



FORMAT GUIDE

Revised May 2025

For use in both college
and seminary courses.

Available online (free) at
<https://mcs.edu/students/resources/>
and
<https://www.horizon.edu/students/resources/>.

At the same link, students can find a sample paper called,

**“How to Write an Awesome Paper: An Illustration
of a Paper Formatted According to the Horizon & MCS Format Guide”**

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Changes in the 2025 Edition of this Guide

Revisions to this edition include: the inclusion of instructions for citing archival resources, a grammar correction, and more basic paper formatting guidelines.

Why a Format Guide?

This format guide describes the format requirements for all academic papers or video assignments at Horizon and MCS. The guide will assist you in achieving the core competency of *skilled communication* 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."¹ 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/SBLHSsupp2015-02.pdf>].

We have adapted Wipf and Stock's standard for formatting at Horizon and MCS 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.

Chicago Style vs. the Horizon & MCS Format Guide

As noted above, the *Horizon & MCS Format Guide* adapts Wipf and Stock Publisher's "Author Guide," which is similar to the Chicago Manual of Style of formatting. For those who are used to using Chicago Style, it may be helpful for you to be aware of key *differences* between this guide and the Chicago Manual of Style:

1. Footnotes:
 - a. Only the short-form of citation is used in the footnotes. Full publication information is saved for bibliography entries.
 - b. Students will *not* use "ibid" in footnotes.
 - c. Titles are shortened in the footnotes. For example, *The Long Run from Saskatoon to Regina* is cited as *Long Run* in the footnotes.
2. Bibliography Entries: When citing periodicals (journal articles, etc.), a colon does *not* follow the year of publication. Rather, for example, (1992) 11-27.
3. Page Numbers in Citations:
 - a. Full numbers will be given in citations, rather than abbreviated page numbers. For example, 126-137, *not* 126-37.

¹ 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. The Wipf and Stock author guide adapts *The Chicago Manual of Style* and *The SBL Handbook of Style*.

- b. Hyphens are used between numbers (no en-dashes or em-dashes).
- c. Page numbers may be centered or right justified and placed at the top or bottom of the page.

MLA Style vs. the Horizon & MCS Format Guide

Here are key differences between this guide and MLA Style:

1. Title Page:
 - a. Include your name, your instructor's name, the course, a statement disclosing whether or not you have used AI and how, and the date on a title page. See an [example title page in Appendix A](#) of this document.
 - b. Do not include the title on the page after the title page.
2. Page Numbers:
 - a. Page numbers may be centered or right justified and placed at the top or bottom of the page.
 - b. Do not include your last name beside the page number.
3. Citations:
 - a. Cite your sources by using footnotes rather than in-text parenthetical citations. See how to format footnotes [later in this document](#).
 - b. Footnotes should be inserted *after* the punctuation mark at the end of your sentence.
4. Block quotations are quotations longer than five lines.
5. Bibliography: There are several differences between MLA and Horizon and MCS bibliography entries. See how to format bibliography entries [later in this document](#).

Basic Paper Formatting

A sample paper illustrating how to properly format a paper is available online with this guide at <https://www.horizon.edu/students/resources> and <https://mcs.edu/students/resources/>.

- 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
 - a statement disclosing whether or not you have used AI and how

- Unless otherwise stated by your professor, the title page does **not** contribute to the assignment's page length.
- Headers: Headers are optional, unless your professor requests them on an assignment. If you use headers, be consistent in your formatting. Also, ensure that your paper would still make sense if you removed any headers.
- 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.
 - Unless otherwise stated by your professor, the bibliography does **not** contribute to the assignment's page length.
- 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.

Basic Video Requirements

If you are required to submit a video for an assignment, follow these requirements:

- Camera Position: Still camera, not handheld; near eye-level, not pointing up or down at your head. If you are using a smartphone video camera, turn it horizontally.
- Attire: Clean, neat, and professional.
- Background: Clean and professional (e.g., blank wall, home office, tidy living room).
- Lighting: Well-lit, with the primary light source in front of you to avoid a silhouetted appearance. Do not sit in front of a bright window.
- Audio: No background noise; student speaks loudly and clearly; volume level is normal.

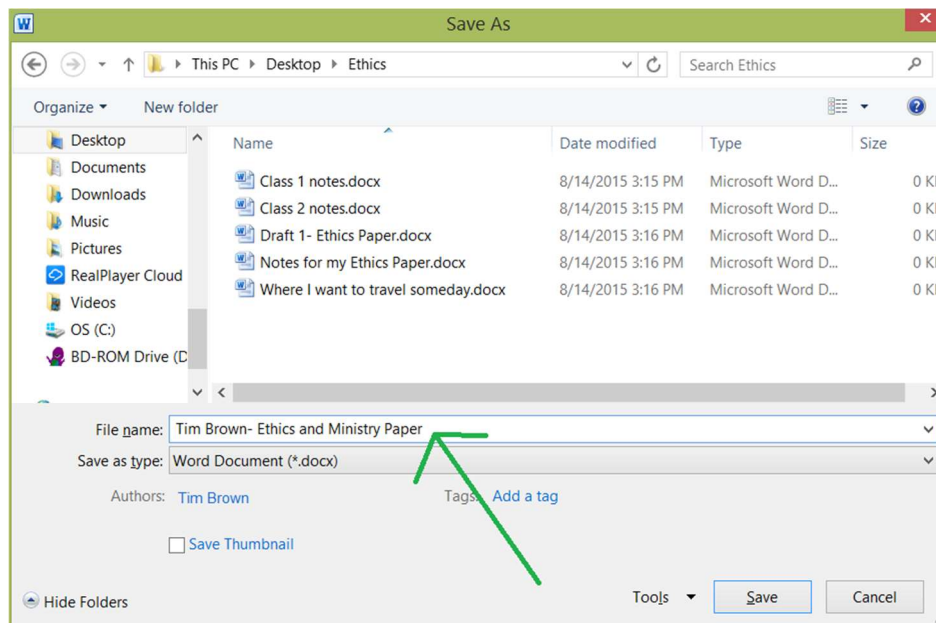
Some instructors require students to submit notes along with their video. Read the assignment requirements in the syllabus to see if this applies to your assignment.

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). See here for guidance: <https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments>.

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 & Refinements" 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 and semicolons *follow* closing quotation marks. Question marks and exclamation points *precede* closing quotation marks when they are part of the quoted material and *follow* closing quotation marks when they are part of the student’s writing.
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.² 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:

The diagram illustrates the formatting of a block quotation. It shows a paragraph of text with a block quote indented. Annotations with arrows point to specific formatting rules:

- Whole paragraph indented**: Points to the entire block quote.
- 1 line space before and after the quote**: Points to the space between the introductory text and the block quote, and between the block quote and the following text.
- No quotation marks at the beginning or end**: Points to the start and end of the block quote.
- Single-spaced**: Points to the block quote itself.

The text of the block quote is:

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.¹

Below the block quote is a footnote:

¹ Foster, *Celebration of Discipline*, 62-63.

At the bottom center of the diagram is the page number 2.

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.

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

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, Ezra, Neh,
Esth, Job, Ps,³ 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

³ Or Pss: when referring to the book or a number of psalms.

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...

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [MCS](#) and [Horizon](#) Student Handbooks.

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, ²) 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 below, click here.](#)

[For an example of a bibliography page \(below in Appendix C\), click here.](#)

Footnotes contain minimal information:

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

⁴ 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."¹

¹ 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*.⁵ 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."⁶ In comparing these two approaches, it is not clear whether or not a Christian should

⁵ A Latin term meaning: "The fact something can be improperly used, is not the proof that such a thing is inherently evil."

⁶ 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.

1. Books

FN: = Footnote Entry B: = Bibliography Entry

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

FN: ¹ Barkley, *Pentecostal Prophets*, 103.

B: Barkley, Stephen. *Pentecostal Prophets: Experience in Old Testament Perspective*. Eugene, OR: Wipf and Stock, 2023.

FN: ¹ 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.
[*Note: The *second* author's *first* name is listed before the last name."]

b. A book with more than three authors

FN: ² 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: ⁶ 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: ¹ 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: ⁶ 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: ⁷ 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: ⁷ Bollinger, *Aspects of Language*, 20.

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

g. A translation

FN: ⁵ 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: ¹¹ Wendel, *Scriptural Interpretation and Community*, 27.

B: Wendel, Susan. *Scriptural Interpretation and Community Self-Definition in Luke-Acts and the Writings of Justin Martyr*. Supplements to Novum Testamentum, 139. Leiden: Brill, 2011.

i. A Multi-volume Work

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

FN: ⁸ 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: ⁹ 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: ⁴ 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: ⁶ *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: ¹⁰ Wendel, "Interpreting the Descent," 101.

B: Wendel, Susan. "Interpreting the Descent of the Spirit: A Comparison of Justin's Dialogue with Trypho and Luke-Acts." In *Justin Martyr and His Worlds*, edited by Paul Foster and Sarah Parvis, 95-103. Minneapolis: Fortress, 2007.
[*Note: Include all page numbers the essay appears on after the editor's name.]

m. A Dictionary article

FN: ⁹ 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: ¹¹ Tones, “Mediating Factors,” 49.

B: Tones, Heather. “Mediating Factors Affecting Psychosocial Wellness in Women Exposed to Intimate Partner Violence in Childhood.” M.Ed. Thesis, University of Saskatchewan, 2006.

p. Quotation of a quote from a second source

FN: ¹⁴ 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: ¹⁴ 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 DTL), 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: ² 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: ¹⁸ 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: ¹⁶ Christianson, "Discipleship," 18.

B: Christianson, Stephanie. "When Discipleship Comes Home." *Faith Today* 40.4 (July-Aug 2022) 18-19.

e. An article in a newspaper

FN: ¹⁷ 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: ⁴ 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: ⁵ Gabriel, “Lessons from Worship.”

B: Gabriel, Andrew K. “4 Lessons from Worship in Liturgical Churches.” *Andrew K. Gabriel: Pentecostal-Charismatic Theologian*. June 4, 2015.
<https://www.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: ⁶ Eldon Wright, *email message to Todd Manuel*.

B: Wright, Eldon. *Email message to Todd Manuel*. November 11, 2024.

d. Online Videos (e.g. YouTube)

- FN: ⁴ 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>.

e. Artificial Intelligence (AI) Generated Content (e.g., ChatGPT)

- FN: ⁴ OpenAI’s ChatGPT.
- B: OpenAI’s ChatGPT. Response to query “Tell me about MCS-Horizon,” June 6, 2023. <https://openai.com/chatgpt>.

4. Other Sources

a. Class Notes

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

b. An interview

- FN: ⁴ 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: ⁶ *Luther*, DVD.
- B: *Luther*. MGM Home Entertainment, 2004. DVD.

d. A song

- FN: ⁷ Hobbs and Crocker, “Thank You Jesus.”
- B: Hobbs, Hannah, and Matt Crocker. “Thank You Jesus.” From the album, *No Other Name*. Hillsong, 2014.

e. Archival resources (a letter)

- FN: ⁸Andrew Gabriel, *letter to Jeromey Martini*.
B: Gabriel, Andrew. *Letter to Jeromey Martini*. Date. PAOC Archives, Mississauga, ON.
[*Note: If there is no date, put “n.d.”]

f. Archival resources (personal note or account, diary entry, etc.)

- FN: ⁹Gordon Atter, “Handwritten account.”
[*Note: Create a descriptive title.]
B: Atter, Gordon. “Handwritten account of early days in Canada.” Date. PAOC
Archives, Mississauga, ON.
[*Note: If there is no date, put “n.d.”]

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.

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://mcmasterdivinity.ca/wp-content/uploads/2019/09/MDC-StyleGuide-July-2019.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. .

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.

APPENDIX A

Title Page Information and Sample Title Page

Title Pages are standard for most Horizon and MCS 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
- a statement disclosing whether or not you have used AI and how

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

Prof. Tina Smith
Name of Class
Month Day, Year

This assignment was completed with AI assistance for formatting the bibliography.

OR

This assignment was completed without any AI assistance.



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

APPENDIX B

Grammar and Style Rubric

Syntax and Structure	Level 1	Level 2	Level 3
	<p>Complete sentences</p> <p>1.1 No Fragments: 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 No Run-on/fused Sentences: Sentence clauses do not run together without any internal punctuation to indicate where one clause ends and another begins.</p> <p>Paragraphs</p> <p>1.3 Topic Sentences: Topic sentences are used to indicate the central idea of paragraphs.</p> <p>1.4 Logical Order: The order of paragraphs is logical and supports the development of the thesis, narrative, or main idea.</p> <p>Transition</p> <p>1.5 Logical connection: Sentences and paragraphs are linked together using transitional words, phrases, and sentences that connect one idea to the next.</p>	<p>Paragraphs</p> <p>2.1 Related Ideas: All ideas in a paragraph are related to one another.</p> <p>Organization and Unity</p> <p>2.2 Transitions: Transitional words, phrases, sentences, and sections are used to create flow and a smooth progression of ideas.</p> <p>2.3 Given/new Organization: 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>2.4 Orbital Organization: The central idea of the assignment or paragraph is clearly identified and clearly linked to each supporting idea.</p> <p>Verbs</p> <p>2.5 No Tense Shift: 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>2.6 Subject-verb agreement: 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>2.7 Incorrect Participle (-ing): The present participle “being” should not be substituted for the simple present or past tense forms of “be.”</p> <p>Modifiers</p> <p>2.8 No Dangling Modifiers: 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>2.9 No Elliptical Clauses (EC): Each sentence includes a noun or pronoun (the subject) to perform the action described by the modifier.</p> <p>Clear and Correct Pronoun References</p> <p>2.10 Pronoun-Antecedent Agreement: Pronouns agree with their antecedents in number (singular or plural), person (1st, 2nd, or 3rd), and gender (masculine, feminine, or neutral).</p> <p>2.11 No Vague Pronoun References: Pronoun references are present, specific, and clearly identified.</p>	<p>Organization and Unity</p> <p>3.1 Parallelism: Similar forms express ideas of similar content and function in order to create balance and enhance meaning.</p> <p>Active and Passive Voice</p> <p>3.2 Active Voice: Active voice is used to create forceful sentences and avoid wordiness.</p> <p>3.3 Passive Voice: 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>Flow</p> <p>3.4 Variation: Sentence structures are varied in order to create a rhythm that supports the flow of ideas.</p> <p>3.5 Emphasis: The most important idea in the sentence is in the emphatic position (usually the end, and sometimes the beginning, of the sentence).</p>

Grammar and Style Rubric, continued

		<p>2.12 No Pronoun Shifts: Point of view is controlled within sentences and paragraphs, with pronouns used consistently and correctly.</p> <p>Quotations</p> <p>2.13 No Dropped Quotes: Quoted material is clearly introduced with reference to the source and an explanation of the quotation's relevance.</p> <p>2.14 Integrated Quotes: Quoted material is fully integrated into the grammar of the surrounding sentence with signal phrases, consistent verb tenses, and punctuation marks.</p>	
Mechanics	Level 1	Level 2	Level 3
	<p>Spelling</p> <p>1.6 Correctness: All words are spelled correctly and consistently (Canadian Standard English).</p> <p>Contractions</p> <p>1.7 Spelling: Contractions are spelled correctly (example: it's = it is; you're = you are)</p> <p>Paragraphs</p> <p>1.8 Paragraph Breaks: 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>Capitalization</p> <p>1.9 Capitals: Capital letters are used consistently at the beginning of sentences and for proper nouns (including "Bible"). Capitals are not used for adjectives (example: Bible <i>heaven</i>).</p> <p>Italics</p> <p>1.10 Words: 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>1.11 Emphasis: Italics (not quotation marks) are used to set off a word or phrase for emphasis.</p> <p>Titles</p> <p>1.12 Quotation Marks: Double quotation marks are used to set off works of shorter length that are contained within a larger volume of work.</p> <p>1.13 Italics: Italics are used to set off published titles of longer works, such as books.</p> <p>Numbers</p> <p>1.14 Consistency: Related numbers are expressed with consistent form.</p>		

Grammar and Style Rubric, continued

	Level 1	Level 2	Level 3
Punctuation	<p>Periods</p> <p>1.15 Periods: Periods are placed at the end of complete sentences that are statements.</p> <p>1.16 Period omissions: 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>1.17 Periods and Parentheses: 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>Question Marks</p> <p>1.18 Question Marks: Question marks are placed at the end of sentences that are questions.</p> <p>Commas</p> <p>1.19 Comma Splice: Independent clauses are not joined using only a comma; comma splices can be repaired using a coordinating conjunction (FANBOYS),⁴ a semicolon, or a period.</p> <p>Quotation Marks</p> <p>1.20 Usage: Quotation marks are used to set off direct quotations; “that” is used to indicate indirect quotations that are statements; question words (<i>who</i>, <i>whom</i>, <i>whose</i>, <i>if</i>, <i>whether</i>, <i>when</i>, <i>where</i>, <i>how</i>, <i>why</i>) are used to indicate indirect quotations that are questions; quotation marks are not used with block quotations.</p> <p>1.21 Placement: 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>1.22 Accuracy: The words that appear inside quotation marks are exactly the words of the original source.</p>	<p>Commas</p> <p>2.15 Introductory Elements (Intro.): Commas are used after introductory elements (such as prepositional phrases, adverb clauses, conjunctive adverbs, interjections, introductory words, etc.).</p> <p>2.16 Commas in a Series: Commas are used to separate items in a list of three or more; the oxford comma 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>2.17 Restrictive Clause: Commas are not used to set off restrictive clauses (essential information).</p> <p>2.18 Nonrestrictive Clauses: Commas are used to set off nonrestrictive clauses (extra information).</p> <p>2.19 Appositives: Commas are used to set off appositives of more than one word.</p> <p>2.20 Essential Elements: 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>2.21 Coordinate Adjectives: Commas are placed between coordinate adjectives (where “and” could be placed between them as well).</p> <p>2.22 Cumulative Adjectives: Commas are not placed between cumulative adjectives (where “and” cannot be placed between them)</p> <p>Pronouns</p> <p>2.23 Relative Pronouns: The relative pronoun “which” is used with nonrestrictive relative clauses; the relative pronoun “that” is used with restrictive relative clauses.</p> <p>Parentheses</p> <p>2.24 Extra Information: Parentheses are used to downplay extra information (relative clauses, appositives)</p> <p>Quotation Marks (Q)</p> <p>2.25 Integrated Quotes: Direct quotations are introduced either with a comma before the quotation marks OR with an introductory word or phrase (“that,” “by,” etc.) which incorporates the quoted material into the sentence.</p> <p>Ellipses (...)</p> <p>2.26 Omission of words from quoted material: an ellipsis of three dots indicates that words have been omitted from the quoted text.</p> <p>Square Brackets</p> <p>2.27 Inserted material: Square brackets are used to indicate material inserted into a quotation.</p>	<p>Hyphens</p> <p>3.6 Compound Modifiers: 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>3.7 Compound Nouns: 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>3.8 Numbers: Hyphens are used when numbers between 21 and 99 are spelled out (thirty-five).</p> <p>3.9 Prefixes: 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>Dashes (-)</p> <p>3.10 Interruption: Dashes are used to show interruption in thought (rarely in formal writing).</p> <p>3.11 Introduction: Dashes are used in place of colons to introduce something with less formality.</p> <p>3.12 Appositives: Dashes are used in place of commas to set off appositives (nouns, phrases, or clauses that rename a noun and can be substituted for it) when a sentence contains other commas.</p> <p>3.13 Relative Clauses: Dashes are used instead of commas to set off extra information in order to create emphasis.</p> <p>Flow</p> <p>3.14 Variation: Sentence structures are varied in order to create a rhythm that supports the flow of ideas.</p> <p>3.15 Emphasis: The most important idea in the sentence is in the emphatic position (usually the end, and sometimes the beginning, of the sentence).</p> <p>Ellipses (...)</p> <p>3.16 Omission of words from the middle of a Sentence: An ellipsis of three dots indicates that words have been omitted.</p> <p>3.17 Omission to the end of a sentence followed by a parenthetical reference: An ellipsis of three dots precedes the parenthetical reference.</p> <p>3.18 Omission to the end of a sentence without a parenthetical reference: An ellipsis of three dots is followed by a fourth dot, indicating that a period follows the ellipsis.</p> <p>3.19 Omission of entire sentence(s): 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>

Grammar and Style Rubric, continued

Punctuation	<p>1.23 Words: Quotation marks may be used to set off foreign words or words used as words; quotation marks are not used for emphasis.</p> <p>Apostrophes</p> <p>1.24 Possessive Singular: 's is used to form the possessive case when the owner is singular.</p> <p>1.25 Possessive Plural: s' is used to form the possessive case when the owners are plural.</p> <p>1.26 Final "s" Words: '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>1.27 Possessive pronouns: apostrophes are not used with possessive pronouns (his, hers, mine, whose, etc.).</p> <p>Colons and Semicolons</p> <p>1.28 Colons: 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>1.29 Semicolons: 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>1.30 Semicolons and Conjunctive Adverbs: Conjunctive adverbs (therefor, however, etc.) are preceded by a semicolon and followed by a comma.</p>	<p>2.28 Changed material: 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>2.29 Inaccurate/offensive material: Square brackets are used with <i>sic</i> ([sic]) to indicate an exact reproduction of the original text, including errors.</p>	<p>3.20 Omission from the middle of one sentence to the end of another: 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>3.21 Omission from the middle of one sentence to the middle of another: An ellipsis (three dots) indicates the omission.</p> <p>3.22 Line of Block Poetry/Drama: An ellipsis is placed on a separate line to indicate the omission of one or more full lines.</p>
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⁴ For, And, Nor, But, Or, Yet, So

Grammar and Style Rubric, continued

Usage and Parts of Speech	<p>Level 1</p> <p>Verbs</p> <p>1.31 Noun Used as Verb: Words that are properly nouns, such as Facebook, Google, adult, etc. are not used as verbs in academic writing.</p> <p>Word Choice</p> <p>1.32 Denotation: The word chosen matches the intended meaning.</p> <p>1.33 Connotation: The word chosen invokes feelings and ideas that are appropriate for the intended meaning.</p> <p>1.34 Clipped Words and Phrases: All words necessary to form a complete sentence are present, unless the style of composition justifies the use of clipped words and phrases.</p> <p>Prepositions</p> <p>1.35 Relationship: 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: Purdue Online Writing Lab</p>	<p>Level 2</p> <p>Pronouns</p> <p>2.30 Misused Reflexive Pronouns: Reflexive pronouns (myself, herself, etc.) are used to refer to a subject that is also the object of the sentence, OR 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>Level 3</p> <p>Nominalizations</p> <p>3.23 Active Verbs and Clear Adjectives: Whenever possible, verbs and adjectives are used in their original form to create sentences with clear subjects (and objects) performing direct actions.</p> <p>3.24 Helpful Nominalizations: Verbs and adjectives are only turned into nouns (analyze = analysis, appropriate = appropriateness, etc.) when it is helpful to name an idea or issue.</p>
	<p>Level 1</p> <p>Register (R)</p> <p>1.36 Contractions: 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>1.37 Inclusive language: Terminology is inclusive and respectful in accordance with Horizon and MCS’ policy on Inclusive Language (see the Format Guide).</p> <p>Consistency</p> <p>1.38 Individual style choices, such as whether to use American or British spelling, are used consistently throughout the assignment.</p>	<p>Level 2</p> <p>Register</p> <p>2.31 First Person: First person references are used only when the writer is the subject of the discussion.</p> <p>2.32 Second Person: Second person references are used only when the reader is the subject of address.</p> <p>2.33 Tone: 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>Unbiased Diction</p> <p>2.34 No VUGs: The student avoids making vast, unsupportable generalizations for which there can be no evidentiary or logical proof.</p> <p>2.35 Respect: The student respectfully and fairly discusses alternative perspectives.</p> <p>2.36 Representation of Sources: Quoted material and paraphrases accurately represent the intended meaning of source materials.</p> <p>2.37 Certainty: Hedging terms (<i>might, may, usually, likely, certainly</i>, etc.) are used to express the appropriate level of certainty (low, medium, and high) with a preference for medium certainty in academic writing.</p>	<p>Level 3</p> <p>Unbiased Diction</p> <p>3.27 Debate: The student is aware of and fairly represents alternative positions.</p> <p>Precision</p> <p>3.28 Jargon: Specialized diction is used correctly and explained when necessary.</p> <p>3.29 No Unnecessary Words: Redundant, irrelevant, and wordy constructions have been removed.</p> <p>3.30 No Vague Descriptions: Ideas, events, and objects are described clearly with accurate details and logical meaning in the context.</p> <p>Clarity</p> <p>3.31 No All-Purpose Modifiers: All-purpose or vague modifiers (<i>really, very, marginal</i>, etc.) are avoided or used with careful precision.</p> <p>3.32 Concrete Diction: Concrete words replace abstract words whenever possible, and abstract concepts are explained and illustrated with concrete examples, evidence, etc.</p> <p>3.33 Conclusion: Unnecessary repetition, vague phrases, imprecise qualifiers, pompous style, tentative</p>

Grammar and Style Rubric, continued

			language, inappropriate passive voice, and other causes of wordiness are avoided.
Content	Level 1	Level 2	Level 3
			Titles 3.34 Creative: The title is part of the composition, communicating the author's and the assignment's character, and creating interest for a reader. 3.35 Informative: The title and subtitle indicate the subject of the assignment and the author's approach to it.
Format	Level 1	Level 2	Level 3
	Paper Formatting 1.39 Layout: All text documents follow the Basic Paper Formatting standards described in Horizon & MCS' Format Guide (including paper size, font, margins, spacing, title pages, paragraphs, page numbers, and bibliography). 1.40 Headers: Headers, if used, have consistent formatting. 1.41 Bibliography: Bibliographic information is complete and formatted without error. 1.42 Footnotes: Footnotes are complete and formatted without error. Quotations 1.43 Format: Ordinary, block, and biblical quotations and abbreviations are formatted according to the instructions in Horizon & MCS' Format Guide (page 3).		

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.⁵

- **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.

⁵ 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.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html

Preparing to Write a **Research Paper** = <http://www.aresearchguide.com/1steps.html>

Organizing your **Argument** =

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/organizing_your_argument.html

Developing a **Thesis** Statement =

https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html

Creating an **Outline** = <https://explorable.com/research-paper-outline-examples>

Paragraphs =

https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html

Language in Academic Writing =

https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/index.html

Gender Inclusive language = <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

Research and Evidence =

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/research_and_evidence.html

Scholarly vs. Popular Sources = <https://www.uvic.ca/library/help/tips/scholvpop/index.php>

Finding **Journal Articles** (online via DTL) = See the “Finding Journal Articles” section of the DTL’s How To Use page: <https://libguides.thedtl.org/howtouse>

Using **Quotations** = <http://writingcenter.unc.edu/handouts/quotations/>

-Block quotation example = [see p. 8 in this guide](#).

Types of **Plagiarism** = <https://www.turnitin.com/static/plagiarism-spectrum/>

Inserting **Footnotes** = <https://support.office.com/en-gb/article/Insert-or-create-footnotes-and-endnotes>

or (a video) <https://www.youtube.com/watch?v=HKrhTMHsli0>

Grammar

- Correcting Common Errors = <https://www.athabascau.ca/write-site/english-grammar-handbook/sentences-grammar/common-sentence-faults.html>
- Active and Passive Voice = https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/index.html
- Punctuation = https://owl.purdue.edu/owl/general_writing/punctuation/punctuation/index.html

- Subject Verb Agreement = https://owl.purdue.edu/owl/general_writing/grammar/subject_verb_agreement.html
- Prepositions = https://owl.purdue.edu/owl/general_writing/grammar/prepositions/index.html

Submitting an assignment on Populi = <https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments>

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?