



SOUTHERN BIBLE
INSTITUTE & COLLEGE

Equipping Servant Leaders

Writing Guide

7200 S. Hampton Rd.

Dallas, TX 75232

(972) 224-5481

The mission of Southern Bible Institute & College is to equip men and women to be competent servant leaders with a bible-centered worldview.

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SOUTHERN BIBLE INSTITUTE & COLLEGE VISION AND MISSION STATEMENT

VISION

SBIC prepares individuals through rigorous academic instruction in the truth of Holy Scripture for more effective service in their home, church, community, and in the world. It is our earnest prayer that the school will produce graduates who are servant leaders in the ministry field not necessarily identified by denominational affiliation, but distinctively marked by the Institution's **mandate** statement: "**Timeless servant leadership rooted in God's authoritative Word.**"

MISSION

The **mission** of Southern Bible Institute & College is: Equipping men and women to be competent servant leaders with a Bible-centered worldview. Accordingly, this mission statement inspires faculty and staff to patiently work together as each one's work contributes to the school's **motto**: "**transforming students into servant leaders.**"

WRITING GUIDE

PURPOSE OF THE SBIC WRITING GUIDE

The purpose of the SBIC Writing Guide is to help answer many of your questions concerning services and resources provided by the SBIC Writing Lab, writing resources, and SBIC's writing standards and policies.

IMPORTANCE OF WRITING

Good writing is not only fundamental; it is important. Educational institutions emphasize the importance of writing across all subject areas and majors to ensure students graduate as competent writers. By training their students to acquire and practice good writing skills, academic institutions prepare them for lifelong success.

EssayMasters summarizes the importance of writing with 5 reasons.

1. It is a pivotal form of communication in all walks of life.
2. Most jobs require one to do it in some capacity.
3. It utilizes one's intelligence, education, and critical-thinking skills.
4. Those who write well are good for business.
5. Language-oriented people make other's jobs easier.

To learn more about the importance of writing, please view the full *EssayMasters* article on the importance of writing, click here <https://www.essaymasters.co.uk/five-reasons-why-writing-is-important-in-real-world>

PURPOSE OF THE WRITING LAB

The purpose of Southern Bible Institute & College Writing Lab is to help students enhance their writing skills through consultation with grammar, punctuation, formatting, organization, and citing. The Lab also collaborates with faculty to provide comprehensive and consistent writing support.

PRIMARY GOALS OF THE WRITING LAB

- To support the mission, vision, and educational philosophy of Southern Bible Institute & College
- To engage students in developing writing skills as evidence of their academic preparation
- To enhance student understanding of the writing process

The SBIC Writing Lab serves the student body and faculty. Our staff members are professionals who are dedicated to providing educational and informational needs to students. Get the support you need with our **Writing Lab**. We offer tutoring help at no additional cost. **We are here to serve you.**

LOCATION & APPOINTMENTS

The Writing Lab is housed in the SBIC Library located at the southeast section of the building in Rooms 21 – 22. **Services are available by appointments.**

To schedule your appointment, stop by the Library hours or email library@southernbible.org with at least three preferred appointment dates and times.

Library Hours

Monday: 8:30 a.m. – 12:30 p.m.; 7-10pm

Tuesday: 12-1pm; 3pm-6pm; 7pm-10pm

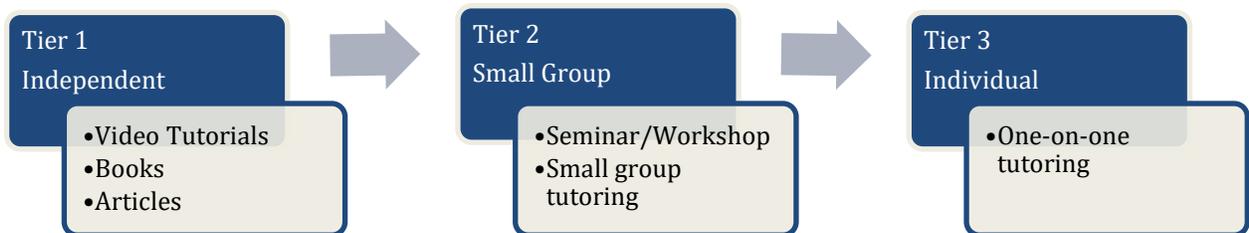
Thursday: 12-1pm; 3-6pm; 7-10pm

MEET OUR STAFF

Johnny Estrada Faculty Assistant & Tutor 972-224-5481 jestrada@southernbible.org	Sharon McCollins, M.L.S. Librarian 972-224-5481, ext. 243 smccollins@southernbible.org
Victoria Taylor Writing Lab Tutor 972-224-5481, ext. 243 writinglab@southernbible.org	

WRITING LAB SERVICES

The SBIC Writing Lab offers tiered services. Tier 1 is designed for the student who can complete assignments independently with the support of video tutorials, articles and books. Tier 2 serves students who benefit from writing support in a group setting. Finally, Tier 3 provides individualized support in the form of one-on-one tutoring.



STUDENTS WITH SPECIAL ASSISTANCE NEEDS

Although the goal of the SBIC Writing Lab is to support all students, our limited Writing Lab staff does not allow us to provide individualized support such as reading, typing or uploading students' assignments for them.

FREQUENTLY ASKED QUESTIONS

1. [Why should I come to the Writing Lab when I've always done fine on papers in the past?](#)
2. [Does the Writing Lab staff proofread papers?](#)
3. [What assistance does the Writing Lab offer?](#)
4. [How do I sign up for an appointment?](#)
5. [How long is an appointment?](#)
6. [What should I bring to my appointment?](#)

FAQS ANSWERS

1. [Why should I come to the Writing Lab when I've always done fine on papers in the past?](#)
Even strong writers benefit from feedback. Getting advice from a tutor is just like having a coach who gives you advice on improving your athletic abilities; few people can make significant improvements in their athletic or their academic skills without some advice.
2. [Do the Writing Lab tutors proofread papers?](#)
We do not edit, review, or correct errors on your papers. However, we do go through your paper with you and discuss places in which the writing can be stronger and help you to find ways to strengthen the writing. We can also work with you on grammar problems that you have by teaching you how to spot and correct them.
3. [What assistance does the Writing Lab offer?](#)
Yes, we can help you with any SBIC writing assignment. We can help students improve their writing assignments from any SBIC course.
4. [How do I sign up for an appointment?](#)
To schedule your appointment, stop by during library hours or email library@southernbible.org with at least two preferred appointment dates and times.
5. [How long is an appointment?](#)
Writing lab appointments are 30 minutes long.
6. [What should I bring to my appointment?](#)
Please bring your assignment sheet, syllabus, guidelines, and your notes or a draft of your work. For long documents, choose a specific section to review or come with specific questions. Come with realistic expectations. Our goal is to help you address issues with your writing and to support your growth as a writer. We do not provide editing services, but we can help you discover approaches to editing and coach you on how to strengthen your writing.

Question not answered here?

If you have other questions, please send them to writinglab@southernbible.org.

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WRITING HELPS & RESOURCES

TYPES OF WRITING

- Homework response
- Essay
- Research paper
- Sermon
- Group project
- Creative writing

STYLES OF WRITING

- Homework response
- Essay
- Research paper
- Sermon
- Group project
- Creative writing

To learn more about styles of writing, view [Styles of Writing](#).

ELEMENTS OF WRITING

- Understanding the assignment
- Thesis/argument
- Developing ideas
- Researching
- Quote integration
- Paragraphing
- Topic sentences
- Issues of clarity/style
- Intro/conclusion
- Organization
- Transitions
- Bibliography/Citation
- MLA/APA/Turabian formatting
- Sentence construction
- Editing/Proofreading
- Title

RESOURCES

PUNCTUATION

<p>Apostrophes</p> <ul style="list-style-type: none">• Apostrophes• Apostrophes 2• Apostrophes• Apostrophes 2 <p>Colon</p> <ul style="list-style-type: none">• Colon• Colon 2• Colon 3• Colons	<p>Commas</p> <ul style="list-style-type: none">• Commas• Commas• Comma Usage – Introduction• Comma Usage – Complexity• Comma Usage – Series• Proper Comma Usage	<p>Common Punctuation Errors</p> <ul style="list-style-type: none">• Common Punctuation Errors Handout <p>Semicolons</p> <ul style="list-style-type: none">• Semicolon• Semicolons
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GRAMMAR

<p>Capitalization</p> <ul style="list-style-type: none"> • Capitalization • Capitalization 2 • Capitalization <p>Common Grammar Errors</p> <ul style="list-style-type: none"> • Common Grammar Errors <p>Commonly Misused Words</p> <ul style="list-style-type: none"> • Commonly Misused Words • Commonly Misused Words <p>Conjunctions</p> <ul style="list-style-type: none"> • Conjunctions • Conjunctions 2 • Conjunctions <p>Fragments</p> <ul style="list-style-type: none"> • Fragments • Sentence Fragments <p>Modifiers</p> <ul style="list-style-type: none"> • Misplaced Modifiers • Modifiers (Dangling) 	<p>Passive Voice</p> <ul style="list-style-type: none"> • Passive Voice • Passive Voice 2 • Passive Voice <p>Plurals</p> <ul style="list-style-type: none"> • Forming Plurals • Plurals • Plurals 2 <p>Pronoun-Antecedent Agreement</p> <ul style="list-style-type: none"> • Pronoun-Antecedent Agreement • Pronoun-Antecedent Agreement • Pronoun-Antecedent Agreement (Web tutorial) <p>Prepositions</p> <ul style="list-style-type: none"> • Prepositions • Prepositions • Prepositions – To and For <p>Run-On Sentences</p> <ul style="list-style-type: none"> • Run-on Sentences • Run-On Sentences 	<p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Subject-Verb Agreement • Subject-Verb Agreement 2 • Subject-Verb Agreement <p>Transitions</p> <ul style="list-style-type: none"> • Transitions <p>Verb Tenses</p> <ul style="list-style-type: none"> • Verb Tenses • Verb Tenses 2 • Verb Tenses • Verb Tenses – Sequencing <p>Wordiness</p> <ul style="list-style-type: none"> • Wordiness • Wordiness 2 • Wordiness • Wordiness 3 – Writing Concisely
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GENERAL WRITING

- [Critical Thinking 1](#)
- [Evaluating Internet Sources](#)
- [How to Research a Thesis Statement](#)
- [Organizing a Paper](#)
- [Outlining a Research Paper](#)
- [Paragraph Construction](#)
- [Sentence Construction](#)
- [Spelling-check Unreliability](#)
- [Thesis Statements for Research Papers](#)
- [What is a Thesis Statement?](#)
- [Where to place a Thesis Statement](#)
- [Writing Rubric](#)

HELPFUL HANDOUTS

- [Thesis Statements](#) – PDF
- [Run-Ons and Comma Splices](#) - PDF
- [Comma Usage](#) - PDF
- [Colons and Semicolons](#) – PDF
- [Transitional Words Phrases](#) - PDF
- [Summary Writing](#) - PDF
- [Strategies for Writing a Compare-Contrast Essay](#) – PDF

INSTRUCTIONAL VIDEOS

[5 tips to improve your writing](#)

Want to become a better writer? This video shares five easy and quick tips that will improve writing in formal and academic settings. If you are in college, this video is for you!

[English Grammar: Compound Subjects & Verb Agreement](#)

What is a compound subject? It is when you combine several subjects together into one. This helps to avoid repetition in a sentence. But how do you make the verb agree with several subjects? It all depends on the subject-verb agreement, which is an important element of writing and speaking in English. In this lesson, you will look at compound subjects and how verbs react to these. This video will teach you how to make the verb agree with the subjects in different kinds of sentences. After the video, be sure to do the quiz to test yourself on the material.

[The 10 WORST English mistakes you're making!](#)

Test yourself and find out if you make any of these mistakes in English! These are some of the worst mistakes people make in English—but they are also very common. Both native speakers of English and English learners make them. This video will show you how to correct these writing and speaking errors quickly and easily.

[Easy English Lesson: Should you use “A” or “AN”?](#)

This video will teach you when to use “a” and when to use “an” in an English sentence. Just watch this video, and you will never be confused by this again. You will be given examples and practice sentences so you can test yourself to make sure you have understood.

[The 4 English Sentence Types – simple, compound, complex, compound-complex](#)

Did you know there are only four sentence types in English? To improve your writing and reading skills in English, this video will teach you all about simple, compound, complex, and compound-complex sentences. You will learn how to identify the independent and dependent clauses. Learning to identify and use these sentence structures will make your writing more interesting and dynamic.

[How to use APOSTROPHES for missing letters & contractions](#)

Apostrophes are used for many purposes in English writing. This video will present two ways we use apostrophes to show missing letters: for informal speech and for writing accepted contractions. When letters are removed and replaced with apostrophes, how do you know how to say these words? You will learn how to pronounce common contractions, so there is no confusion, and then you will practice with some example sentences.

EDITING TOOLS

For assistance with editing and proofing your work, consider utilizing the following free online tools.

Grammarly

Grammarly <http://www.grammarly.com> finds issues, an average spell checker and grammar checker cannot. It corrects contextual spelling, grammar, punctuation, sentence structure, and style. You can use it in MS Word and Google Docs. (This is great when you are emailing a professor, a teacher, or anyone else who will point out all your grammar mistakes.) Grammarly is recommended for your academic writing. It is more accurate at finding mistakes than other grammar and spell checkers.

After the Deadline

After the Deadline, <http://www.afterthedeadline.com/> analyzes your text and looks for issues with the writing style, spelling, and grammar. It shows you where you have spelling and grammar errors. It also makes suggestions for changing the style of your writing. The great thing about After the Deadline is it explains why you should change something.

Here's how After the Deadline works:

1. Visit the website and click on the menu choice that says demonstration or visit this URL <http://www.polishmywriting.com/>.
2. Copy and paste your text into the box.
3. Click "check writing."
4. Go through the areas After the Deadline underlines and correct errors and look at the suggestions for grammar changes and style changes.
5. Make changes and then copy and paste your text into your document.

There are also extensions and add-ons you can get for your browser.

Hemingway Editor

Hemingway Editor <http://www.hemingwayapp.com> scores the readability of your writing. It shows the grade level a person needs to be at to read your essay. It also highlights the things in your writing that you can change to make your writing clearer.

All writing (even academic writing) should be clear and easy to understand. Writing a college paper doesn't mean professors, teachers and scholars should be able to read it. See how Hemingway Editor works in my post: "Hemingway Editor: The Secret Online Editing Tool for Powerful Writing" <https://www.academicwritingsuccess.com/hemingway-editor-secret-online-editing-tool-powerful-writing/>

The example below is a part of the first draft of a blog post. The readability score is on the right. The text is highlighted in different colors.

The screenshot shows the Hemingway Editor interface. The main text area contains a draft of an essay titled "The Body of an Argumentative Essay." The text is highlighted in different colors: yellow for adverbs, green for passive voice, purple for phrases with simpler alternatives, and yellow/peach for sentences that are hard to read. The right sidebar shows the readability score: Grade 9, Good. It also displays the word count (971) and several feedback items: 2 adverbs, meeting the goal of 16 or fewer; 0 uses of passive voice, Nice work; 1 phrase has a simpler alternative; 10 of 76 sentences are hard to read; and 10 of 76 sentences are very hard to read.

The Body of an Argumentative Essay.

The body of an argumentative essay has 2 parts: paragraphs that support your claim, and 1 or possibly 2 rebuttal paragraphs. Supporting paragraphs and rebuttal paragraphs reflect the pros and cons of your claim about the issue.

For practice developing pros and cons of an issue see <http://www.academicwritingsuccess.com/esl-practice-activity-for-writing-the-pros-and-cons-of-an-essay-topic/>

Body Paragraphs that Support Your Claim

Topic Sentence: This sentence is a supporting idea related to your thesis statement. The main topic of the paragraph is that supporting idea.

Supporting Details: This is the substance of your paragraph. Supporting details are evidence that proving the supporting idea.

Relationship to the thesis statement: This is a concluding sentence that shows how the supporting idea ties back to your thesis statement. It

Readability
Grade 9
Good

Words: 971
Show More

2 adverbs, meeting the goal of 16 or fewer.

0 uses of passive voice. Nice work.

1 phrase has a simpler alternative.

10 of 76 sentences are hard to read.

10 of 76 sentences are very hard to read.

The elements that Hemingway Editor highlights are the things that determine your readability score. On the right side, you can see that each of these things is highlighted in different colors.

- Blue—adverbs
- Green—passive voice
- Purple—phrases with a simpler meeting
- Yellow (Peach)—sentences that are hard to read

- Red (Pink)—sentences that are very hard to read

If you like the free online tool, you can also buy the desktop app. Hemingway Editor is a good place to start for revising and editing your writing. Nothing can replace a person when it comes to revision, so do not rely on Hemingway alone.

Slick Write

Slick Write <https://www.slickwrite.com/> is another online editing tool that checks your grammar, writing style, sentence structure, and the vocabulary you use. It underlines and highlights different issues in the text.

Here's how it works:

1. Visit the website homepage and then click on the button that says “start writing” <https://www.slickwrite.com/#!edit>
2. Copy and paste your writing into the text box. Click check.
3. You will see at the top of the menu bar that there is a choice of features, structure, and vocabulary.
4. Click on one button and then view it and make changes. Do this for each category.
5. Now you can save your text and download it in a text file or copy and paste it into your document.
6. Also, you can upload your document into Slick Write. Just click on the option says that “open” on the menu on the left. Then select your file. Once it uploads, the rest of the process is the same.

Slick Write also explains the issues it underlines and highlights. It is an informative online tool!

Cliché Finder

Cliché Finder <http://www.clichefinder.net/> looks at your text and finds clichés. Clichés are common expressions that people overuse. You hear clichés in daily conversation. They are a quick way to convey a concept or idea to another person. For example, LAUGHTER IS THE BEST MEDICINE.

Cliches are not appropriate in academic writing. A better way to write is to describe exactly what you mean. However, clichés are hard to spot in your writing.

Cliché Finder will do that for you. Copy and paste your text into the box and click find clichés.

Wordcounter

Southern Bible Institute & College Writing Lab Guide Sources: Content contained in the SBIC Writing Lab Guide are based on materials from the [Liberty University](#) and [Catawba College Writing Centers](#).

Wordcounter <http://www.wordcounter.com> examines the words in your paper and reports how frequently you use words. You will find out if your writing is repetitive. This helps you determine if you want to change words or remove them.

To use Wordcounter, copy your text and paste in the text box and then click go. Wordcounter analyzes your words and generates a report.

But, if you are writing an academic paper that has subject-area vocabulary, do not try to change too many of those words. Wordcounter is a good guide for you, but use your judgments about when to change words.

Viper Plagiarism Checker

Viper Plagiarism Checker <http://www.scanmyessay.com> scans your text for plagiarism. It generates a report that tells you the percentage of text that comes from other sources. It also tells you what source that text comes from. For example:

Viper Plagiarism Report

Source	Title	Words matched	Match (%)	Unique words matched	Unique match (%)
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5 Creative Prewriting Activities to Get You Fired Up to Write Awesome Essays

What if you don't know what to write for an essay?

How do you find an essay or research paper topic that has a lot of information for you to find? And how do you find an interesting topic?

Prewriting activities help you select a topic you're interested in, and figure out what things you should include in your academic essay or paper. A good prewriting activity suits your personality as a writer and gets you excited to start a new writing project.

The Prewriting Stage

Prewriting is the stage in the writing process where you first decide on your essay or academic paper topic. It's the first step in writing an essay that guides you in selecting your main idea and creating your thesis statement.

Also, the prewriting stage is creative, easy and fun (if not the most fun) part of the writing process to do. Here you learn 5 fun prewriting activities to help you find and organize the main idea of your essay. There are two main categories of prewriting activities:

Activities to help you select a main idea

Activities to help you to add other content in your essay or paper topic

Three of these prewriting techniques will help find your topic and select some of your content. Two prewriting activities are for when you already know your topic and want to organize it. Use one or a combination of these prewriting techniques to get you started on your essay.

Oh, and stay to the end of this article for one bonus tip on finding an essay topic.

Five Prewriting Activities to Ignite Your Writing Process

Prewriting Activity 1: Brainstorming (Listing) ideas

Brainstorming is where you write or type down every idea you have for a possible essay topic or any other kind of writing project. Then you can use one of those ideas as topic, and create a second list of ideas based on your essay topic.

The word brainstorm means—a flood (like in a rainstorm) of idea from a brain.

The process for brainstorming is:

Plagiarism is academic dishonesty. If you have plagiarized parts or all of your essay, you will be caught. Professors and teachers check for plagiarism. A plagiarized paper can result in failing that paper, the course or even being expelled from your school.

FORMATTING - GENERAL

FORMATTING THE BASICS

Always check the requirements and preferences of your professor, department, and institution. They may have particular preferences for how a paper should be formatted.

HEADING AND FORMATTING FOR GENERAL ASSIGNMENTS

For general classroom assignments, SBIC requires a standardized header rather than a title page. We have a separate page, with visuals, for formatting a [general assignments](#) and a [sample of a general assignment](#).

MARGINS

- Usually, margins are 1 inch on all sides, but the rule of thumb is no less than 1 inch and no more than 1.5 inches.
- Our Turabian [8th Edition](#) and [9th Edition](#) sample papers use 1-inch margins.

FONT AND TYPEFACE

- The preferred font is **Times New Roman**.
- The preferred size is **12 pt.** font.
- The Turabian manual requires that font be readable and no smaller than **10 pt.** Font.

SPACING

The entire paper should be double-spaced, apart from the following exceptions:

<ul style="list-style-type: none">• Block quotes• Footnotes• Endnotes• Bibliographies	<ul style="list-style-type: none">• Reference lists• Table titles• Figure captions
--	--

PAGE NUMBERS

You can use our [Pagination Tutorial for Turabian](#) to help format your paper.

Page numbers should begin on the first page of the paper's text, not on the title page.

Page numbers are most often placed on the top right of the page header or the bottom center of the footer.

Turabian [8th Edition](#) and [9th Edition](#) sample papers place the page numbers at the top right.

Note: The table of contents (if a paper has one) should have its own page numbers in Roman numerals (i, ii, iii, ix, etc.).

TITLE PAGE

The title page requirements may vary. We have a separate page with visuals for [formatting a title page](#), as either the typical title page for an undergrad paper, or the typical title page for a dissertation/thesis.

TABLE OF CONTENTS

The table of contents should be structured around the main headings and subheadings of the paper. If it is long enough, a paper may require chapters with subdivisions.

Note: A table of contents usually has what's called "Dot-Leader Tabs," or a series of periods between the content title and its page number (Content Title.....1).

WRITING THE MAIN BODY

This section will present some basics about writing the body of your paper.

VOICE AND WRITING STYLE

- The paper should be written in the 3rd (he, she, it) person with an active voice.
- Unless a professor specifically asks for a paper in 1st (I, we) or 2nd (you) person language, avoid these in a paper.

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HEADINGS AND SUBHEADINGS

- It can be helpful to divide the paper into logical pieces, almost like “mini-papers” within the larger paper.
- We have a separate page with visuals dedicated to [understanding and formatting headings](#).

INCORPORATING RESEARCH AND QUOTATIONS

[Incorporating research](#) that is credible and relevant helps to support and validate a paper’s argument.

With plagiarism, it’s better to be safe than sorry: if it’s not yours, **cite it!** Liberty University’s page dedicated to [incorporating research](#) and avoiding plagiarism includes information on how to integrate summaries and paraphrases, quotations and block quotes, and more.

FORMATTING - CITATIONS AND A BIBLIOGRAPHY

This will introduce the two styles used for citing sources and research within your paper.

RECOMMENDED CITATION STYLE FOR RESEARCH PAPERS

There are several formats for citing your research papers. The form most often required by the instructors at Southern Bible Institute & College is Turabian. This style is outlined in Kate L. Turabian’s *Manual for Writers of Research Papers, Theses, and Dissertations*. There is a copy of the Turabian manual located in the SBIC Library Reference section, with the call number **Ref LB2369 .T8**. It is available for in-library use only.

QUICK GUIDE TO TURABIAN FORMATTING

[Formatting the Basics](#)

Presentation of checking requirements of your professor, department, and institution.

[Writing the Main Body](#)

Presentation of some basics about writing the body of your paper.

[Formatting Citations and Bibliographies](#)

Introduction to styles used for citing sources and research within your paper.

[Additional Turabian 9th Edition resources](#)

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NOTES-BIBLIOGRAPHY CITATION STYLE

Used For

- The humanities (literature, history, philosophy, religion, etc.) often use this style of Turabian.
- We have an [8th Edition](#) and [9th Edition](#) sample paper in the notes-bibliography style.

Citation Format

- Footnotes or endnotes are the preferred methods to indicate in-text citations throughout the paper.
- A bibliography is the preferred method for compiling sources in one list at the end of the paper.
- Helps for creating [parenthetical citations](#) and [reference lists](#).

Search for Citations

<ul style="list-style-type: none">• Cite books• Cite journals	<ul style="list-style-type: none">• Cite multimedia• Cite miscellaneous sources
--	--

AUTHOR-DATE CITATION STYLE

Used For

- The sciences (social, natural, or physical sciences) most often use this style of Turabian.
- We have a [9th Edition](#) sample paper in author-date style.

Citation Format

- Parenthetical citations are the preferred method to indicate in-text citations throughout the paper.
- A reference list is a preferred method for compiling sources in one list at the end of the paper.
- Helps for creating [parenthetical citations](#) and [reference lists](#).

Search for Citations

<ul style="list-style-type: none">• Cite books• Cite journals	<ul style="list-style-type: none">• Cite multimedia• Cite miscellaneous sources
--	--

TURABIAN 9TH COMPARISON BETWEEN NOTES-BIBLIOGRAPHY AND AUTHOR-DATE STYLE

- [Chart of Citations](#)

Material on this page adapted from Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. In manual, see 7.4, 7.6, 7.9, 11.1-11.5, 15.1-15.4, 16.1, 18.1, A.1, A.2.

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GENERAL ASSIGNMENT HEADING AND FORMATTING

Student Name [left justified]
Course Name [left justified]
Course Instructor [left justified]
Date [left justified]

Assignment Title [centered]

[Assignment Content]

Simon Peter
Old Testament Survey
Dr. Hawkins
August 31, 2017

Personal Introduction

My name is Simon and I serve at Galilee Missionary Baptist Church in Arlington, Texas, as one of its Associate Ministers. I currently lead the Ministers Sunday School Class and our New Member Orientation Class. I have been married for 25 years to my high school sweetheart and we have three adult children. I have been a fisherman for the past 20 years and was in the US Navy prior to that. In my spare time, I love to spend time with my family and play tennis.

I started taking classes at Southern Bible Institute & College in 2013 because I wanted to learn more about God and who He is. After graduating from SBIC's Theology program, I realized that SBIC has so much more to offer, so I have come back along with my wife, who is also now an SBIC student. I am not sure where God is going to lead my wife and I in ministry, but I do know that this is the time for us to get prepared through our studies for whatever He has for us to do.

In this course I hope to improve understanding of the Old Testament and how it relates to my daily walk and relationship with Jesus. I would also like to improve the content of my teaching and sermons. This in turn will allow me to better serve my church. After gaining a good foundation in the Old Testament, I would then like to move on to studying the New Testament for the same reasons.



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SAMPLE GENERAL ASSIGNMENT HEADING AND FORMATTING

Peter, 2

My favorite Bible verse is 1 John 1:9, “if we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness”, because it reminds me that when I mess up (sin) and come to God sincere and honest, He will give me another chance to get things right. God’s goodness and mercy toward me is my greatest motivation to doing well at SBIC. I am looking forward to this course and learning from Dr. Hawkins.

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SAMPLE ACADEMIC WRITING ASSIGNMENT RUBRIC

	Score/Comments
<p>Assignment: parameters, instructions, purpose (10 points or 10%)</p> <ul style="list-style-type: none"> • Response to the assignment is focused and coherent • Paper addresses the purpose of the assignment and follows Instructions regarding length, number of sources, etc. 	
<p>Method: grammar, style, usage, format (30 points or 30%)</p> <ul style="list-style-type: none"> • Sentence structure is sophisticated, creative, and varied • Format follows appropriate guidelines • Subjects and verbs agree throughout • Verb tenses are used correctly • Pronoun references and modifiers are clear • Punctuation, spelling, capitalization, etc., are generally correct 	
<p>Organization: claim/thesis, introduction, body, conclusion, paragraphing, transitions (30 points or 30%)</p> <ul style="list-style-type: none"> • Paper is focused, with an introduction, body, and conclusion • Writer has clearly articulated his/her thesis or controlling idea • Paragraphs are coherent, well-developed, and unified around a single topic • Transitions are logical and signaled by connecting language 	
<p>Thought: analysis, research, content, creativity (30 points or 30%)</p> <ul style="list-style-type: none"> • Paper demonstrates knowledge of the subject and does not bring in subsidiary issues • Conclusions follow from the information presented • Writer shows the ability to think critically and creatively 	
Total	

Numerical Weight/Value	Weight/Value
Assignment	10
Method	30
Organization	30
Thought	<u>30</u>
Total	100

Adapted from Sample Rubric for a Writing Assignment by Bruce Speck in *Grading Students' Classroom Writing: Issues and Strategies*. ASHE-ERIC Higher Education Report (Vol. 27, No.3). Washington D.C.: The George Washington University, Graduate School of Education and Human Development. Criteria adapted from Archbald, D.A. (1991). Authentic assessment: Principles, practices, and issues. *School Psychology Quarterly*, 6, p. 284.

Southern Bible Institute & College Writing Lab Guide Sources: Content contained in the SBIC Writing Lab Guide are based on materials from the [Liberty University](#) and [Catawba College Writing Centers](#).

TURABIAN TEMPLATE 1: DALLAS THEOLOGICAL SEMINARY

TITLE OF THE DOCUMENT SHOULD BE ALL CAPS AND
ARRANGED ON TWO LINES IF OVER 48 CHARACTERS

A Paper

Presented to

Dr. ????

Dallas Theological Seminary

In Partial Fulfillment

of the Requirements for the Course

RS101 Research Seminar

by

Your Full Name Here

Month Year

File #????

PAPER TITLE

Normal text. Double spaced, 3/4" indent. Chapter style used with appropriate header gives a 2" drop for section first pages. You can use Chapter style with the paper title or with routine paper headings to begin the paper (Introduction, Conclusion etc.). A thesis requires chapter name and number at the beginning of each new chapter.

1st^{Level} Subheading

1st and 2nd level sub-heading are started on the 3rd line after the preceding text (double space plus one line). Headline style capitalization, no period to end. Normal text begins on 2nd line after the heading. (This is really too short for a block quote!).

2nd Level Subheading

Normal text.¹ Normal text. Normal text. Normal text. Normal text. Normal text.

3rd Level Subheading

Turabian suggests a run-in paragraph sub-heading with a period. However, MS Word formats according to paragraph breaks, and so the entire paragraph becomes styled as that heading.

Fourth level subheading

It is not always necessary to use this many subheadings. When they are necessary, a fourth and fifth level subheading should look like the preceding and following styles.

¹Footnotes should be formatted so there is one line of space *before* each note.

Fifth level subheading. Turabian suggests a run-in paragraph sub-heading with a period. However, if you are using the styles built into this template, remember that MS Word formats according to paragraph breaks, so the entire paragraph becomes styled as that heading. Because of this, the template will bold the entire paragraph. Highlight everything after the 5th level heading and turn off the bolding so that only the heading is bold, as in this example paragraph.

Specific Examples of Form in Use

When two headings connect with no intervening text, omit the extra line space. By the way, a paragraph should be longer than one sentence. You can do this by selecting the second heading and formatting the paragraph to have 0 spacing before (rather than 12 points).

If Your Heading is More Than 48

Characters Long, Split It Into Two Lines

Block Quotations

Quotations that are five or more lines in length should be set apart from the rest of the text as a block quotation. The format of block quotations should be single space with the entirety of the quotation indented four spaces (0.5") from the left margin. There should be no quotation marks at the beginning or end of the citation. It is best to refrain from using such a large amount of quoted material unless it is necessary to your paper. Many times, an author's command of the language is such that the quotation is much better than your paraphrase. Quotations less than eight lines may be formatted in this manner if it is desirable for emphasis of the quotation.²

Do Not Leave a Heading Widowed at the Bottom of a Page Like This

² Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, rev. Wayne C. Booth et al., 9th ed. (Chicago: University of Chicago Press, 2018), 361.

Footnotes

The format of footnotes should consist of the following information in the order given: (1) author's name, (2) title and subtitle (if any), (3) name of editor, compiler or translator, if any, (4) number or name of edition, if other than the first, (5) name of the series in which the book appears, if any, with volume or number in the series, (6) facts of publication including place of publication, publishing agency, date of publication, and (7) page number(s) of the specific citation.³

Enumerations in Text

Enumerations in the body of your paper should be formatted with parentheses before and after each number as used in the paragraph above. If numbers are used to enumerate the items in a list the periods following those numbers must all be aligned on the page.⁴

Margins

Margins for research papers should be one inch on all sides. Margins for theses should be one inch on all sides with the exception of the left side. Theses should allow for one and a half inches on the left side for binding purposes.

Pagination

All pages of a paper must be numbered. However, not all pages must have a number printed on them. Preliminaries are numbered with lower case Roman numerals. Body text is numbered with Arabic numerals. The number for the first page of each chapter (if chapter divisions are used) is to be located at the bottom of the page and is to be centered within the left

³ Turabian, *Manual for Writers*, 154.

⁴ Turabian, *Manual for Writers*, 340.

and right margins. This holds true for the first page of a research paper also. For all subsequent pages, the numbers should be located in the upper right corner of the page. All page numbers should fit within the margins of the paper. Bibliography, Appendix etc. represent a section break. They are numbered at bottom center for their first page. Page numbers are consecutive throughout the work. Footnote numbering begins at 1 with each new chapter.

BIBLIOGRAPHY

- Dallas Theological Seminary Thesis Style Committee. "Supplement to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed." Dallas: Dallas Theological Seminary, 2018.
- Strunk, William, Jr. and E. B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 1999.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses and Dissertations*. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald, and the University of Chicago Press Editorial Staff. 9th ed. Chicago: University of Chicago Press, 2018.
- Vyhmeister, Nancy Jean. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids: Zondervan Publishing House, 2014.

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LIBERTY UNIVERSITY BAPTIST THEOLOGICAL SEMINARY

A Sample Paper for the Purpose of Correct Formatting

Submitted to Dr. <Insert Name>,
in partial fulfillment of the requirements for the completion of

<Insert Course Prefix and Number – Section Number>

<Insert Course Title>

by

<Insert Student Name>

<Month Date, Year Submitted>

Contents (*not* Table of Contents)

Introduction (First Level).....1

First Major Section (First Level).....3

 First Subhead (Second Level)3

 Second Subhead (Second Level)4

Second Major Section (First Level).....5

 First Subhead (Second Level)5

 Second Subhead (Second Level)5

Examples of Citing the Bible (First Level)6

Conclusion (First Level)8

Bibliography (First Level)10

Introduction (First-Level Subheading)

Since most beginning students will have difficulty learning how to write papers and also format papers correctly using the eighth edition of Kate L. Turabian's, *A Manual for Writers of Research Papers*,⁵ this sample paper can be used as a template for inserting the correct parts. For the purpose of instruction, it will use second person, but third person must be used in student papers. You will notice that the first time Turabian's name is written in the paper, her full name is given, but the second and subsequent uses of her name will be her last name only.

Though some written assignments will not require a table of contents, Liberty University Baptist Theological Seminary (hereafter referred to as Seminary) requires all research papers to have a table of contents and abide by basic Turabian rules.

Number all pages of this element with roman numerals. Label the first page *Contents* at the top of the page. If the table of contents is more than one page, do not repeat the title. Leave two blank lines between the title and the first listed item. Single-space individual items listed, but add a blank line after each item. Between the lists for the front and back matter and the chapters, or between parts or volumes (if any), leave two blank lines.⁶

It is important to note that a table of contents does not list the pages that precede it, only those pages that follow it. Be sure that the first letter of each word is capitalized (other than articles and prepositions within the phrase).

The footnote can be inserted in the middle of a sentence, but preferably following some punctuation (i.e. semicolon, comma, etc.). The Seminary prefers that students use superscripted footnotes; however, we know that Microsoft Word 2013 defaults to standard font size followed by a period for the footnote. The footnote below is the proper form for books. If you are going to

⁵ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. Wayne C. Booth, et al. (Chicago: University of Chicago Press, 2013).

⁶ *Ibid.*, 380.

create a footnote for a journal article, you would use a different format as shown below.⁷ The footnote below is a full footnote from a journal article found in Liberty's online library using an American Theological Library Association (ATLA) search. You can use an abbreviation in the body of your paper once it has been defined (as above).

You are asked in the course, "Introduction to Seminary Studies,"⁸ to learn the proper formatting of your papers as well as to learn how to conduct research, plan the details of a paper or report, and write your paper in a manner that your professor and classmates will be able to understand. Usually, you will finish your introduction with a full thesis statement.

Do not confuse a purpose statement with a thesis statement. A purpose statement states the reason why the paper is written. For all practical purposes, the purpose statement introduces the thesis statement. An example of a purpose statement is, "The purpose of this paper is to demonstrate that when one recognizes God's freedom he/she can find biblical inerrancy defensible." An example of a thesis statement is, "Biblical inerrancy is defensible in the context of divine freedom." Remember, it is the purpose and thesis statements that determine the form and content of an outline.

The distinction between a purpose statement and a thesis statement is important. The purpose of this sample paper is to provide a template for the correct formatting of a research

⁷ Anthony C. Thornhill, "The Resurrection of Jesus and Spiritual (Trans) Formation," *Journal of Spiritual Formation & Soul Care* 5, no. 2 (Fall 2012): 243. Notice that the footnote identifies the exact page number of the citation that is used in the text (the example given is from page 243) whereas the bibliographic entry (in the bibliography) must include the inclusive numbers for the entire article (i.e. 243-56).

⁸ Notice the comma was placed inside the quotation marks when the course title "Introduction to Seminary Studies" was written. Soft punctuation (such as a comma or a period) is always inserted inside the quotation mark whereas hard punctuation (such as a question mark, exclamation point, colon, or semicolon) is placed outside the quotation mark.

paper. The thesis is, “Students who use this paper as a sample or template are more likely to format their papers correctly in the future.”

First Major Section (First-Level Subheading)

You will notice that the title of the first major section heading is centered and bold type. Within each heading and subheading, all words must be capitalized unless it is an article (a, an, the), preposition (on, to, by, from, in with, etc.), or coordinating conjunction (and, but, or, not, for). There are two blank lines above the heading and one below.⁹

This was accomplished by highlighting the title and changing the formatting for just those lines to single space in the “Paragraph” menu above. The footnote below is the proper form for using a source that has been used previously (commonly referred to as a “second reference”). The first footnote has complete information, and later footnotes use an abbreviated form.

First Subhead (Second-Level Subheading)

This section will be the first sub section of the first major section. Note that the second level subheading is centered with each word capitalized (except for articles and prepositions) and not bold. Notice again the additional blank space above (again two blank lines before a subheading and one after). This is done by writing the subhead and then beginning the paragraph. Then return to the subhead and highlight the entire row in which it appears. Using “Paragraph” above, it is possible to remove the indentation and make that row single space. Then you can return and move the subhead down one additional space as well as add one space below.

This sample paper generally uses one paragraph per subhead. It is important to understand, however, that subheadings in a research paper must have at least two paragraphs. As

⁹ Turabian, *Manual for Writers*, 393.

a paragraph is a group of sentences that express one main idea, most sections (subheads) need more than a single paragraph to support their proposition.

Second Subhead (Second-Level Subheading)

Remember that you must always have at least two subheads per level.¹⁰ You cannot have just one subhead at any particular level. If this occurs, then divide the information into at least two sections at that level or simply remove the subhead altogether. When having to cite the same source in immediate sequence, use *Ibid.* (note the second footnote on page one). Avoid too many uses of *ibidem* (abbreviated *Ibid.*) by making use of multiple sources. It is also important to note that *Ibid.* cannot be used as the first footnote entry on a page (see footnote number six at the bottom of this page). As an abbreviation, the term *Ibid.* must be followed by a period even if used in the middle of a sentence.

Any number used in the text that is under one hundred and any whole number of hundreds should be spelled completely within the body of the paper (one hundred, two hundred, etc.).¹¹ Generally, if the number can be written with two words, it should be spelled completely. For numbers written with more than two words (i.e. 108, 210, etc.), the numerals should be used. However, you should never mix the styles. If any number used has to be written with numerals, then all should be in the same style (i.e., 98, 108, 210, 300; not ninety-eight, 108, 210, three hundred). Of note here is an exception that when writing percentages in the text, you would write 98 percent or 100 percent, and so forth; always using the numeral, but writing out “percent.”

¹⁰ Turabian, *Manual for Writers*, 329.

¹¹ The exception is within a footnote where all numeric numerals can be used (e.g. 100, 200, etc.).

Second Major Section (First-Level Subheading)

First Subhead (Second-Level Subheading)

The title of a heading cannot be left alone at the bottom of a page. If there is not enough room on the previous page for both the heading title and at least the first two lines of the paragraph, you must begin a new page. You can have two headings in a row as above separated by one blank line (but again, not alone at the bottom of the page).

First Subsection Subhead (Third-Level Subheading)

Note that the third-level subheading subhead is flush-left in bold type, but the same spacing above and below is maintained. This is true of the second subhead that follows. Though the margins and the type (bold or regular) changes, the spacing remains constant.

Second Subsection Subhead (Third-Level Subheading)

This is the second subhead because it is always necessary to have at least two items at every level. This is an important clarification. There must be a second major section (level one) for every first major section (level one). There must be a second subhead (second level) for every first subhead (second level). There must be a second subsection subhead (third level) for every first subsection subhead (third level), and so forth.

Second Subhead (Second-Level Subheading)

This is the second subsection of the second major section. Once again it is centered but in regular type. When writing a paper, organize your outline first so that you are able to plan how you will make your argument and then give your reasoning and evidence to support your thesis statement. Your first paragraph of each section should explain how this will fit into your reasoning and then each section will end with a summary of how the evidence has shown your

reasoning to be correct. Also, transitions are very helpful at the end of each major section so that the reader anticipates how the next section is connected to the logical progression of the reasoning you use to support your thesis.

Most seminary research papers will be no longer than twenty pages and generally do not have long and detailed outlines or subheadings beyond the third level. Details that would be appropriate for the fourth or fifth heading level tend to distract the reader's attention from the overall thesis within a short essay. Even if a fourth level is unavoidable, a fifth level is discouraged.

Examples of Citing the Bible (First Level)

Many students struggle with the proper formatting in citing the Bible. When citing biblical passages, there are some general guidelines to follow that are important. It is not necessary to write out full citations of verses or paragraphs from the Bible since your readers can find the references that you cite. Citations are written in full when the author needs to make a specific observation, such as when he/she chooses to follow Luke's example in his message to Theophilus; "so that you may know the exact truth about the things you have been taught" (Luke 1:4).¹² You will notice in the footnote below that only a single footnote is needed when identifying the Bible version, providing the paper cites from only one translation. All the following biblical references are given in the text of the paper, not in the footnotes, unless content in the footnote requires biblical references. If you use multiple translations or versions of the Bible, then you would have to use one footnote for each new version and use a system of abbreviations in the text, but only within parentheses (NASB, KJV, NIV, etc.). The writing is

¹² Unless otherwise noted, all biblical passages referenced are in the *English Standard Version* (Wheaton, IL: Crossway, 2008).

simplified if you choose one version of the Bible and use it exclusively. Then you can provide a disclaimer footnote to that effect as stated in footnote number eight.

In the actual text of a paper you need to follow proper grammatical and style requirements. Here are some correct examples of how to cite references or allusions from the Bible. Luke wrote to Theophilus in verse four of his first chapter so that his patron would have a more exact understanding of the details of the salvation offered also to the Gentiles. Luke claims that he wrote his Gospel, “in consecutive order,” after having “investigated everything carefully from the beginning” (Luke 1:3). In verse one of chapter one, Luke seems to be aware of previous Gospel accounts, but in Luke 1:2, he claims that he has information from eyewitnesses. You will note in the previous example that you are permitted to use standard biblical references like Luke 1:2 within a sentence as long as you introduce it as a biblical reference rather than as part of your text.

The abbreviations for the books of the Bible can be used only in parentheses within the text or in footnotes.¹³ For example, you may make a reference to Romans 1:16, but if you state that Christians should not be ashamed of the gospel (Rom 1:16), then you should use the abbreviation within parentheses. The following examples are all correct: Paul, in verse sixteen of chapter one of his Epistle to the Romans, states that he is not ashamed of the gospel; Paul states that he is not ashamed of the gospel (Rom 1:16); and in Romans 1:16, Paul states that he is not ashamed of the gospel.¹⁴

¹³ When abbreviating books of the Bible, do not use the Turabian recommended list; consult the LBTS Writing Guide, Appendix A.

¹⁴ Notice the word “gospel” is not capitalized when referring to the evangelical message (i.e. “good news”). It is capitalized when referring to one of the first four books of the New Testament.

Finally, when citing multiple chapters or multiple verses, certain expectations exist. If you choose to cite several consecutive chapters, then use a dash (3-em dash) such as Romans 1–5, which is equivalent to Romans chapters one through five. If you choose to cite several consecutive verses, use a normal hyphen (-) such as Romans 3:21-26. If the verses are not in consecutive order, then use a comma, such as Romans 3:21, 23, and 26. Finally, when chapters are not in consecutive order, they are separated by semicolons (;), such as Romans 1; 3; 5; and 8. The following sentences are an example of how to use semicolons. Not only does Jesus possess supernatural knowledge, but his prophecy of the future destruction of Jerusalem also reflects his knowledge of Old Testament prophecies concerning past destructions of Jerusalem (Isa 9:3; Jer 6:6; 22:8-9; 23:38, 40; and Ezek 4:2). Additionally, since Matthew writes as if the temple is still standing (5:23-24; 12:5-7; 23:16-22; and 26:60-61), good evidence exists that he wrote before AD 70 and that Jesus actually historically predicted the fall of Jerusalem.¹⁵

Conclusion

The conclusion to your paper should reiterate the thesis (though not necessarily verbatim) and provide your readers with a concise summary of your major points. A well written conclusion defends your thesis and provides a clear perspective of the topic. Its importance cannot be overstated as the conclusion frames your closing thoughts and should provide a lasting impression.

¹⁵ Years before Christ use the abbreviation BC (Before Christ) or BCE (Before the Common Era) after the year, as in 100 BC or 100 BCE. Years after the birth of Christ use AD (*Anno Domini*; lit., In the Year of our Lord) before the year as in AD 70. If CE (Common Era) is used in lieu of AD then the abbreviation follows the year as in 70 CE. Do not use periods after each letter (BC, not B.C. and AD, not A.D.). The Seminary is more likely to use BC and AD rather than BCE and CE, but students will find both systems used in scholarly materials. Additionally, small caps (uppercase characters set at same height as surrounding lowercase letters) are often used for AD (AD) and BC (bc). The Seminary allows the student to use regular large caps or small caps.

The bibliography that follows starts on a new page even though a great deal of room may be left on a final page. If you hold down the “Ctrl” key and then “Enter,” you will go to an entirely new page in order to start the bibliography. You will note that the bibliography begins with the title centered in bold type followed by one blank line. The bibliography is single-spaced but with a blank line (or 12-pt line space after) inserted between each entry.

Bibliography

Thornhill, Anthony C. "The Resurrection of Jesus and Spiritual (Trans) Formation." *Journal of Spiritual Formation & Soul Care* 5, no. 2 (Fall 2012): 243-56.¹⁶

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2013.

¹⁶There are numerous rules about inclusive numbers. See Table 23.2 in Turabian, *Manual for Writers*, 325.

**TURABIAN TEMPLATE 2: LIBERTY UNIVERSITY BAPTIST
THEOLOGICAL SEMINARY**

LIBERTY UNIVERSITY BAPTIST THEOLOGICAL SEMINARY

A Sample Paper for the Purpose of Correct Formatting

Submitted to Dr. <Insert Name>,
in partial fulfillment of the requirements for the completion of

<Insert Course Prefix and Number – Section Number>

<Insert Course Title>

by

<Insert Student Name>

<Month Date, Year Submitted>

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Conclusion (First Level)8

Bibliography (First Level)10

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¹⁷ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., rev. Wayne C. Booth, et al. (Chicago: University of Chicago Press, 2013).

¹⁸ *Ibid.*, 380.

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The distinction between a purpose statement and a thesis statement is important. The purpose of this sample paper is to provide a template for the correct formatting of a research

¹⁹ Anthony C. Thornhill, "The Resurrection of Jesus and Spiritual (Trans) Formation," *Journal of Spiritual Formation & Soul Care* 5, no. 2 (Fall 2012): 243. Notice that the footnote identifies the exact page number of the citation that is used in the text (the example given is from page 243) whereas the bibliographic entry (in the bibliography) must include the inclusive numbers for the entire article (i.e. 243-56).

²⁰ Notice the comma was placed inside the quotation marks when the course title "Introduction to Seminary Studies" was written. Soft punctuation (such as a comma or a period) is always inserted inside the quotation mark whereas hard punctuation (such as a question mark, exclamation point, colon, or semicolon) is placed outside the quotation mark.

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²¹ Turabian, *Manual for Writers*, 393.

a paragraph is a group of sentences that express one main idea, most sections (subheads) need more than a single paragraph to support their proposition.

Second Subhead (Second-Level Subheading)

Remember that you must always have at least two subheads per level.²² You cannot have just one subhead at any particular level. If this occurs, then divide the information into at least two sections at that level or simply remove the subhead altogether. When having to cite the same source in immediate sequence, use *Ibid.* (note the second footnote on page one). Avoid too many uses of *ibidem* (abbreviated *Ibid.*) by making use of multiple sources. It is also important to note that *Ibid.* cannot be used as the first footnote entry on a page (see footnote number six at the bottom of this page). As an abbreviation, the term *Ibid.* must be followed by a period even if used in the middle of a sentence.

Any number used in the text that is under one hundred and any whole number of hundreds should be spelled completely within the body of the paper (one hundred, two hundred, etc.).²³ Generally, if the number can be written with two words, it should be spelled completely. For numbers written with more than two words (i.e. 108, 210, etc.), the numerals should be used. However, you should never mix the styles. If any number used has to be written with numerals, then all should be in the same style (i.e., 98, 108, 210, 300; not ninety-eight, 108, 210, three hundred). Of note here is an exception that when writing percentages in the text, you would write 98 percent or 100 percent, and so forth; always using the numeral, but writing out “percent.”

²² Turabian, *Manual for Writers*, 329.

²³ The exception is within a footnote where all numeric numerals can be used (e.g. 100, 200, etc.).

Second Major Section (First-Level Subheading)

First Subhead (Second-Level Subheading)

The title of a heading cannot be left alone at the bottom of a page. If there is not enough room on the previous page for both the heading title and at least the first two lines of the paragraph, you must begin a new page. You can have two headings in a row as above separated by one blank line (but again, not alone at the bottom of the page).

First Subsection Subhead (Third-Level Subheading)

Note that the third-level subheading subhead is flush-left in bold type, but the same spacing above and below is maintained. This is true of the second subhead that follows. Though the margins and the type (bold or regular) changes, the spacing remains constant.

Second Subsection Subhead (Third-Level Subheading)

This is the second subhead because it is always necessary to have at least two items at every level. This is an important clarification. There must be a second major section (level one) for every first major section (level one). There must be a second subhead (second level) for every first subhead (second level). There must be a second subsection subhead (third level) for every first subsection subhead (third level), and so forth.

Second Subhead (Second-Level Subheading)

This is the second subsection of the second major section. Once again it is centered but in regular type. When writing a paper, organize your outline first so that you are able to plan how you will make your argument and then give your reasoning and evidence to support your thesis statement. Your first paragraph of each section should explain how this will fit into your reasoning and then each section will end with a summary of how the evidence has shown your

reasoning to be correct. Also, transitions are very helpful at the end of each major section so that the reader anticipates how the next section is connected to the logical progression of the reasoning you use to support your thesis.

Most seminary research papers will be no longer than twenty pages and generally do not have long and detailed outlines or subheadings beyond the third level. Details that would be appropriate for the fourth or fifth heading level tend to distract the reader's attention from the overall thesis within a short essay. Even if a fourth level is unavoidable, a fifth level is discouraged.

Examples of Citing the Bible (First Level)

Many students struggle with the proper formatting in citing the Bible. When citing biblical passages, there are some general guidelines to follow that are important. It is not necessary to write out full citations of verses or paragraphs from the Bible since your readers can find the references that you cite. Citations are written in full when the author needs to make a specific observation, such as when he/she chooses to follow Luke's example in his message to Theophilus; "so that you may know the exact truth about the things you have been taught" (Luke 1:4).²⁴ You will notice in the footnote below that only a single footnote is needed when identifying the Bible version, providing the paper cites from only one translation. All the following biblical references are given in the text of the paper, not in the footnotes, unless content in the footnote requires biblical references. If you use multiple translations or versions of the Bible, then you would have to use one footnote for each new version and use a system of abbreviations in the text, but only within parentheses (NASB, KJV, NIV, etc.). The writing is

²⁴Unless otherwise noted, all biblical passages referenced are in the *English Standard Version* (Wheaton, IL: Crossway, 2008).

simplified if you choose one version of the Bible and use it exclusively. Then you can provide a disclaimer footnote to that effect as stated in footnote number eight.

In the actual text of a paper you need to follow proper grammatical and style requirements. Here are some correct examples of how to cite references or allusions from the Bible. Luke wrote to Theophilus in verse four of his first chapter so that his patron would have a more exact understanding of the details of the salvation offered also to the Gentiles. Luke claims that he wrote his Gospel, “in consecutive order,” after having “investigated everything carefully from the beginning” (Luke 1:3). In verse one of chapter one, Luke seems to be aware of previous Gospel accounts, but in Luke 1:2, he claims that he has information from eyewitnesses. You will note in the previous example that you are permitted to use standard biblical references like Luke 1:2 within a sentence as long as you introduce it as a biblical reference rather than as part of your text.

The abbreviations for the books of the Bible can be used only in parentheses within the text or in footnotes.²⁵ For example, you may make a reference to Romans 1:16, but if you state that Christians should not be ashamed of the gospel (Rom 1:16), then you should use the abbreviation within parentheses. The following examples are all correct: Paul, in verse sixteen of chapter one of his Epistle to the Romans, states that he is not ashamed of the gospel; Paul states that he is not ashamed of the gospel (Rom 1:16); and in Romans 1:16, Paul states that he is not ashamed of the gospel.²⁶

²⁵When abbreviating books of the Bible, do not use the Turabian recommended list; consult the LBTS Writing Guide, Appendix A.

²⁶Notice the word “gospel” is not capitalized when referring to the evangelical message (i.e. “good news”). It is capitalized when referring to one of the first four books of the New Testament.

Finally, when citing multiple chapters or multiple verses, certain expectations exist. If you choose to cite several consecutive chapters, then use a dash (3-em dash) such as Romans 1–5, which is equivalent to Romans chapters one through five. If you choose to cite several consecutive verses, use a normal hyphen (-) such as Romans 3:21-26. If the verses are not in consecutive order, then use a comma, such as Romans 3:21, 23, and 26. Finally, when chapters are not in consecutive order, they are separated by semicolons (;), such as Romans 1; 3; 5; and 8. The following sentences are an example of how to use semicolons. Not only does Jesus possess supernatural knowledge, but his prophecy of the future destruction of Jerusalem also reflects his knowledge of Old Testament prophecies concerning past destructions of Jerusalem (Isa 9:3; Jer 6:6; 22:8-9; 23:38, 40; and Ezek 4:2). Additionally, since Matthew writes as if the temple is still standing (5:23-24; 12:5-7; 23:16-22; and 26:60-61), good evidence exists that he wrote before AD 70 and that Jesus actually historically predicted the fall of Jerusalem.²⁷

Conclusion

The conclusion to your paper should reiterate the thesis (though not necessarily verbatim) and provide your readers with a concise summary of your major points. A well written conclusion defends your thesis and provides a clear perspective of the topic. Its importance cannot be overstated as the conclusion frames your closing thoughts and should provide a lasting impression.

²⁷ Years before Christ use the abbreviation BC (Before Christ) or BCE (Before the Common Era) after the year, as in 100 BC or 100 BCE. Years after the birth of Christ use AD (*Anno Domini*; lit., In the Year of our Lord) before the year as in AD 70. If CE (Common Era) is used in lieu of AD then the abbreviation follows the year as in 70 CE. Do not use periods after each letter (BC, not B.C. and AD, not A.D.). The Seminary is more likely to use BC and AD rather than BCE and CE, but students will find both systems used in scholarly materials. Additionally, small caps (uppercase characters set at same height as surrounding lowercase letters) are often used for AD (AD) and BC (bc). The Seminary allows the student to use regular large caps or small caps.

The bibliography that follows starts on a new page even though a great deal of room may be left on a final page. If you hold down the “Ctrl” key and then “Enter,” you will go to an entirely new page in order to start the bibliography. You will note that the bibliography begins with the title centered in bold type followed by one blank line. The bibliography is single-spaced but with a blank line (or 12-pt line space after) inserted between each entry.

Bibliography

Thornhill, Anthony C. "The Resurrection of Jesus and Spiritual (Trans) Formation." *Journal of Spiritual Formation & Soul Care* 5, no. 2 (Fall 2012): 243-56.²⁸

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2013.

²⁸There are numerous rules about inclusive numbers. See Table 23.2 in Turabian, *Manual for Writers*, 325.

SBIC WRITING STANDARDS AND POLICIES

SBIC WRITING AND ASSIGNMENT REQUIREMENTS

Assignments must be completed and UPLOADED IN THE SBIC STUDENT PORTAL by scheduled due dates. Students WILL NOT have the option to email assignments or place them in my SBIC Box.

Convert papers to PDF –It is highly recommended that student convert papers into a PDF format before uploading to the SBIC student portal. This will ensure your instructor can

ACADEMIC WORK INTEGRITY

TESTING: Communication devices such as cell phones and other electronic storage or transmission equipment is not allowed for use during the administration of a test. They must be turned off, and removed from writing areas. Leaving the classroom during the administration of a test is solely at the discretion of the instructor or proctor.

CHEATING: Cheating is a very serious matter. It reflects a significant flaw in Christian character. Students are to assume the responsibility of maintaining Christian standards by personally dealing with anyone known to be cheating. Matthew 18:15-20 and Galatians 6:1 make this responsibility plain. The one cheating must be asked to confess to the class instructor concerned. If the student refuses, the one aware of the problem should report it to the respective Executive Vice President Academic & Student Development. It would be wise for the one who observes cheating in progress to call it to the attention of the instructor so firsthand knowledge of the situation can be gained. Those students who voluntarily confess will be disciplined with less severity than those who must be discovered.

PLAGIARISM: Students are expected to know the difference between legitimate and illegitimate uses of published and unpublished source material. [Plagiarism](#) means presenting or submitting the creative ideas of someone else as one's own words or work without documenting the source(s) in the text, footnotes, or endnotes. This includes:

- Part or all of a written or spoken assignment copied from another person's manuscript.
- Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, pamphlet, or cyber/electronic media.

A student can also be an accomplice to plagiarism by:

- Allowing a research paper, in outline or finished form, to be copied and submitted as the work of another student.
- Preparing a written assignment for another student and allowing it to be submitted it as their personal work.
- Keeping or contributing to a file of papers or speeches with the intent that these papers or speeches be copied and submitted as the work of someone other than the author.

SBIC considers plagiarism a moral issue not merely a legal matter because a Bible Institute not only imparts knowledge, it also nurtures moral character. Plagiarism is first of all an obvious attempt to deceive the instructor. In reality, plagiarism is self-deceiving because it hinders academic growth and satisfaction that

comes from personal achievement. Second, it is stealing research materials that one should not legitimately document as their own. A plagiarized research paper throws all other papers into competition with work that likely has already been judged superior. Third, plagiarism breeds an atmosphere of low morale, especially when the fact is known by other students and undetected by an instructor. Inevitably, plagiarists taint their academic careers. They lower mutual respect among their peers as a credible person. Consequently, plagiarism is a sin, a violation of the Eighth Commandment. It is an act contrary to the values and ideals of a biblical higher education institution.

NOTE: Additional discussion about student integrity issues can be found in the *SBIC Student Development Handbook*.

THE CONSEQUENCES for any act of cheating or plagiarism vary and may lead to any of these actions or others as determined by the Executive Vice President Academic & Student Development. First, the course instructor addresses the matter and decides appropriate discipline when the incident involves their course. Actions may include those listed below.

- Reduction of grade.
- Receiving a failing grade in the course.
- Appearance before a faculty standing committee for review.

As mentioned above, if necessary, a faculty standing committee can be involved after the course instructor's interaction with the student in a face-to-face meeting. This action for appearance before a faculty standing committee is made with the approval of the Executive Vice President Academic & Student Development.

In any of these matters it must be kept in mind that SBIC is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. This is why SBIC emphasizes that all activities must be guided by biblical principles and God's moral laws.

Discipline connected with an act of plagiarism should be received in a spirit of correction rather than as a punitive measure. All written correspondence about the incident is placed in the student's academic records file maintained in the Registrar's Office.

For information about identifying, avoiding and the consequences of plagiarism, read [Plagiarism: Avoiding the Consequences](#).

APPEALS: Students wishing to appeal grades, status, disciplinary issues, or other matters involving their matriculation must follow the general process below. Before beginning the appeals process, the student can take opportunity to seek advice from the Executive Vice President Academic & Student Development about procedure, timing, and any other concerns.

- The student must prepare a written request with any relevant academic work explaining the concern before consulting with faculty involved. Faculty will give a written explanation within five class days per course meeting schedule. After an answer is received, it can be appealed before an academic standing committee, if the student believes the appeal has not been resolved.
- A student must next appeal the faculty decision to the Executive Vice President Academic & Student Development.

Development. The Executive Vice President will advise the student and collect all materials relevant to the student's concern and present them to a faculty standing committee, normally the Curriculum Coordinators Committee.

- A final decision will be rendered in writing by the faculty standing committee and communicated to the student face-to-face by the Executive Vice President Academic & Student Development in a called meeting. The written committee decision will be considered final for all concerned. Information of the finding will be placed in the student's academic records file maintained in the Registrar's Office and in the faculty member's file. Any new evidence coming to front after the final decision will be weighed carefully, prayerfully, and communicated to those involved as necessary.