

Writing Style Guidelines – January, 2017

Equipping people for effective service and witness for Christ



ALBERTA BIBLE COLLEGE

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WRITING AT ALBERTA BIBLE COLLEGE

Written assignments are a major component of higher education. Most courses at Alberta Bible College will require some form of written assignment (book reviews, essays, journals, reflections, research papers, or essay exams). Sometimes it is challenging for students to appreciate or understand the reasons behind standards for



written assignments. Nonetheless, adherence to these standards is expected by the academic community and therefore by ABC instructors. The following guidelines will provide students with an understanding of the purposes behind written assignments, the required format for academic writing, and issues of literary style. The Learning Resource Centre (LRC) and its staff are available to help students with their writing.

Rationale for written assignments:

Some students do get excited about sitting at a computer and writing a paper. Some are not quite so eager. However, instructors do have very good reasons for requiring written assignments. (Contrary to popular thought, papers are not a form of punishment; nor are they given to overload an already impossible schedule.)

The following list explains some of the reasons for written assignments.

1. *Written assignments require **thinking**.* Before an idea can be written down it must be clear to the writer; often this lack of clarity is not evident until a written explanation is attempted. Writing sometimes shows how ordinary, unclear, illogical, and even ridiculous, some thoughts can be; written assignments provide opportunities for students to recognize these inconsistencies as they attempt to express their thoughts on paper.
2. *Written assignments require **logical organization** of thought and material.* It is the writer's responsibility to lead the reader through the material as clearly and concisely as possible; this requires that the writer follow some logical organizational pattern.
3. *Written assignments develop the ability to **write persuasively**.* Writing persuasively means that there must be facts, statistics, or examples that support your argument; it also means that opposing views must be acknowledged.

4. *Written assignments often require research, as well as **analysis and critique** of issues within the field of study.* Knowing where to find information is essential to post-secondary education but also to life-long learning. Undergraduates are not expected to be experts but they are expected to complete research using scholarly sources, to analyze the information they find, and to interact with the recognized scholars in the discipline. The completed assignment should show that new information has been integrated with previous knowledge, that the writer has wrestled with the issues and that an appropriate conclusion has been reached.

5. *Written assignments allow **individual exploration** of topics that cannot be covered within class time.* An instructor is unable to discuss all pertinent topics to the course during lectures; written assignments allow students to further their understanding of course material and to develop particular areas of interest through research. Hopefully, the student will find a use for the assignment in future ministry opportunities.

6. *Written assignments provide an **alternate learning approach** for students.* There are various learning styles that an instructor must consider when teaching a class. While some students learn best by listening, there are others who are most successful as learners when they are required to complete independent research and written assignments. Journaling and reflective writing allow students to express themselves in a different way than research writing.



Types of writing

Research:

Once a topic has been assigned or chosen, the student needs to formulate research questions. What exactly does one want to find out about this topic? Some instructors may give questions. With these questions in mind, the student should go to the Learning Resource Centre to search for resources.

It is often good to begin with encyclopedias or dictionaries to get a shorter article on the topic. Using the online catalogue, a student can enter key terms which will help to find books that are relevant to the topic. The



more specific the terms, the more focused the resources will be (and the fewer there will be). Using *Advanced Search* can allow one to use more than one term. It is also valuable to use periodical indexes to search and find articles relevant to the topic. The World Wide Web can also be a valuable resource, using a search engine such as Google. In all cases, be discerning about where your information came

from. Especially on the web, remember that anybody can post information on the web. Be sure to balance your sources between scholarly material which is reviewed by peers in the area and popular material that is not check

out by others. Remember that anyone can publish information on the web. Sources like Wikipedia can be a good place to start but do not end there.

As you read through the resources you find, you can use a simple chart answering the research questions you have. Your research questions may change as you read. As you write information under each question, be sure to note briefly where you found it in case you need to reference it later. (See Quotation and Annotation below.) It is recommended that you keep a full bibliography of resources as you use each one to prevent having to find that resource later. As you fill in answers to your research questions, you will begin to see the topic expand and themes emerge. When this happens, work to form an idea or an angle which you can take on this topic. Look for the "big idea." A good research paper should prove a point and not just give information. Look for that gem – a main point – that you will make in your paper and then prove it with the information you have found.

Finally, once you feel you have enough information, use your main point and the research questions to form an outline for the body of your paper. This will help organize the information into the format described below.

Major elements of the research paper:

Introduction: The introductory paragraph should do three things:

- Create interest in the topic
- State the main idea of the paper
- Indicate the sub-topics that are critical to the organization of the paper.



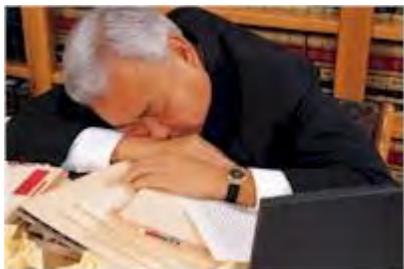
Because the first paragraph is critical to capturing the reader's interest, it needs to creatively draw the reader into the topic. This may be done by including a quotation or an anecdote, or through questions that arouse the reader's interest.

The introduction must also include a focused, limited thesis statement that is the controlling main idea for the paper. This one sentence serves as the focal point of the entire composition and therefore, must be well written and concisely stated so that it clearly indicates to the reader the position of the paper. However, do not write, "In this paper, I will discuss . . ." or "My argument is that . . ." Simply state the point.

Finally, the introductory paragraph should indicate the key sub-divisions within the paper. These divisions may be encompassed into the thesis statement or may be indicated in a separate sentence. An interesting, well-written introduction creates the expectation that the entire paper will be a quality composition.

Body: It is the writer's responsibility to logically and clearly lead the reader through the subject matter of the paper. There should be no guesswork or speculation required by the instructor reading it to clearly understand the content. Using an outline of some sort helps to organize the body of the paper. This can often emerge from

the research questions you used. It is also the writer's responsibility to approach the topic in a creative manner. Rarely does an instructor want a simple regurgitation of facts uncovered through research; the text of the paper should indicate that the student has analyzed, interpreted and interacted with the topic.



Write in a clear and concise manner. Detailed description and appropriate examples and illustrations help to clarify points that are made. Use transitional expressions ("however, although, therefore," etc.) to lead the reader through the development of the argument. Each paragraph should address a single point and be built around a topic sentence. This single point should be adequately developed using information gained through research and/or appropriate examples. Paragraphs must advance the argument of the paper as stated in the thesis statement.

Conclusion: The final paragraph should address the issues mentioned in the introduction, wrap up the argument presented throughout the body, draw conclusions, and indicate implications. It should leave the reader thinking, while bringing closure to the composition by rounding out ideas and thoughts.

Bibliography or Reference List: A paper that is the result of research must include a bibliography or reference list that indicates the sources consulted and used in the preparation of the paper. The text of the paper should indicate a familiarity with each of the sources that is listed in the bibliography. A "padded" bibliography is often readily obvious to instructors.



Book reviews

The purpose of a formal book review is to summarize and evaluate the main ideas of the book. Please see appendix A for a template for doing a book review. Also, note that some ABC instructors ask you to write a reflection on each chapter of a book. This is different from a book review. See below for reflective writing.

Reflective writing

Reflective writing is meant to engage more than just your mind; your heart. To do good reflective writing, you need to understand the reading or class material well. However, instead of just reviewing the material covered,

you must process it, mull it over and reflect on it. Good reflection is actually more work than a simple review or essay. To help you get started in such writing, use the phrases like to following:

- I wonder how ...
- I wonder if ...
- I wonder why ...
- The part about ... really interests me
- This gives me an idea to ...
- I think that ...
- Now I understand that ...
- I want to



Journaling

ABC instructors often use journal writing as a way to help students process their learning experiences and make connections between what they already have experienced and what is new. It is an opportunity for students to discover what is “going on in their heads” without having to worry about perfect form. This writing still should be understandable but does not need to meet the standards of formal academic papers.

As you write a journal, you should be certain of the purpose of this particular journal – what you are thinking about. It is best to write full sentences and use paragraphs rather than point form but you do not need to worry as much about formality. Below are some sentence starters that might help you journal:¹

- A central point to remember here is ...
- An example from my own experience is ...
- Some questions raised for me are ...
- Some things I did not understand in this reading are ...
- A new insight I had was ...
- Some implications of this information are ...
- Some things I already knew that were reinforced were ...
- A pattern I notice is ...



Literary style

Inclusive language

Inclusive language refers to non-gender oriented communication. Because this is becoming more of an issue in society, it needs to be considered by an academic institution such as ABC. There are several reasons the instructors believe that it is important for students to learn to write using inclusive language. First, it is understood that the *Image of God* applies equally to men and women, that the Gospel is available to both men and women, and that the church needs both men and women to respond to God's call to service. Second, the

¹ Tara Fenwick & Jim Parsons, *The Art of Evaluation*, Toronto: Thompson Educational Publishing, 2000), 156.

traditional use of "he" as the default gender is offensive to many today. Third, because people may be offended by the use of gender-oriented language, it is important to use inclusive language so that the communication of



the Gospel is not hindered. Fourth, as students prepare for leadership and ministry, it is essential that they become confident in their ability to communicate to the world to which they are called to minister.

The use of inclusive language is not always easy and often requires dedication and creativity in overcoming traditional use of the English language. Sometimes it may simply require speaking of people in the plural rather than singular: "Man is made in the image of God" becomes "People are made in the image of God" or "You are made in the image of God." Not all sentences may be reworded as easily and some may require extensive modification. The Publication Manual of the ALA has suggestions for

reducing bias in language.¹ It is rarely impossible to find a suitable substitution, however.

Although this will challenge writing skills, it is a change that will benefit future ministry. It must be noted that striving for inclusive language does not give the writer permission to change the inherent meaning of the Bible or to alter direct quotations.

Quotation

Careful quotation of resources consulted is an integral part of academic writing. However, the need for, and use of, quotations in student writing is often misunderstood and frequently overdone. Quotations can be used for the following reasons.²

1. Information should be quoted if there is a possibility that a paraphrase may result in a misrepresentation of the author.
2. A quote is sometimes necessary to clearly present an option within the argument. In this instance, the quote is often placed at the beginning of a paragraph and used as a point of departure.
3. A quote may be used to increase the psychological impact of, or authority behind, an opinion stated. This is particularly helpful if the argument is not readily accepted.
4. A particularly notable or extraordinary phrase or sentence may be quoted if it states the idea in a far better way than would be possible otherwise.

¹ American Psychological Society, *Publication Manual of the American Psychological Society* (Washington: APA, 2001), 61ff.

² Gordon D. Fee, *New Testament Exegesis: A Handbook for Students and Pastors*, rev. ed. (Louisville: Westminster/John Knox Press, 1993), 57.

There are two ways that quoted material can be inserted into the text of the paper. For short quotations, the material may be inserted into the flow of the written text and set off by double quotation marks. However, longer quotes of more than 40 words should be in the form of a *block quotation*. Block quotations are single-spaced and the entire quote is indented four spaces from the left margin. Quotation marks are not used.

Annotation

Annotation refers to the use of notes inserted into the paper in the form of footnotes or parenthetical references. The latter are used only for brief bibliographic information while footnotes may include other information. These notes help an instructor see how you have used your sources. There are various ways that notes can be used.

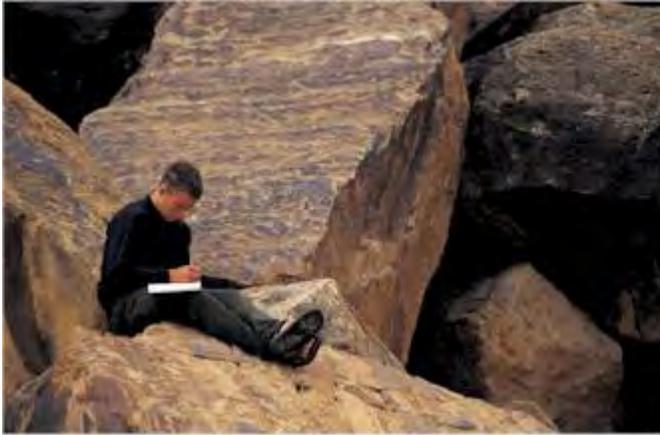


1. Notes may be used to **document a quotation**, fact, or an opinion not generally known. The note indicates where the quote, opinion, or statement of fact was found. Omitting this type of note results in *plagiarism*—the failure to acknowledge the original source of either words or ideas.
2. Notes may be used to **provide bibliographical support** of an opinion. These notes show that there are other authors or works that support, or are similar to, the opinion expressed in the paper.
3. Notes may be used to **acknowledge broad dependency** on an author's ideas or work.
4. Notes may be used to show that the **writer recognizes that there are differing opinions** to the one expressed in the paper without actually discussing these varying opinions within the text of the paper. This facilitates a smooth-flowing argument within the text.
5. Notes may be used to **discuss peripheral arguments** or implications of an argument that would become cumbersome within the actual text of the paper. These notes can also be used to show that the writer is aware of the complexities of the issue.
6. Notes can be used to **cross-reference** to another section within the paper. This can be especially useful when an issue must be raised in one section of the paper, but the argument is not yet sufficiently developed to provide an in depth discussion of the issue. A note stating that the issue will be further addressed at a later point in the essay is helpful to the reader.

Grammatical issues

There is a difference in acceptable style between formal writing such as research essays or book reviews and informal writing such as reflection and journaling.

In *formal writing*, there is less use of personal references (*I, my, our*). It is also necessary to be consistent in



tense throughout the paper. The past tense is the preferred tense. The passive voice should be avoided. For example, "Bob kicked the ball" is preferred over "The ball was kicked by Bob."

Eliminate unnecessary words: "which" and "that" can often be eliminated without changing the meaning. "Really" and "very" are meaningless words that are

often sprinkled liberally throughout a paper with no benefit to the thought development. Conversational tone should not be used. Extra words like "Well, ..." are not necessary. Contractions and slang are inappropriate in formal academic writing. Abbreviations should be avoided within the text of the paper.

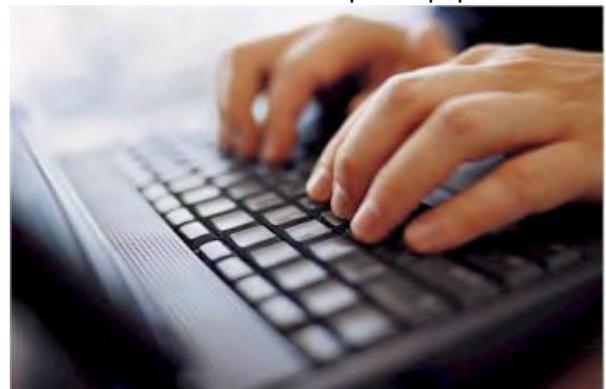
With *informal writing* like reflections or journaling, it is acceptable to write in a more conversational tone. The use of the first person and the present tense are encouraged. The idea is to express thoughts and ideas rather than simply repeating information from the book or class to which you are responding. However, even in this case, full sentences and good grammar should be used.

Careful editing should be part of the writing process whether formal or informal. Take advantage of the spelling and grammar check feature in your word processor to eliminate spelling and typographical errors. Note that you can go into the options of this feature to select or deselect specific settings. For instance, there is an option of writing style (formal or casual). Check with the Learning Resource staff for more information on this feature. Your peers and ABC staff other than your instructor can often help with proof reading your papers.

Typographical details

First impressions are important. The following instructions are included so that the completed paper will make a good first impression on the instructor.

- All assignments should be typed. The LRC provides computers and printers for this purpose so that all students can have access to computers.
- The text of the paper should be double spaced with 2.5 cm (1") margins.
- Papers should be printed on one side of the paper.



- Select an easy-to-read font style in a 11 or 12 point size. Academic papers are not the place to experiment with artistic fonts.
- Titles of books and periodicals should be italicized.
- All pages of text should include page numbers. For all pages that begin with titles, the page number should be an Arabic numeral centred at the bottom of the page. All other pages should have the page number at the top, either centred or placed in the upper right hand corner.
- **There is no need for a separate title page.** The information which would normally go on a title page can be placed on the top left of the first page. This information usually includes course number and name, assignment title, name of student and date.
- The completed paper should be stapled together. It is not necessary to place it in a duo-tang or report cover since it is easier to read a paper that lays flat. Do not fold over the corner of a group of papers.

Books of the Bible

Because many of the papers written at ABC require biblical references, the following comments are included to supplement standard format.

When citing biblical references within the written text of the paper, references to whole books of the Bible or whole chapters should have the Bible book names spelled out in full.



Do not use abbreviations. However, when citing specific verses, abbreviate the name of the book and use Arabic numerals for chapter and verse with a colon or period separating chapter number and verse number.

At Alberta Bible College, it is assumed you will use your Bible. You do not need to include the Bible in your bibliography or reference list. Use the following Bible book abbreviations; they are standard in Biblical scholarship.

Gen	Job	Hab	Phil
Exod	Ps (plural: Pss)	Zeph	Col
Lev	Prov	Hag	1 Thess
Num	Eccl	Zech	2 Thess
Deut	Cant ¹	Mal	1 Tim
Josh	Isa		2 Tim
Judg	Jer		Titus
Ruth	Lam	Matt	Philm
1 Sam	Ezek	Mark	Heb
2 Sam	Dan	Luke	Jas
1 Kgs	Hos	John	1 Pet
2 Kgs	Joel	Acts	2 Pet
1 Chr	Amos	Rom	1 John
2 Chr	Obad	1 Cor	2 John
Ezra	Jonah	2 Cor	3 John
Neh	Mic	Gal	Jude
Esth	Nah	Eph	Rev

At the first biblical citation, use a note to indicate the standard Bible translation which will be used throughout

¹ This abbreviation is from the Latin term for Song of Solomon – Canticles.

the paper (see the footnote for the following example). This means that the translation abbreviation does not need to be included following each citation as recommended by Turabian. The same translation should be used consistently throughout the paper unless another translation expresses an idea in a unique and notable way.

In the following example, notice that the book abbreviation is not followed by a period, that the period at the end of the sentence comes after the parenthesis, and that the footnote number comes after the period:

Paul argued, in Galatians, that the gospel was not a hybrid of Judaism; when Jewish law was imposed on the gospel it was "no gospel at all" (Gal 1:7).¹

Paper format

Alberta Bible College makes use of two styles for paper format.

1. Papers that are written in areas of **Bible, Theology, History** and some other social sciences should follow the traditional footnote and bibliography formats of Kate L. **Turabian**, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Part 11 provides examples of the proper documentation format for various types of resources. Please refer to this manual when completing footnote and bibliography entries. The manual is available in the Reference collection (808.02 .T87 2007). **All first year classes will use Turabian style.**
2. Papers in the areas of **Psychology and Counseling** should follow the parenthetical reference and reference list format of **APA**, *Publication Manual of the American Psychological Association*, 5th ed. Chapters 6 and 7 provide explanation for the proper use of parenthetical references and reference lists. This manual is available in the Reference collection (808.06615 .P83 2010). Students who go on to study in these fields will need to be familiar with this style.

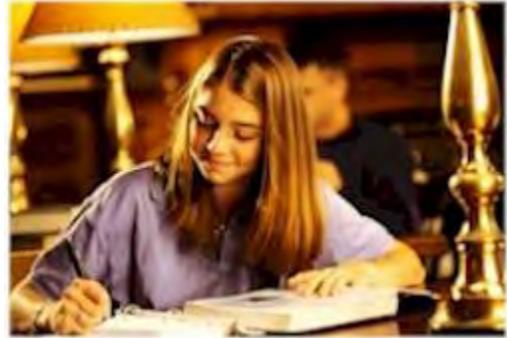
Both styles include the same information but in a different way. For instance, with the American Psychological Association, currency of research is very important so the date comes earlier. If you are uncertain which style to use, check the chart at the back or ask your instructor. It is most important that you document your sources well but it is also valuable for you to know the standards of the fields in which you are studying.



¹ Unless otherwise noted, all Scripture quotations in this paper will be taken from the *New International Version* (Grand Rapids: Zondervan, 1978).

Turabian

Footnotes are placed at the bottom of the page where the reference occurs, separated from the text by a 5 cm (2") horizontal line. They should be single-spaced and numbered consecutively. The first line of each footnote should be indented. Note that most word processing software includes a feature for placing and numbering footnotes. The following items should be included in the following order: author/creator, title, additional information (editor, volume, series), facts of publication (city, publisher/url, date). In the case of articles in a periodical or edited volume, the page numbers of that article are included at the end. Subsequent references to a source already cited may be shortened to *ibid* and page number if there are no intervening references or author's last name and page number. If you use two books by the same author, you should also include the title. This information is separated mostly by commas with the publication details in parentheses. All significant words in the titles are capitalized. Specific examples are in appendix B. For more specific information, see chapter 8 of Turabian.



A *bibliography* is a list of all works used in the writing of the paper. (By used we mean you read it and it made a difference in your thoughts. Even if you do not directly quote them, the ideas should be cited.) This list appears at the end of the paper with a centred heading. A bibliographic entry contains much the same information as the footnote. This information is separated mostly by periods. In order to put the entries in alphabetical order, the author's last name is placed first. (If there is more than one author, the other names are in normal order.) All significant words in the titles are capitalized. Each entry is single spaced with a space in between. If an entry goes more than one line, subsequent lines are indented (use hanging indent feature in word processing). Specific examples are in appendix B. For more specific information, see chapter 9 of Turabian.

APA

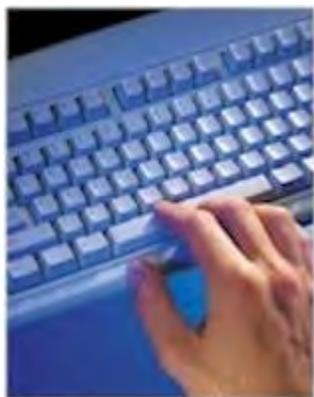
Parenthetical References are placed within the text of the paper. This less complicated documentation style includes the author's last name, date of publication, and page number of reference. Capitalize only the first word of the any titles or subtitles and proper nouns. These are separated by commas. If the author's name and/or date are used in your sentence, only the remaining information needs to be included in the reference. Specific

examples are in appendix B. *Footnotes* are only used for information that supplements or amplifies the information in the text. This information should not be included in a parenthetical reference. In section on “Annotation” above, numbers 1 through 3 would be placed in a parenthetical reference while numbers 4 through 6 would be placed in a footnote.

A *reference list* is placed at the end of the paper with a centred heading. It gives fuller information on the sources you have cited including the following items in this order: author, date of publication, title, additional information (editor, volume, series), facts of publication (city and publisher). All author’s names appear with surname first and initials instead of full name. In the case of articles in a periodical or edited volume, the page numbers of that article are included at the end. Capitalize only the first word of the any titles or subtitles and proper nouns. Specific examples are in appendix B. For more specific information, see chapter 4 of APA.

Internet resources

The convenience of obtaining information through the Internet has made it very popular for students. There are many very reliable and authoritative sources available through the Internet. However, remember that anybody can post information on the World Wide Web and therefore more care needs to be taken to evaluate



that source. It is good to balance information obtained through Google or Wikipedia with other material that has been reviewed by other scholars in that field. One very reliable Internet source is the Periodical databases available on the LRC website. All Information obtained through the Internet must also be documented. One should also remember that the reason for documentation is to provide the reader with all the information necessary to access the original document. Seek all the information you can find including: author / creator, title of website, date of creation,

web address and date accessed. The key is to be consistent throughout the paper. Because there are many types of electronic documents that may be used, see Appendix B for the most common examples. Various sites provide examples for documenting Internet research. Check with the LRC staff for addresses of current sites that will provide this information.

Concluding comments

These guidelines have been adopted by Alberta Bible College as



the desired format for written assignments. If you have further questions concerning specific assignments, address them to the Learning Resource Centre staff or the instructor involved. Adhering to these guidelines may initially seem to require more time and effort than is necessary or available; however, papers which meet standard academic format communicate better where you found your information. Such formatting is common in any academic institution. If you begin to learn them by principles instead of straight memorization, they make more sense and become easier. They are also appreciated by instructors. Begin early, plan carefully, write thoughtfully, revise critically and edit thoroughly.

(Please note that this is a bibliography / reference list for the above material.
More complete examples are found later in appendix B.)

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(using Turabian's style)

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APPENDIX A: ANALYTICAL BOOK REVIEW FORMAT

Purpose: To summarize and evaluate the main ideas of a book

Process:

- A. Introduction: (questions that might be considered)
 - What is the book about?
 - What is the author's purpose?
 - Who is the book written for?
 - What is the author's background?
 - What sources does the author use?

- B. Summary: (questions / ideas that might be considered)
 - What are the main ideas of the book?
 - Condense and present ideas:
 - * follow the author's order and logical chain of argumentation
 - * include key arguments
 - * tailor the length to fit your needs

- C. Evaluation: (questions that might be considered)
 - How is the book organized?
 - Is anything omitted?
 - Does it deal with too much?
 - What assumptions does the author have?
 - Is the author's purpose accomplished?
 - Is evidence reliable? Convincing? Current?
 - Does the author make a contribution to the field of study?
 - Is the book clearly written? Interesting? Plodding?
 - Does the author raise further issues?
 - To what extent would you recommend this book?
 - Has it had an effect on you?

Publication details, in standard bibliographic format, should be provided before the text of the book review.

For further clarification refer to:
Margot Northey, *Making Sense: A Student's Guide to Research, Writing and Style*, 3d ed. (Toronto: Oxford, 1993), 34–35.

APPENDIX B: DOCUMENTATION FOR RESOURCES
Turabian (Bible, Theology, History)

Find the scenario that most describes your resource
(F=footnote, B=bibliography)

Book with single author:

- F ¹George G. Hunter, *How to Reach Secular People* (Nashville: Abingdon Press, 1992), 53.
B Hunter, George G. *How to Reach Secular People*. Nashville: Abingdon Press, 1992.

Book with both title and subtitle:

- N ²George Barna, *Generation Next: What You Need to Know About Today's Youth*
(Ventura, CA: Regal Books, 1995), 80.
B Barna, George. *Generation Next: What You Need to Know About Today's Youth*. Ventura, CA:
Regal Books, 1995.

Book with 2-3 authors: (author's names are only reversed when they come first in a bibliography)

- N ³John Hayes and Carl Holladay, *Biblical Exegesis* (Atlanta: John Knox Press, 1982), 115.
B Hayes, John and Carl Holladay. *Biblical Exegesis*. Atlanta: John Knox Press, 1982.

Book with more than 3 authors: (use first author's name with the Latin abbreviation *et al*)

- N ⁴Mark Senter et al, *Four Views of Youth Ministry* (Grand Rapids: Zondervan, 2001), 74.
B Senter, Mark et al. *Four Views of Youth Ministry*. Grand Rapids: Zondervan, 2001.

Article or chapter by one author in a larger work edited by another: (Be sure to find author of particular article)

- N ⁶J. I. Packer, "Justification," in *Evangelical Dictionary of Theology*, ed. Walter A. Elwell (Grand
Rapids: Baker, 1984), 596.
B Packer, J. I. "Justification." In *Evangelical Dictionary of Theology*, ed. Walter A. Elwell, 593–97.
Grand Rapids: Baker, 1984.

Article from periodical: (always include page numbers for articles; above rules apply for multiple authors)

- N ⁵John Andrew Schreiner, "You are the Branches," *Worship Leader* 17, no. 2 (2008): 20–24.
B Schreiner, John Andrew. "You are the Branches." *Worship Leader* 17, no. 2 (2008): 20–24.

Popular magazine or newspaper: (date is used instead of volume or issue)

- N ⁸Barbara Righton, "Hey, Boss, Your Pants Are on Fire," *Macleans*, 5 June 2006, 42.
B Righton, Barbara. "Hey, Boss, Your Pants Are on Fire." *Macleans*, 5 June 2006, 42.

* In some cases, you may need to mix the principles of these examples.

Unsigned Article or chapter by one author in a larger work edited by another: (Use title not editor's name)

N ⁷"Crucifixion," in *Baker Encyclopedia of the Bible*, ed. Walter A. Elwell (Grand Rapids: Baker, 1988), 556.

B "Crucifixion." In *Baker Encyclopedia of the Bible*, ed. Walter A. Elwell, 555–59. Grand Rapids: Baker, 1988.

Secondary source or quotation: (use only when you can't find the original source)

N ⁹Gloria Neufeld Redekop, "Let the Women Learn," *Studies in Religion* 19 (1990): 242; quoted in Moises Silva, *An Introduction to Biblical Hermeneutics*, (Grand Rapids, MI: Zondervan, 1994), 59.

B Silva, Moises. *An Introduction to Biblical Hermeneutics*, 59. Grand Rapids, MI: Zondervan, 1994.

Article in an On-line Journal (EBSCOhost has an feature to help you cite these articles)

N ¹⁰David P. Wright, "Music and Dance in 2 Samuel 6," *Journal of Biblical Literature* 121, no. 2 (2002): 223, ATLASerials, Religion Collection, EBSCOhost (accessed May 14, 2009).

B Wright, David P. "Music and dance in 2 Samuel 6." *Journal of Biblical Literature* 121, no. 2 (Sum 2002): 201-225. ATLASerials, Religion Collection, EBSCOhost (accessed May 14, 2009).

World Wide Web (WWW) sites: (break long urls by spacing after punctuation if necessary)

N ¹¹George Barna, "Number of Unchurched Adults Has Nearly Doubled Since 1991," *The Barna Report*, 4 May 2004, <http://www.barna.org/FlexPage.aspx?Page=BarnaUpdate&BarnaUpdateID=163> (26 May 2004).

B Barna, George, "Number of Unchurched Adults Has Nearly Doubled Since 1991." *The Barna Report*. 4 May 2004. <http://www.barna.org/FlexPage.aspx?Page=BarnaUpdate&BarnaUpdateID=163> (26 May 2004).

*** Similar principles apply to most online resources. Find the author or creator, the name of the article, the name of the larger website, any publication information including the date the page was created, the url (copy & paste it) and the date you viewed it.**

Personal interview:

N ¹²Eliezer Segal, University of Calgary professor, interview by author, 1 Feb 2006.

B Segal, Eliezer. University of Calgary professor. Interview by author, 1 Feb 2006.

Email messages, class notes or conversations

N ¹³Joe Shmoe, "What about God?" personal communication (26 May 2004).

B Personal communications are not usually included in the bibliography

APA

(Counseling, Psychology)

Find the scenario that most describes your resource
(PR=parenthetical reference, RL=reference list)

Book with single author: (use initials only for author's first and/or middle name)

PR (Hunter, 1992, 53)

RL Hunter, G.G. (1992). *How to reach secular people*. Nashville, TN: Abingdon Press.

Book with both title and subtitle: (Capitalize only the first word or proper names of a title)

PR (Barna, 1995, 80)

RL Barna, G. (1995). *Generation next: what you need to know about today's youth*. Ventura, CA: Regal Books.

Book with up to 6 authors: (author's names are all reversed)

PR (Senter, Black, Clark & Nel, 2001, 115)

RL Senter, M.H., Black, W., Clark, C., & Nel, M. (2001). *Four views of youth ministry*. Grand Rapids, MI: Zondervan.

Book with more than 6 authors: (use first author's name with the Latin abbreviation *et al.*)

PR (Anderson et al, 2001, 74)

RL Anderson, L. et al. (1995). *In search of wonder*. West Monroe, LA : Howard Publishing Co.

Unsigned article or chapter by one author in a larger work edited by another: (use title not editor's name)

PR (Crucifixion, 1988, 556)

RL Crucifixion. (1988). In *Baker encyclopedia of the bible*, ed. W.A. Elwell, 555-559. Grand Rapids: Baker.

Article from periodical: (always include page numbers; above rules apply for multiple authors)

PR (Schreiner, 2008, 20-24)

RL Schreiner, J.A.. (2008). You are the branches. *Worship leader* 17, no. 2 : 20-24.

Article or chapter by one author in a larger work edited by another: (be sure to find author of particular article)

PR (Packer, 1984, 596)

RL Packer, J.I. (1984). Justification. In W.A. Elwell (Ed.), *Evangelical dictionary of theology*, ed. W.A. Elwell, (pp. 593-597). Grand Rapids: Baker.

*** In some cases, you may need to mix the principles of these examples.**

Popular magazine or Newspaper: (date is used instead of volume or issue)

PR (Righton, 2006, 42).

RL Righton, B. (2006, June 5). "Hey, boss, your pants are on fire." *Macleans*, 42.

Secondary source or quotation: (use only when you can't find the original source;)

PR (Redekop, 1990 as cited in Silva, 1994, 59)

RL Silva, M. (1994). *An Introduction to biblical hermeneutics*. Grand Rapids, MI: Zondervan.

Article in an Online Journal (use page numbers only if same as print version / pdf version)

PR (Wright, 2002, 220)

RL Wright, D. (2002). Music and dance in 2 Samuel 6. *Journal of Biblical Literature*, 121(2), 201-225. Retrieved May 14, 2009, from ATLASerials, Religion Collection database.

World Wide Web (WWW) sites: (break long urls by spacing after punctuation if necessary)

PR (Barna, 2004)

RL Barna, G. (2004, May 4). Number of unchurched adults has nearly doubled since 1991. The Barna report. Retrieved May 26, 2004 from <http://www.barna.org/FlexPage.aspx?page=BarnaUpdate&BarnaUpdateID=163>.

*** Similar principles apply to most online resources. Find the author or creator, the name of the article, the name of the larger website, any publication information including the date the page was created, the url (copy & paste it) and the date you viewed it.**

Personal interview:

PR (Segal, 2006, Feb 1)

RL Segal, E. (2006, Feb 1). University of Calgary professor. Interview by author.

Email messages

PR (Joe Shmoe, personal communication, May 26, 2004)

RL Personal communications are not included in reference lists

APPENDIX C: TITLE PAGE TEMPLATE

Course # and name

Assignment title

Student name

Date

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ALTERNATE TITLE PAGE TEMPLATE

TITLE: LINE 1

TITLE: LINE 2

A PAPER SUBMITTED TO
PROFESSOR'S NAME
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
CLASS NUMBER AND TITLE

BY
YOUR NAME

ALBERTA BIBLE COLLEGE
CALGARY, ALBERTA

DATE