original to the poem or song).
- Place the final period (if there is one) *before* the parenthetical reference at the end.
- Do not double-space; follow the spacing of the original author, but leave an extra line space immediately before and after the quotation.
- If you omit one or more lines from the quotation, place an ellipsis on a separate line to indicate that at least one full line has been omitted.

Matt Redman expresses both prayer and praise in his first two verses:

Bless the Lord, O my soul  
O my soul,  
Worship His holy name.

Sing like never before,  
O my soul.  
I'll worship Your holy name. (1-6)

## Quotations from Drama

### *Short and Long Quotations*

Short quotations from drama consist of four or fewer lines of prose, as you type the passage onto the page, or three or fewer lines of verse, as set up by the dramatist. Include short quotations from drama in the text of your essay. If the drama is written in verse, format the lines in the same way you would format lines from a poem or song. At the end of the quotation, include the act, scene, and line numbers in the parentheses. If the play is not broken up into acts, scenes, or lines, include the page number in parentheses instead.

During her sleepwalking scene, Lady Macbeth obsesses over the blood on her hands: "Out, damned spot! Out, I say!" (*Macbeth* 5.1.34).

Long quotations from drama are also formatted using block quotations. Follow the conventions for block quotations of prose or poetry, depending on your text.

### *Dialogue*

When you quote dialogue from two or more characters, use a block quotation. Each character's name should be written in capital letters and followed by a period. If a character has multiple lines, all lines after the first one are indented an additional quarter inch (4 spaces). Follow the quotation with the act, scene, and line numbers (or page number, if the other information is not available) in parentheses.

JOSEPH. Say Mary, daughter, what cheer with thee?  
MARY. Right good, Joseph, as been ay.  
JOSEPH. "Oh, Mary, what sweet thing is that on they knee?  
MARY. It is my son, the sooth to say,  
That is so good.  
JOSEPH. Well is me I bode this day  
To see this food. (*The Nativity* 85-90)



## Biblical Quotations

Cite a scripture reference in the body of the text, not in the footnotes. For Example:

- In Matthew 5:8 Jesus taught, “Blessed are the pure in heart, for they will see God.”
- Jesus taught, “Blessed are the pure in heart, for they will see God” (Matt 5:8).

The first citation of scripture can indicate the English version in parenthesis. For Example:

- “...everlasting life” (John 3:16 NIV)

Subsequent references need not note the version except when other versions are also cited.

## Biblical Abbreviations

Abbreviate biblical books as follows (note that no period follows the abbreviations of books of the Bible):

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

The following abbreviations are acceptable when followed by a number (except at the beginning of a sentence):

ch(s). =chapter(s)  
v(v). =verse(s)

Do not write out the words “chapter” or “verse” when citing references.

Incorrect: ~~Matthew chapter 5 verse 13~~  
Correct: Matthew 5:13

When citing scripture in the *middle of a sentence*, do not abbreviate name of the biblical book:

Incorrect: ~~In Matt 5:13 Jesus said...~~  
Correct: In Matthew 5:13 Jesus said...

## Plagiarism / Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

---

<sup>3</sup> Or Pss: when referring to the book or a number of psalms.

## Footnotes and Bibliography

### Introduction

Only the bibliography includes the full publication information for a source. Footnotes include only essential information.

Footnotes include superscript numerals (for example, <sup>2</sup>) in the essay body that correspond to notes at the bottom of the page that contain information on the source you are using. The following examples illustrate the essentials of a footnote and bibliography entry:

[For examples of footnotes and bibliography entries, click here.](#)

[For an example of a bibliography page, click here.](#)

Footnotes contain minimal information:

**Author's LAST name only, *Shortened Title of the Book*, page #.**

<sup>4</sup> Hart, *Truth Aflame*, 392.

Bibliography entries contain the full publication information:

**Author's LAST name, first name. *Full Title of the Book: Subtitle*. Other info.**

**City: Publisher, year.**

Hart, Larry D. *Truth Aflame: Theology for the Church in Renewal*. Revised edition.  
Grand Rapids: Zondervan, 2005.

Footnotes and bibliographies share certain similar features:

- Titles of book and periodicals (for example, magazine or journal titles) are italicized.
- Titles of articles or essays in a book are enclosed in quotations marks.
- Neither “p.” nor “pp.” is used before page numbers.
- Both footnotes and bibliographies are singled spaced. One extra line-space is included between bibliography entries.

### Footnotes

Create a footnote by pressing Ctrl+Alt+f. [See here for a guide.](#) This will create a superscript number in the text that corresponds to the note number at the bottom of the page. To properly format your footnotes, make sure you do the following:

- Give only the author's last name.
- Include a *shortened title* of the work you are citing. Do not include the subtitle.
- Include the specific page number(s) you borrowed from, omitting “p.” or “pp.”
- Do *not* use “ibid.”
- Use commas between the author's name, his or her work, and the page number(s).
- End with a period.

For Example:

Artists often recognize coming cultural change and provide navigational signposts for the rest of us. In terms of worldview, Turner reminds us, perhaps one of the most “valuable functions of art is its ability to deal with these shifts and prepare the population to look at the world in a new way.”<sup>1</sup>

---

<sup>1</sup>Turner, *Imagine*, 93.

### Content Notes

Content notes allow you to give more information on a particular point without including it in the main body of your essay. These are typically used only in larger research assignments. If you wish to add content notes, place them at the bottom of your paper as a footnote and number them in sequence with your footnotes. Notice both the footnote with source information and the content note in the following example:

and though it may not always further a righteous end, this should not mean that we deny the importance of the imagination in the Christian life. *Abusus non tollit usum*.<sup>5</sup> How would this approach play out in the everyday life of the believer? Eugene Peterson suggests that, “The sensory imagination is sacramental; it makes connections between what is sensed and what is believed.”<sup>6</sup> In comparing these two approaches, it is not clear whether or not a Christian should

---

<sup>5</sup> A Latin term meaning: “The fact something can be improperly used, is not the proof that such a thing is inherently evil.”

<sup>6</sup> Peterson, *Reversed Thunder*, 17.

### Bibliography Entries

At the end of your paper you will include a bibliography page. Your bibliography lists only the sources you have cited in your essay. That is, only include sources in your bibliography if you have included them in a footnote. For bibliography entries, note the following:

- They do not begin with a superscript (or raised) number.
- They are listed alphabetically, according to the author’s last name, *not* in the order that they appear in the paper. Do not number entries.

- The second and subsequent lines of each entry are indented.
- Begin with the author’s *last* name, then a comma, then author’s first name.
- If you include two (or more) sources from the same author, for the second entry include a 5-space line in place of the author’s name. For example, \_\_\_\_\_. *Title of the Book*.
- *Do not* use initials for first names, unless the author publishes with initials only. For example, use Schreiner, Thomas R., *not* Schreiner, T. R.
- Use periods between elements (footnotes use commas between elements).
- Omit page numbers except for parts of books or articles in periodicals.
- Include the city of publication (include the state/province or country only if necessary for clarification).
- Remove the words “Press,” “Books,” “Publishing Company,” etc., from the publisher’s name unless the publisher is a university press. For example, use Fortress, *not* Fortress Press, but use Oxford University Press *not* Oxford or OUP.
- If you use more than one essay from a collection of essays, list each essay as an additional entry within your bibliography.

For an example of a bibliography, see [Appendix C](#).

### Examples of Footnotes and Bibliography Entries

#### Introduction

In the following examples for common sources, footnotes and bibliography entries appear together for easy reference. Be sure to use the numbered note form for footnotes and the unnumbered form for bibliography entries. Remember, bibliography entries are to be listed alphabetically according to the author’s last name on your bibliography page(s). Do not use “*ibid.*” in the footnotes.

FN: = Footnote Entry B: = Bibliography Entry
---

#### 1. Books

##### a. A book with one, two, or three authors

FN:           <sup>1</sup> Gabriel, *Barth’s Doctrine*, 103.

B:            Gabriel, Andrew K. *Barth’s Doctrine of Creation: Creation, Nature, Jesus and the Trinity*. Eugene, OR: Cascade, 2014.

FN:           <sup>1</sup> Walton and Jones, *Detective Agency*, 111-201.

B:            Walton, Priscilla L., and Manina Jones. *Detective Agency: Women Rewriting the Hardboiled Tradition*. Berkeley: University of California Press, 1999.

**b. A book with more than three authors**

FN: <sup>2</sup> Logan et al., *Canada*, 87-105.  
[\*Note: “et al.” is Latin, meaning “and others.”]

B: Logan, John B., et al. *Canada on the World Stage*. Toronto: Pathfinder, 1983.

**c. An electronic book (for example, Kindle)**

FN: <sup>6</sup> Hybels, *Simplify*, kindle location 236.  
[\*Note: When possible, cite the page number rather than location.]

B: Hybels, Bill. *Simplify: Ten Practices to Unclutter Your Soul*. Carol Stream, IL: Tyndale, 2014. Kindle edition.

**d. An online book**

- If the online book is an exact reproduction of the printed version of the book (with the exact same pages and page breaks), then cite the book as you would a normal printed book (no further information is required, not even the web page information). This applies to most books on *Google books*.
- If the online book is somehow different than the printed version of the book, then follow this example:

FN: <sup>1</sup> Cyril of Jerusalem, *Catechetical Lectures*, lecture 9, part 2.  
[\*Note: When possible include the location that you are citing. If no location or pages are available, include n.p.= no pages].

B: Cyril of Jerusalem, *Catechetical Lectures*, Translated by Edwin Hamilton Gifford. From *Nicene and Post-Nicene Fathers, Second Series*, Vol. 7. Edited by Philip Schaff and Henry Wace. Buffalo, NY: Christian Literature, 1894. Revised and edited for New Advent by Kevin Knight. Accessed February 10, 2010.  
<http://www.newadvent.org/fathers/3101.htm>.  
[\*Note: The web page might not include the original publication information.]

**e. A Bible commentary**

- *A commentary in a multi-volume title that includes commentary on more than one biblical book in one volume.*

FN: <sup>6</sup> Wright, “Romans,” 613.

B: Wright, N. T. “The Letter to the Romans: Introduction, Commentary, and Reflections.” In *The New Interpreter’s Bible*, vol. 10, 394-770. Nashville, TN: Abingdon, 2002.  
[\*Note: Include all page numbers the commentary appears on after the volume number.  
-I have not listed an editor in this entry because this series has only an editorial board.]

- ***A book that includes commentary on only one book of the Bible and that is part of a multi-volume commentary series.***

FN: <sup>7</sup> Enns, *Exodus*, 495.

B: Enns, Peter. *Exodus*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000.

[\*Note: If each volume in the series has a volume number, then include a comma followed by the number after the name of the series. For example, Word Biblical Commentary, 36.]

**f. A second/revised or subsequent edition**

FN: <sup>7</sup> Bollinger, *Aspects of Language*, 20.

B: Bollinger, Dwight L. *Aspects of Language*. 2nd edition. New York: Harcourt Brace Jovanovich, 1975.

**g. A translation**

FN: <sup>5</sup> Alighieri, *Inferno*, 51.

B: Alighieri, Dante. *The Inferno*. Translated by John Ciardi. New York: New American Library, 1971.

**h. A work in a series**

FN: <sup>11</sup> Mittelstadt, *Spirit and Suffering*, 27.

B: Mittelstadt, Martin. *The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology*. Journal of Pentecostal Theology Supplement Series, 26. London: T & T Clark International, 2004.

**i. A Multi-volume Work**

- ***Citation of one volume of a multi-volume title:***

FN: <sup>8</sup> Montgomery, *Selected Journals*, 2:16-21.

[\*Note: 2:16-21 = this person used volume 2, pages 16-21.]

B: Montgomery, L. M. *Selected Journals of L.M. Montgomery*. Edited by Mary Rubio and Elizabeth Waterston. 3 vols. Toronto: Oxford University Press, 1985.

- ***Citation of one volume of a multi-volume work with multiple titles:***

FN: <sup>9</sup> Welkin, *Age of Balanchine*, 56.

B: Welkin, Linda B. *The Age of Balanchine*. Vol. 3 of *The History of Ballet*. New York: Columbia University Press, 1969.

**j. A book with an author and an editor**

FN: <sup>4</sup> Mumford, *City in History*, 216-217.

B: Mumford, Lewis. *The City in History*. Edited by Donald L. Miller. New York: Pantheon, 1986.

**k. An anonymous work**

FN: <sup>6</sup> *Dorling Kindersley*, 150-151.

B: *The Dorling Kindersley World Reference Atlas*. London: Dorling Kindersley, 1994.  
[\*Note: You will rarely use an anonymous work. If you have not found the name of an author or editor of the book you are using, continue to look a little while longer before concluding that it is an anonymous work.]

**l. Part of a book: a chapter from a collection of essays**

FN: <sup>10</sup> Lindemann, "Excelling," 107.

B: Lindemann, Rob. "Excelling in the Grace of Giving." In *Generosity Changes Everything...Even Us: Perspectives from a Benevolent Fellowship*, edited by David Hazzard, 105-115. Mississauga, ON: The Pentecostal Assemblies of Canada, 2014.  
[\*Note: Include all page numbers the essay appears on after the editor's name.]

**m. A Dictionary article**

FN: <sup>9</sup> Wilson, "Pacifism," 954.

B: Wilson, D. J. "Pacifism." In *The New International Dictionary of Pentecostal and Charismatic Movements*, edited by Stanley M. Burgess, 953-955. Revised and expanded edition. Grand Rapids: Zondervan, 2002.  
[\*Note: Include all page numbers the article appears on after the editor's name.]

**n. An Encyclopedia article**

FN: Penelhum, "Personal Identity," 99.

B: Penelhum, Terence. "Personal Identity." In *The Encyclopedia of Philosophy*, vol. 6, edited by Paul Edwards, 95-107. New York: Macmillan, 1967.  
[\*Note: Include all page numbers the article appears on after the editor's name.]

**o. Dissertations and Theses** (bound, but unpublished)

FN: <sup>11</sup> Lindemann, “Pedagogy for Christian Worldview,” 49.

B: Lindemann, Rob. “Pedagogy For Christian Worldview Formation: A Grounded Theory Study of Bible College Teaching Methods.” Ed.D. Dissertation, George Fox University, 2016.

**p. Quotation of a quote** from a second source

FN: <sup>14</sup> Tolkien, *Tree and Leaf*, 54-55.

B: Tolkien, J. R. R.. *Tree and Leaf: Including the Poem ‘Mythopoeia’*. Houghton Mifflin Company, 1989. Quoted in Verlyn Flieger, *Splintered Light: Logos and Language in Tolkien’s World*. Revised edition. Kent: Kent State University Press, 2002.

**2. Periodicals: Journals, Magazines, Newspapers**

See section 1.j. for essays within books (i.e., an edited book with numerous authors).

**a. an article in a journal**

FN: <sup>14</sup> Martini, “Examination,” 59.

B: Martini, Jeromey. “An Examination of Paul’s Apocalyptic Narrative in First Corinthians 15:20-28.” *Criswell Theological Review* 8.2 (2011) 57-70.

[\*Notes: in the footnote, list only the page you are referring to.  
-in the bibliography, list all pages that the article appears on.  
-8.2 = volume 8, issue number 2  
-don’t include the database you used to access the article (for example, ~~ATLA Religion Database~~.)]

**b. An online journal article**

This applies to articles that are *only* available on the internet. If the article is available in a printed version (which is true of most articles on Ebsco), or if the article is uploaded as a pdf with page numbers, then follow the format for a normal printed journal article (no additional information is required).

FN: <sup>2</sup> Chan, “Nature of the Church.”

[\*Note: When possible, include a page or section number to indicate the location in the article that you are citing.]

B: Chan, Simon, “The Nature of the Church: The Holy Spirit and Spiritual Life.” *Cyberjournal for Pentecostal-Charismatic Research* 22 (2013) n.p. Accessed July 3, 2015. <http://www.pctii.org/cyberj/cyberj22/chan.html>.

[\*Note: When possible include page numbers. If no page numbers are available, include n.p.= no pages.]



**c. A book review** (published in journals and magazines)

FN: <sup>18</sup> Martini, Review of *Paul's Cultic Atonement Metaphors*, 146.

B: Martini, Jeromey Q. Review of *The Background and Content of Paul's Cultic Atonement Metaphors*, by Stephen Finlan. *The Expository Times* 118.1 (2006) 44-45.

**d. An article in a magazine**

FN: <sup>16</sup> Lindemann, "Discovering," 9.

B: Lindemann, Rob. "Discovering the God of the Layoff." *Testimony* 88.5 (May 2007) 9-10.

**e. An article in a newspaper**

FN: <sup>17</sup> Christie, "All-Star Game," S1.

B: Christie, James. "All-Star Game Marries Glitz and Ghosts," *Globe and Mail*, 5 February 2000, S1.

**3. Other On-Line Sources**

See 1.d. for citing an online book and 2.b. for an online journal article.

**a. A web page**

If possible, provide the author's name (you may need to look for this), the title of the webpage, the title or owner of the site, the date you accessed the page (or the date the page was last modified) and the URL. When no specific author is listed, you may use the owner of the site as the author.

FN: <sup>4</sup> Foulkes, "Predestination."

B: Foulkes, Francis, "Predestination." *BibleStudyTools.com*. Accessed March 7, 2008.

<http://www.biblestudytools.com/dictionaries/bakers-evangelical-dictionary/predestination.html>.

[\*Note: You may include either the date the page was "Last modified" or the date you "Accessed" the page.]

**b. A blog entry**

You may need to search for the author's name (usually found on an "about" page).

FN: <sup>5</sup> Gabriel, "Lessons from Worship."

B: Gabriel, Andrew. "Lessons from Worship in Liturgical Churches." *Andrew Gabriel: Theology, the Scripture, and Ministry*. June 4, 2015. <https://andrewkgabriel.com/2015/06/04/lessons-from-worship-in-liturgical-churches/>.

[\*Note: Include the date the blog entry was published, *not* the date you accessed the blog entry.]

**c. An email message**

FN: <sup>6</sup> Ron Kadyschuk, *email message to Bob Williamson*.

B: Kadyschuk, Ron. *Email message to Bob Williamson*. November 11, 2013.

**d. Online Videos (e.g. YouTube)**

FN: <sup>4</sup> Macchia, “Assessing the Prosperity Gospel.”

B: Macchia, Frank. “Assessing the Prosperity Gospel: Seven Minute Ministry.” YouTube video, 7:17, posted by “Seedbed,” April 4, 2014. <https://www.youtube.com/watch?v=ZZwBE1949Yo>.

**4. Other Sources**

**a. Class Notes**

FN: <sup>1</sup> Williamson, “Worship.”

B: Williamson, Bob. “Worship is More than a Concert.” P111 Worship Leadership 1 class notes, Fall 2014.

**b. An interview**

FN: <sup>4</sup> Paul Martin, interview by Chantal Bouchard.

B: Martin, Paul. Interview by Chantal Bouchard. *Politics and People*. Canadian Broadcasting Corporation, September 15, 2001.

**c. A film or video recording**

FN: <sup>6</sup> *Luther*, DVD.

B: *Luther*. MGM Home Entertainment, 2004. DVD.

**d. A song**

FN: <sup>7</sup> Hobbs and Crocker, “Thank You Jesus.”

B: Hobbs, Hannah, and Matt Crocker. “Thank You Jesus.” From the album, *No Other Name*. Hillsong, 2014.

## Bibliography

- Aaron, James E. *The Little, Brown Compact Handbook*. 9th edition. Don Mills: Pearson Education, 2015.
- “Chicago-Style Citation Quick Guide.” *Chicago Manual of Style Online*. Accessed July 3, 2015. [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).
- Eston College. “Format Guide.” Revised Fall 2013.
- McMaster Divinity College. “McMaster Divinity College Style Guidelines for Essays and Theses/Dissertations.” Revised June 1, 2015. Accessed June 25, 2015. <https://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th edition. Boston: Bedford/St. Martin’s, 2012.
- Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4th edition. Boston: Allyn and Bacon, 2000.
- Troyka, Lynn Quitman, and Douglas Hesse. *Simon and Schuster Handbook for Writers*. 6th Canadian edition. Don Mills: Pearson, 2014.
- Turabian, Kate L., et al. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th edition. Chicago: University of Chicago Press, 2013.
- University of Saskatchewan, Department of English. “Requirements for Essays.” Accessed July 3, 2015. <http://artsandscience.usask.ca/english/pdf/RequirementsForEssays.pdf>.
- Wipf and Stock Publishers. “Author Guide: Version 7.1 (October 2014).” Accessed June 25, 2015. [http://wipfandstock.com/media/wysiwyg/WS\\_AuthorGuide\\_7.1.pdf](http://wipfandstock.com/media/wysiwyg/WS_AuthorGuide_7.1.pdf).

**APPENDIX A**  
**Title Page Information and Sample Title Page**

Title Pages are standard for most Horizon College and Seminary assignments. If you are not certain if your assignment requires a title page, ask your professor.

A Title Page includes the following:

- The title of your essay
- Your name
- The name of the professor to whom you are submitting your essay
- The class the essay is for
- The date of submission

Note that all text is centered.

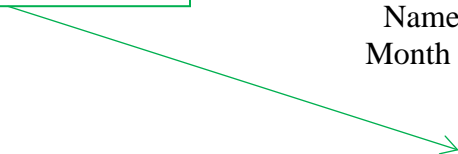
See a [sample title page on the next page](#).

Title Goes Here: Try to Make it Reflect the Content of Your Essay

Jack J. Student

Do not include a page number on the title page. [See here](#) for assistance.

Prof. Tina Smith  
Name of Class  
Month Day, Year



## APPENDIX B

### Grammar and Style Rubric

	Level 1	Level 2 (years 2 and 3)	Level 3	Level 4 (Christian Studies year 4)
<b>Syntax and Structure</b>	<p>Complete sentences</p> <p>1.1 <b>No Fragments:</b> Sentences express complete thoughts by containing both a subject and a main verb and making a connection between them. *In appropriate contexts, deliberate fragments may be used sparingly for rhetorical effect.</p> <p>1.2 <b>No Run-ons:</b> Sentences do not run together without any punctuation to indicate where one ends and the other begins.</p>	<p><b>Transitions</b></p> <p>2.1 Sentences and paragraphs are linked together using transitional words, phrases, and sentences that connect one idea to the next.</p> <p><b>Organization:</b></p> <p>2.2 <b>Topic sentences:</b> Topic sentences are used to indicate the central idea of the paragraph.</p> <p><b>Verbs</b></p> <p>2.3 <b>No Tense Shift:</b> Tense is controlled within sentences and paragraphs, and tense shifts only occur when it is appropriate to indicate a change in time frame. *Typically, present tense should be used to state facts, to refer to habitual actions, and to discuss the ideas of the writer or another author.</p> <p>2.4 <b>Subject-verb agreement:</b> Subjects agree in number with their verbs. *Collective nouns take a singular verb when the subject is conceived as a single unit (the government <i>is</i> democratic) and a plural verb when the subject is conceived as a collection of individuals (the police <i>are</i> here).</p> <p><b>Clear and Correct Pronoun References</b></p> <p>2.5 <b>Pronoun-Antecedent Agreement:</b> Pronouns agree with their antecedents in number (singular or plural), person (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>), and gender (masculine, feminine, or neutral).</p> <p>2.6 <b>No Vague Pronoun References:</b> Pronoun references are present, specific, and clearly identified.</p>	<p><b>Quotations</b></p> <p>3.1 <b>No Dropped Quotes:</b> Quoted material is clearly introduced with reference to the source and an explanation of the quotation’s relevance.</p> <p>3.2 <b>Integrated Quotes:</b> Quoted material is fully integrated into the grammar of the surrounding sentence with signal phrases, consistent verb tenses, and punctuation marks.</p> <p><b>Modifiers</b></p> <p>3.3 <b>No Dangling Modifiers:</b> Modifying words (such as “only”) and phrases are placed and punctuated so that they clearly modify the subject of the sentence, and the modifier’s description falls within the scope of what is possible for the subject.</p> <p>3.4 <b>No Elliptical Clauses (EC):</b> Each sentence includes a noun or pronoun (the subject) to perform the action described by the modifier.</p> <p><b>Active and Passive Voice</b></p> <p>3.5 <b>Active Voice:</b> Active voice is used to create forceful sentences and avoid wordiness.</p> <p>3.6 <b>Passive Voice:</b> Passive voice is used only if the writer does not know who/what performed the action, if that information is not important, or if the writer wishes to emphasize passivity or to avoid assigning responsibility to the subject.</p>	<p><b>Organization and Unity:</b></p> <p>4.1 <b>Unity:</b> Paragraphs and larger works have a suitable design that unifies the content and complements the style of the writing.</p> <p>4.2 <b>Transitions:</b> Transitional words, phrases, sentences, and sections are used to create flow and a smooth progression of ideas.</p> <p>4.3 <b>Given/new Organization:</b> The given/new pattern may be used to help express linear thinking in a text, such as a sequence of events. *A given/new sentence contains information that has already been expressed as well as new information about the given information.</p> <p>4.4 <b>Orbital Organization:</b> The central idea of the assignment or paragraph is clearly identified and clearly linked to each supporting idea.</p> <p>4.5 <b>Parallelism:</b> Similar forms express ideas of similar content and function in order to create balance and enhance meaning.</p> <p><b>Flow</b></p> <p>4.6 <b>Variation:</b> Sentence structures are varied in order to create a rhythm that supports the flow of ideas.</p> <p>4.7 <b>Emphasis:</b> The most important idea in the sentence is in the emphatic position (usually the end, and sometimes the beginning, of the sentence).</p> <p>4.8 <b>No Awkward Constructions:</b> Sentences are not excessively long and do not contain obstructive rhythms, overused copular verbs, unclear or misplaced modifiers, inaccurate or excessively abstract diction, unnecessary words, or other elements that distract from the idea.</p>

Grammar and Style Rubric, continued

<b>Mechanics</b>	<b>Level 1</b>	<b>Level 2 (years 2 and 3)</b>	<b>Level 3</b>	<b>Level 4 (Christian Studies year 4)</b>
	<p><b>Spelling</b></p> <p>1.3 <b>Correctness:</b> All words are spelled correctly and consistently (Canadian Standard English).</p> <p><b>Capitalization</b></p> <p>1.4 <b>Capitals:</b> Capital letters are used consistently at the beginning of sentences and for proper nouns (including “Bible”). Capitals are not used for adjectives (example: <del>Biblical</del>).</p> <p><b>Contractions</b></p> <p>1.5 <b>Spelling:</b> Contractions are spelled correctly (example: it’s = it is; you’re = you are)</p> <p><b>Paragraphs</b></p> <p>1.6 <b>Paragraph Breaks:</b> Paragraphs (with indents) are used to indicate steps or shifts in thought and to break up large blocks of text for the benefit of the reader.</p>	<p><b>Italics</b></p> <p>2.7 <b>Titles:</b> Italics are used to set off published titles of longer works, such as books.</p> <p>2.8 <b>Words:</b> Italics are used to set off foreign words and phrases or words used as words. *Quotation marks may also be used to set off words used as words, and sometimes using both methods together will clarify meaning.</p> <p>2.9 <b>Emphasis:</b> Italics (not quotation marks) are used to set off a word or phrase for emphasis.</p> <p><b>Titles</b></p> <p>*See <b>Punctuation: 2.15</b> and <b>Mechanics: 2.7</b></p>	<p><b>Numbers</b></p> <p>3.7 <b>Spelling:</b> Numbers of one or two words or numbers that begin a sentence are spelled out.</p> <p>3.8 <b>Consistency:</b> Related numbers are expressed with consistent form.</p> <p>3.9 <b>Punctuation:</b> *See <b>Punctuation: 2.11</b> and <b>Punctuation: 4.14</b></p>	

## Grammar and Style Rubric, continued

	Level 1	Level 2 (years 2 and 3)	Level 3	Level 4 (Christian Studies year 4)
Punctuation	<p><b>Periods</b></p> <p>1.7 <b>Periods:</b> Periods are placed at the end of complete sentences that are statements.</p> <p>1.8 <b>Period omissions:</b> The period is omitted from the end of a sentence if the sentence concludes with an abbreviation that already has a period, or if the sentence concludes with another punctuation mark.</p> <p>1.9 <b>Periods and Parentheses:</b> If the words inside the parentheses form part of the larger sentence, the period is placed outside the parentheses. If the words inside parentheses form a complete sentence themselves, the period is placed inside the parentheses.</p> <p><b>Commas</b></p> <p>1.10 <b>Comma Splice:</b> Independent clauses are not joined using only a comma; comma splices can be repaired using a coordinating conjunction (<b>FANBOYS</b>),<sup>4</sup> a semicolon, or a period.</p> <p>1.11 <b>Commas in a Series:</b> Commas are used to separate items in a list of three or more; the <b>oxford comma</b> is used to avoid ambiguity; commas are not used if all of the items are joined by a conjunction such as “and” or “or.”</p>	<p><b>Commas</b></p> <p>2.10 <b>Introductory Elements (Intro.):</b> Commas are used after introductory elements (such as prepositional phrases, adverb clauses, conjunctive adverbs, interjections, introductory words, etc.).</p> <p>2.11 <b>Date and Addresses:</b> Commas are used to set off all elements of dates and addresses except postal codes.</p> <p><b>Quotation Marks (Q)</b></p> <p>2.12 <b>Usage:</b> Quotation marks are used to set off <b>direct quotations</b>; “that” is used to indicate indirect quotations that are statements; question words (<i>who, whom, whose, if, whether, when, where, how, why</i>) are used to indicate indirect quotations that are questions; quotation marks are not used with block quotations.</p> <p>2.13 <b>Placement:</b> Double quotation marks are placed around the quoted material; single quotation marks are placed inside double quotation marks to indicate a quotation within a quotation; final periods and commas are placed inside quotation marks; final colons and semicolons are placed outside quotation marks; final question marks and exclamation points are placed inside quotation marks if part of the original text, and outside quotation marks if part of the student’s writing; quotation marks are placed inside footnotes; quotation marks are placed before parenthetical references.</p> <p>2.14 <b>Integrated Quotes:</b> Direct quotations are introduced either with a comma before the quotation marks <b>OR</b> with</p>	<p><b>Commas</b></p> <p>3.10 <b>Restrictive Clause:</b> Commas are not used to set off restrictive clauses (essential information).</p> <p>3.11 <b>Nonrestrictive Clauses:</b> Commas are used to set off nonrestrictive clauses (extra information).</p> <p>3.12 <b>Appositives:</b> Commas are used to set off appositives of more than one word.</p> <p>3.13 <b>Essential Elements:</b> Commas do not separate main sentence elements (the subject and the verb, a verb and its complement, a preposition and its object, a subordinator and the subordinated clause, etc.).</p> <p><b>Parentheses</b></p> <p>3.14 <b>Extra Information:</b> Parentheses are used to downplay extra information (relative clauses, appositives)</p> <p><b>Square Brackets</b></p> <p>3.15 <b>Inserted material:</b> Square brackets are used to indicate material inserted into a quotation.</p> <p>3.16 <b>Changed material:</b> Square brackets are used to indicate that a change in capitalization or verb tense has been made in order to facilitate integrating the quoted material.</p> <p>3.17 <b>Inaccurate/offensive material:</b> Square brackets are used with <i>sic</i> ( [sic] ) to indicate an exact</p>	<p><b>Commas</b></p> <p>4.9 <b>Coordinate Adjectives:</b> Commas are placed between coordinate adjectives (where “and” could be placed between them as well).</p> <p>4.10 <b>Cumulative Adjectives:</b> Commas are not placed between cumulative adjectives (where “and” cannot be placed between them)</p> <p>4.11 <b>Adverbs:</b> Commas are not placed between adverbs and adjectives.</p> <p><b>Hyphens (-)</b></p> <p>4.12 <b>Compound Modifiers:</b> Hyphens are used to link modifiers that precede the noun and function as one unit (“five-year plan”); a hyphen is not used if the first modifier ends with “-ly” (“highly skilled worker”).</p> <p>4.13 <b>Compound Nouns:</b> Hyphens are used to join compound nouns that are not fully accepted as one word in common usage (take-off, dry-cleaning, passer-by).</p> <p>4.14 <b>Numbers:</b> Hyphens are used when numbers between 21 and 99 are spelled out (thirty-five).</p> <p>4.15 <b>Prefixes:</b> Hyphens are used between root words and prefixes when the same vowel would appear together twice (re-enact), unless common usage omits the hyphen (cooperate).</p> <p><b>Dashes (–)</b></p> <p>4.16 <b>Interruption:</b> Dashes are used to show interruption in thought (rarely in formal writing).</p> <p>4.17 <b>Introduction:</b> Dashes are used in place of colons to introduce something with less formality.</p> <p>4.18 <b>Appositives:</b> Dashes are used in place of commas to set off appositives</p>

<sup>4</sup> For, And, Nor, But, Or, Yet, So



## Grammar and Style Rubric, continued

<b>Punctuation</b>	<p><b>Apostrophes</b></p> <p>1.12 <b>Possessive Singular:</b> ‘s is used to form the possessive case when the owner is singular.</p> <p>1.13 <b>Possessive Plural:</b> s’ is used to form the possessive case when the owners are plural.</p> <p>1.14 <b>Final “s” Words:</b> ‘s is used to form the possessive of words ending in “s,” unless the word is one of the commonly recognized exceptions (Jesus, righteousness, conscience, etc.). In these cases, students may choose to leave off the possessive “s” providing they are consistent throughout the text.</p> <p>1.15 <b>Collective nouns:</b> The placement of the apostrophe for possessive collective nouns depends on whether the group is treated as a singular unit (1.12) or as a collection of individuals (1.13). For example, the “audience” may be treated as a single entity or as a number is individual members. Certain collective nouns, such as “police,” are always treated as plural.</p> <p>1.16 <b>Possessive pronouns:</b> apostrophes are not used with possessive pronouns (his, hers, mine, whose, etc.).</p> <p>1.17 <b>Contractions:</b> See <b>Mechanics: 1.5</b></p>	<p>an introductory word or phrase (“that,” “by,” etc.) which incorporates the quoted material into the sentence.</p> <p>2.15 <b>Titles:</b> Quotation marks are used to set off works of shorter length that are contained within a larger volume of work.</p> <p>2.16 <b>Words:</b> Quotation marks may be used to set off foreign words or words used as words; quotation marks are not used for emphasis.</p> <p><b>Colons and Semicolons</b></p> <p>2.17 <b>Colons:</b> Colons are used to introduce lists, words, phrases, or clauses that complete the idea of the preceding sentence; colons are used only after independent clauses; colons are used only before complete lists (and not with “such as,” “for example,” etc.); colons are used before a subtitle.</p> <p>2.18 <b>Semicolons:</b> Semicolons separate two independent clauses that are not joined by a coordinating conjunction (FANBOYS); semicolons separate independent clauses that are joined by a coordinating conjunction but contain other commas; semicolons separate items in a series when the items themselves contain commas.</p>	<p>reproduction of the original text, including errors.</p> <p><b>Ellipses (...)</b></p> <p>3.18 <b>Omission of words from the middle of a Sentence:</b> An ellipsis of three dots indicates that words have been omitted.</p> <p>3.19 <b>Omission to the end of a sentence followed by a parenthetical reference:</b> An ellipsis of three dots precedes the parenthetical reference.</p> <p>3.20 <b>Omission to the end of a sentence without a parenthetical reference:</b> An ellipsis of three dots is followed by a fourth dot, indicating that a period follows the ellipsis.</p> <p>3.21 <b>Omission of entire sentence(s):</b> A period (one dot) followed by an ellipsis (three dots) indicates the end of a sentence followed by the omission of one or more sentences.</p> <p>3.22 <b>Omission from the middle of one sentence to the end of another:</b> One space, followed by an ellipsis (three dots), followed by a period (fourth dot), indicates that the end of one sentence, and possibly other full sentences, have been omitted.</p> <p>3.23 <b>Omission from the middle of one sentence to the middle of another:</b> An ellipsis (three dots) indicates the omission.</p> <p>3.24 <b>Line of Block Poetry/Drama:</b> An ellipsis is placed on a separate line to indicate the omission of one or more full lines.</p>	<p>(nouns, phrases, or clauses that rename a noun and can be substituted for it) when a sentence contains other commas.</p> <p>4.19 <b>Relative Clauses:</b> Dashes are used instead of commas to set off extra information in order to create emphasis.</p>
--------------------	---	---	--	--

Grammar and Style Rubric, continued

<b>Usage and Parts of Speech</b>	<b>Level 1</b>	<b>Level 2 (years 2 and 3)</b>	<b>Level 3</b>	<b>Level 4 (Christian Studies year 4)</b>
	<p><b>Verbs</b></p> <p>1.18 <b>Noun Used as Verb:</b> Words that are properly nouns, such as Facebook, Google, adult, etc. are not used as verbs in academic writing.</p> <p><b>Word Choice</b></p> <p>1.19 <b>Denotation:</b> The word chosen matches the intended meaning.</p> <p>1.20 <b>Connotation:</b> The word chosen invokes feelings and ideas that are appropriate for the intended meaning.</p> <p><b>Pronouns</b></p> <p>1.21 <b>Misused Reflexive Pronouns:</b> Reflexive pronouns (myself, herself, etc.) are used to refer to a subject that is also the object of the sentence, <b>OR</b> to emphasize the subject or the object; reflexive pronouns are not used as substitutes for the correct pronoun in order to sound formal (“Bob and myself will direct you.”)</p>	<p><b>Verbs</b></p> <p>2.19 <b>Incorrect Participle (-ing):</b> The present participle “being” should not be substituted for the simple present or past tense forms of “be.”</p> <p><b>Prepositions</b></p> <p>2.20 <b>Relationship:</b> The chosen preposition accurately and precisely expresses the relationship between its object (a noun or pronoun) and the rest of the sentence; the preposition “towards” should not be used instead of “to,” “of,” etc. *The following link includes a list of English prepositions and their proper usage: <a href="#">Purdue Online Writing Lab</a></p>	<p><b>Pronouns</b></p> <p>3.25 <b>Relative Pronouns:</b> The relative pronoun “which” is used with nonrestrictive relative clauses; the relative pronoun “that” is used with restrictive relative clauses.</p> <p><b>Adverbs</b></p> <p>3.26 <b>Awkward Adverbs:</b> “-ly” is not used to construct uncommon or imprecise adverbs (tangledly, thusly, etc.).</p>	<p><b>Nominalizations</b></p> <p>4.20 <b>Active Verbs and Clear Adjectives:</b> Whenever possible, verbs and adjectives are used in their original form to create sentences with clear subjects (and objects) performing direct actions.</p> <p>4.21 <b>Helpful Nominalizations:</b> Verbs and adjectives are only turned into nouns (analyze = analysis, appropriate = appropriateness, etc.) when it is helpful to name an idea or issue.</p>

Grammar and Style Rubric, continued

<b>Style</b>	<b>Level 1</b>	<b>Level 2 (Years 2 and 3)</b>	<b>Level 3</b>	<b>Level 4 (Christian Studies Year 4)</b>
	<p><b>Register (R)</b></p> <p>1.22 <b>Contractions:</b> Contractions are not used for formal writing (example: an exegesis or research essay); contractions may be used in informal writing (example: journals or reflective essays).</p> <p>1.23 <b>Inclusive language:</b> Terminology is inclusive and respectful in accordance with Horizon College and Seminary’s policy on Inclusive Language (see the Format Guide).</p> <p><b>Consistency:</b></p> <p>1.24 Individual style choices, such as whether to use American or British spelling, are used consistently throughout the assignment.</p>	<p><b>Register</b></p> <p>2.21 <b>First Person:</b> First person references are used only when the writer is the subject of the discussion.</p> <p>2.22 <b>Idioms and Clichés:</b> The student avoids using idiomatic language in formal writing; the student avoids clichéd language, incorrect use of idioms (“I could care less” vs. “I couldn’t care less”), and mixed or dead metaphors.</p> <p>2.23 <b>Tone:</b> Diction, perspective, etc. are used to create a tone (attitude toward the work and toward the reader) that is appropriate for the context.</p> <p><b>Unbiased Diction</b></p> <p>2.24 <b>No VUGs:</b> The student avoids making vast, unsupportable generalizations for which there can be no evidentiary or logical proof.</p> <p>2.25 <b>Respect:</b> The student respectfully and fairly discusses alternative perspectives.</p>	<p><b>Unbiased Diction</b></p> <p>3.27 <b>Debate:</b> The student is aware of and fairly represents alternative positions.</p> <p>3.28 <b>Certainty:</b> Hedging terms (<i>might, may, usually, likely, certainly, etc.</i>) are used to express the appropriate level of certainty (low, medium, and high) with a preference for medium certainty in academic writing.</p> <p><b>Precision</b></p> <p>3.29 <b>Jargon:</b> Specialized diction is used correctly and explained when necessary.</p> <p>3.30 <b>No Unnecessary Words:</b> Redundant, Irrelevant, and wordy constructions have been removed.</p>	<p><b>Flow</b></p> <p>*See <b>Syntax and Structure: Flow (4.6-4.8)</b></p> <p><b>Clarity:</b></p> <p>4.22 <b>No All-Purpose Modifiers:</b> All-purpose or vague modifiers (<i>really, very, marginal, etc.</i>) are avoided or used with careful precision.</p> <p>4.23 <b>No Copula Spiders:</b> The verb “to be” is used when appropriate, but strong, active verbs replace copulas where possible; *copulas are appropriate when the action is a link between ideas; *proper use of the passive voice will reduce the number of weak copulas.</p> <p>4.24 <b>Concrete Diction:</b> Concrete words replace abstract words whenever possible, and abstract concepts are explained and illustrated with concrete examples, evidence, etc.</p> <p>4.25 <b>Concision:</b> Unnecessary repetition, vague phrases, imprecise qualifiers, pompous style, tentative language, inappropriate passive voice, and other causes of wordiness are avoided.</p>
<b>Content</b>	<b>Level 1</b>	<b>Level 2 (years 2 and 3)</b>	<b>Level 3</b>	<b>Level 4 (Christian Studies year 4)</b>
			<p><b>Titles</b></p> <p>3.31 <b>Creative:</b> The title is part of the composition, communicating the author’s and the assignment’s character, and creating interest for a reader.</p> <p>3.32 <b>Informative:</b> The title and subtitle indicate the subject of the assignment and the author’s approach to it.</p>	

Grammar and Style Rubric, continued

<b>Format</b>	<b>Level 1</b>	<b>Level 2 (years 2 and 3)</b>	<b>Level 3</b>	<b>Level 4 (Christian Studies year 4)</b>
	<p><b>Paper Formatting</b></p> <p>1.25 <b>Layout:</b> All text documents follow the Basic Paper Formatting standards described in Horizon’s Format Guide (including paper size, font, margins, spacing, title pages, paragraphs, page numbers, and bibliography).</p>	<p><b>Paper Formatting</b></p> <p>2.26 <b>Headers:</b> Headers, if used, have consistent formatting.</p> <p>2.27 <b>Bibliography:</b> Bibliographic information is complete and formatted without error.</p> <p>2.28 <b>Footnotes:</b> Footnotes are complete and formatted without error.</p> <p><b>Quotations</b></p> <p>2.29 <b>Format:</b> Ordinary, block, and biblical quotations and abbreviations are formatted according to the instructions in Horizon’s Format Guide (page 3).</p> <p><b>Titles</b></p> <p>*See <b>Mechanics: 2.7, Punctuation: 2.15, and Punctuation: 2.17</b></p>		

**APPENDIX C**  
**Sample Bibliography**

**Author's LAST name, first name. *Book Title: Subtitle.* Other info. City of  
Publisher: Publishing Company, Year.**

List entries in alphabetical order according to the authors' last names.

Include this → Bibliography

Hart, Larry D. *Truth Aflame: Theology for the Church in Renewal.* Revised edition.  
Grand Rapids: Zondervan, 2005.

Peterson, Eugene H. *Reversed Thunder: The Revelation of John and the Praying  
Imagination.* San Francisco: Harper Collins, 1988. ← Single space each entry.

Turner, Steve. *Imagine: A Vision for Christians in the Arts.* Downers Grove, IL:  
InterVarsity, 2001. ← Leave one line space between each entry.

\_\_\_\_\_. *Popcultured: Thinking Christianly About Style, Media and Entertainment.*  
Downers Grove, IL: InterVarsity, 2013. ← Indent the second and subsequent  
lines of each entry.

If you include two sources from the same author, for the second entry include a 5-space line in place of the author's name.

## APPENDIX D

### Transitional Words and Phrases

Transitional words and phrases tell your readers how the individual sentences in your paragraph are connected to each other. The following are some transitional words and phrases that indicate particular kinds of relationships.<sup>5</sup>

- **To compare:** also, similarly, likewise.
- **To contrast:** on the one hand/on the other hand, although, conversely, nevertheless, despite, on the contrary, still, yet, regardless, nonetheless, notwithstanding, whereas, however, in spite of.
- **To add or intensify:** also, in addition, moreover, further, too, besides, and.
- **To show sequence:** first (and any other ordinal number), last, next, finally, subsequently, later, ultimately.
- **To indicate an example:** for example, for instance, specifically.
- **To indicate cause-and-effect relationships:** consequently, as a result, because, accordingly, thus, since, therefore, so.

---

<sup>5</sup> Taken from Rampolla, *Pocket Guide*, 63-64.

## APPENDIX E

### Avoiding Common Pitfalls in Research Papers

- ✓ FOLLOW THIS FORMATTING GUIDE! (Yes, we are yelling, though politely.)
- ✓ Do not make claims without supporting them with research (that's why it's called a "research paper"! ). For example, do not say "Evangelical Christians all believe..." unless you can cite a source(s) that supports this.
- ✓ Try to interact with quotations, rather than simply letting them speak for you (this is true for biblical quotations as well). Generally you should comment on quotations so that the reader understands how they fit into your argument.
- ✓ It is generally best to introduce quotations. For example, with respect to God's attributes, Millard Erickson notes, "a general understanding of ..."
- ✓ Use various sources throughout your paper. Do not base the majority of it on one or two sources and add a bunch of quotes at the end in an effort to "use" additional sources.
- ✓ Do not use more quotes than your own writing. If you are not interacting with the quotes, but only using them to describe certain ideas, you are letting someone else write your paper at times. You can (and should) still reference these authors and their works, but try to summarize their thoughts in your own words (while still referencing the author[s] in the footnotes). This will show that you have truly understood the issues.
- ✓ If you do have a long quotation (over five lines), format it as a block quotation ([see page 5 in this guide for an example](#)).
- ✓ While it is important to express your opinion in your papers, in a research paper please *never* say "I think such and such..." Your paper *as a whole* is your opinion because it presents your ideas and makes the case for your thoughts. That is, your paper is the place where you interact with your research and show how you interpret it and/or agree or disagree with the ideas you are exploring. By the end, your reader should know that you "think such and such" because they have seen how you have interacted with the research you have done. In other words, *your opinion is your thesis statement*, and your paper works to support it.
- ✓ Make sure you clearly present your thesis statement (be specific, don't generalize) and that every part of your whole paper works to support your thesis (this includes considering ideas opposed to your thesis). A thesis should summarize what you demonstrate in the paper, but it is *not* just a statement about what you intend to do (e.g., "I am going to") in the paper. [This link](#) might help you formulate a thesis statement.
- ✓ Include adequate transitional statements. Even if your paper has headings, you should be able to remove the headings and have it still make sense and flow well.
- ✓ Generally you don't mention books in the body of the essay unless it is particularly important (one can find that info in the footnotes and bibliography). So, for example, *don't* say, "John Smith, author of the book *Singing and Dancing*, suggests that ..."
- ✓ Read the syllabus closely and stick to the requirements given there.

- ✓ Hand in your *good copy*! Be sure to proofread for grammar and spelling mistakes. Better yet, have someone else look over it for you. If someone can't understand your writing, they can't understand your paper.
- ✓ Aim to be gender inclusive. For example, use "humankind" or "people" rather than "mankind" or "men."
- ✓ In your introduction you should briefly introduce the topic you are going to discuss (your paper should be about one thing) and then give your thesis statement (i.e., what you intend to propose throughout your paper).
- ✓ Do *not* include new information in your conclusion. Your conclusion should bring your discussion to a close, primarily by summarizing your arguments and reaffirming your thesis.
- ✓ Please do not neglect to reference (via footnotes) the sources of your material even if you are not quoting them. When you neglect to do this, it is a form of plagiarism.
- ✓ In your bibliography you should only include the sources that you cited in your footnotes.
- ✓ Do not use footnotes to give Bible references. Put the reference in parentheses immediately following the citation of or allusion to the biblical material.

Keep these things in mind to communicate well in a research paper.



## APPENDIX F Links to Online Writing Resources

- Overview of Writing an **Essay** = <https://owl.english.purdue.edu/owl/resource/685/05/>
- Preparing to Write a **Research Paper** = <http://www.aresearchguide.com/1steps.html>
- Organizing your **Argument** = <https://owl.english.purdue.edu/owl/resource/588/03/>
- Developing a **Thesis** Statement= <https://owl.english.purdue.edu/owl/resource/588/01/>
- Creating an **Outline** = <https://explorable.com/research-paper-outline-examples>
- Paragraphs** = <https://owl.english.purdue.edu/owl/resource/606/01/>
- Language in Academic Writing** = <https://owl.english.purdue.edu/owl/resource/608/01/>
- Gender Inclusive** language = <https://www.tyndale.ca/seminary/mtsm modular/academic/gender>
- Research and Evidence** = <https://owl.english.purdue.edu/owl/resource/588/02/>
- Scholarly vs. Popular Sources** = <http://guides.main.library.emory.edu/c.php?g=49988&p=324132>
- Finding **Journal Articles** (online via Horizon's library) = <http://screencast.com/t/YdxLTQ2JIx>  
-You can also access **e-books** through our library by means of the same search engine you use to search for journal articles (Ebsco).
- Google books** = <https://books.google.com/>
- Using **Quotations** = <http://writingcenter.unc.edu/handouts/quotations/>  
-Paraphrase or quote? = [https://writing.wisc.edu/Handbook/QPA\\_PorQ.html](https://writing.wisc.edu/Handbook/QPA_PorQ.html)  
-Block quotation example = [see p. 5 of this guide.](#)
- Types of **Plagiarism** = [http://turnitin.com/assets/en\\_us/media/plagiarism\\_spectrum.php](http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php)
- Inserting **Footnotes** = [https://support.office.com/en-gb/article/Insert-or-create-footnotes-and-endnotes-8129a93c-2f1e-4288-a68f-9ea10d466103#\\_toc293388391](https://support.office.com/en-gb/article/Insert-or-create-footnotes-and-endnotes-8129a93c-2f1e-4288-a68f-9ea10d466103#_toc293388391)  
or (a video) <https://www.youtube.com/watch?v=HKrhTMHsli0>
- Grammar**
- Correcting Common Errors = [http://www.athabascau.ca/courses/engl/egh/common\\_sentences.php](http://www.athabascau.ca/courses/engl/egh/common_sentences.php)
  - Active and Passive Voice = <https://owl.english.purdue.edu/owl/resource/539/01/>
  - Punctuation = <https://owl.english.purdue.edu/owl/section/1/6/>
  - Subject Verb Agreement = <https://owl.english.purdue.edu/owl/resource/599/01/>
  - Prepositions = <https://owl.english.purdue.edu/owl/resource/594/1/>
  - Parallel Structures = <https://owl.english.purdue.edu/owl/resource/623/01/>
- Submitting** an assignment on Populi = <https://vimeo.com/28825975>

## APPENDIX G

### Questions to Ask Your Professor

While your professor will attempt to communicate what is required for each assignment, it is *your responsibility* to ensure that you fulfil the requirements and expectations for each assignment. Therefore, if you are ever uncertain of what is expected of you, you should *ask your professor*. Here are some questions you might want to ask:

- 1) **Writing tone/style:** Should I be writing with a conversational or reflective tone, or should I use academic style for this assignment?
- 2) **Application:** Does the assignment require some application of what I am reporting on? How much?
- 3) **Sources:** Should I be using research sources for this assignment (if so, how many), or should I be relying on my own interpretation of the text/issue?
- 4) **Thesis:** Does my assignment (if not a research paper) require a thesis statement?
- 5) **Introduction and Conclusion:** Does my essay (if not a research paper) require an introduction and conclusion?
- 6) **Title Page:** Does my assignment (if not a research paper) require a title page?
- 7) **Assignment Submission:** Should I submit my assignment on Populi?

## NOTES

## NOTES