



Paper Writing Guidelines




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 you with an understanding of the purposes behind written assignments, the required format for academic writing, and issues of literary style.

Rationale 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.
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Types of 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

Research writing

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 checked 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 subdivisions 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.

Journaling


What is a Journal?

There is not one definite answer. Different professors ask students to use journals in different ways. There are some general guidelines that will be helpful.

1. The student journal is not:

- a. A diary. (A diary is a regular recording of a person's activities, thoughts and dreams, and typically not meant to be shared.) Journals for the PACE program are intended to be read by the professor. Portions of the journal may occasionally be shared with classmates as well.
- b. A copy of class notes. For those who have not done journaling before this can be a real temptation. Generally speaking, this turns the journaling assignment into a much larger assignment than is intended, and will limit the benefit of this aspect of the courses.

2. The journal can be some or all of the following:

- 
- a. A description of specific insight gained from the readings, discussions, and lectures or from seeing something personally or professionally in a new light.
 - b. A summary of something experienced at the feeling level related to the module materials. (E.g. "When another student shared their experience in class, I felt a great sense of relief because I had wondered if I was the only one with these questions.")
 - c. Specific examples of applications of the course content that are seen in the workplace, or in relationships to colleagues, family, etc.

What is the purpose of the Journal?

There are a number of purposes:

1. To record a new learning.
2. To clarify thinking on a matter by attempting to articulate your view on it.
3. To record feelings about new learning.
4. To identify questions for future discussion.
5. To highlight learning that will be valuable for the Take Home Final.
6. To practice the skill of self-awareness by particularly summarizing an understanding of yourself at this point in your life.
7. To practice the skill of careful, accurate observation of what happened in these courses and then to practice the second skill of making sense of what happened.

Example

Some of our students have found the following model helpful:

1. Identify the course, professor and week at the top of each page.
2. Stimulate and organize thoughts by looking at things from the following four categories:
 - a. Specific Insights from readings/discussions/lectures or homework.
 - b. Experienced Feelings: anxieties, fears, Wow moments, affirmations, etc.
 - c. Specific examples of application: e.g. "In my life (experience, situation, etc.) I have found there is a huge need for _____. If we did ____ things would be much better...."
 - d. Other items I wish to contribute: Thanks, questions, etc.

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 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." 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.¹

1. Information should be quoted if there is a possibility that a paraphrase may result in a misrepresentation of the author.

¹ Gordon D. Fee, *New Testament Exegesis: A Handbook for Students and Pastors*, rev. ed. (Louisville: Westminster/John Knox Press, 1993), 57.


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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.

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 proofreading 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 text of the paper should be double spaced with 2.5 cm (1") margins.
- Papers should be printed on one side of the paper.
- Use Times New Roman or Arial 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, 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.
- If submitted in hard copy, 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.
- If submitted electronically, save the paper in .PDF format to preserve the formatting.


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

² This abbreviation is from the Latin term for Song of Solomon – Canticles.



At the first biblical citation, use a note to indicate the standard Bible translation which will be used throughout 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).³

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 explanations 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, the currency of research is very important so the date comes earlier. If

³ Unless otherwise noted, all Scripture quotations in this paper will be taken from the New International Version (Grand Rapids: Zondervan, 1978).



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.


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 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 the 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 surnames 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 any titles or subtitles and proper nouns. Specific examples are in appendix B. For more specific information, see chapter 4 of APA.

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.

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.⁴

⁴ 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: George 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:

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

B: Barna, George. *Generation Next: What You Need to Know About Today's Youth*. Ventura: Regal Books, 1995.

Electronic Book (including Perlego)

F: Frank Thielman, *Ephesians*, Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker Academic, 2010), 87, EBSCO eBook Collection.

B: Thielman, Frank. *Ephesians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2010. EBSCO eBook Collection.

* Notice that the URL is not required. Simply put the official name of the database at the end of the citation. If citing a book from Perlego, you would therefore type "Perlego" instead of "EBSCO eBook Collection" in the above example.

Book with 2-3 Authors:

(author's names are only reversed when they come first in a bibliography)

F: John 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)

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

B: Senter, Mark, Wesley Black, Chap Clark and Malan Nel. *Four Views of Youth Ministry*. Grand Rapids: Zondervan, 2001.

Book with Multiple Volumes

F: N. T. Wright, *Paul and the Faithfulness of God*, vol. 4, *Christian Origins and the Question of God* (Minneapolis: Fortress Press, 2013), 124.

RL: Wright, N. T. *Paul and the Faithfulness of God*. Vol. 4, *Christian Origins and the Question of God*. Minneapolis: Fortress Press, 2013.

* Note that the name of the series is not included in the citation in APA.

Book in a Series

(i.e. a commentary set)

F: Victor P. Hamilton, *The Book of Genesis: Chapters 18-50*, The New International Commentary on the Old Testament (Grand Rapids: Eerdmans, 1995), 409.

B: Hamilton, Victor P. *The Book of Genesis: Chapters 18-50*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1995.

Article or Chapter by one Author in a Larger Work Edited by Another:

(Be sure to find author of particular article)

F: J. 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.

Unsigned Article or chapter by One Author in a Larger Work Edited by Another:

*Use title not editor's name

F: "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.

Article from Periodical:

(always include page numbers for articles; above rules apply for multiple authors)

F: John Andrew Schreiner, "You are the Branches," *Worship Leader* 17, no. 2 (2008): 20.

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)

F: Barbara 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, 42-49.

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

Secondary Source or Quotation:

(use only when you can't find the original source)

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

B: Redekop, Gloria Neufeld. "Let the Women Learn." *Studies in Religion* 19 (1990): 242. Quoted in Moises Silva, *An Introduction to Biblical Hermeneutics*. Grand Rapids: Zondervan, 1994.

Article in an Online Journal

F: J. G. McConville, "Forgiveness as Private and Public Act: A Reading of the Biblical Joseph Narrative," *The Catholic Biblical Quarterly* 75, no. 4 (October 2013): 648, Atla Religion Database.

B: McConville, J. G. "Forgiveness as Private and Public Act: A Reading of the Biblical Joseph Narrative." *The Catholic Biblical Quarterly* 75, no. 4 (October 2013): 635-648. Atla Religion Database.

Webpages and Websites:

(break long urls by spacing after punctuation if necessary)

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

B: Barna, George, "Number of Unchurched Adults Has Nearly Doubled Since 1991." The Barna Report. Accessed May 26, 2004. <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 and the url (copy & paste it).

Personal Interview:

F: Eliezer Segal, University of Calgary Professor, interview by author, Calgary, February 1, 2006.



B: Personal communications are not usually included in the bibliography.

Lecture:

F: Daniel Hardock, "Introduction to the Course," (lecture, Alberta Bible College, Calgary, AB, January 7, 2020).

B: Hardock, Daniel. "Introduction to the Course." Lecture at Alberta Bible College, Calgary, AB, January 7, 2020.

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, p. 53)

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

Book with both Title and Subtitle:

(Capitalize only the first word or proper nouns of a title)

PR: (Barna, 1995, p. 80)

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

Electronic Book

PR: (Thielman, 2010, pp. 87-89)

RL: Thielman, F. (2010). *Ephesians*. Baker Exegetical Commentary on the New Testament. Baker Academic.

* Notice that the URL or the name of the database is generally not required.

Book with up to 2 Authors:

PR: (Senter & Black, 2001, pp. 115-117)

RL: Senter, M. H. & Black, W. (2001). *Four views of youth ministry*. Zondervan.

Book with more than 6 Authors:

(In the PR only, use the first author's surname along with the Latin abbreviation et al.)

PR: (Anderson et al., 2001, p. 74)

RL: Anderson, L., Lucado, M., Cope, M., Harris R. J., Shelly, R., Shank, H. & Reese J. (1995). *In search of wonder*. Howard Publishing Co.

Book with Multiple Volumes

PR: (Wright, 2013, p. 124)

RL: Wright, N. T. (2013). *Paul and the faithfulness of God* (Vol. 4). Fortress.

* Note that the name of the series is not included in the citation in APA.

Book in a Series

(i.e. a commentary set)

PR: (Hamilton, 1995, p. 409)

RL: Hamilton, V. (1995). *The book of Genesis: chapters 18-50*. Eerdmans.

* Note that the name of the series is not included in the citation in APA.

Article from Periodical:

(always include page numbers; above rules apply for multiple authors)

PR: (Schreiner, 2008, pp. 20-24)

RL: Schreiner, J.A. (2008). You are the branches. *Worship leader*, 17(2), 20-24.

Article or Chapter by One Author in a Larger Work Edited by Another:

(be sure to find the author of the particular article)

PR: (Packer, 1984, p. 596)

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

* 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.)

PR: ("Crucifixion", 1988, p. 556)

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

Newspaper:

(date is used instead of volume or issue)

PR: (Righton, 2006, p. 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, p. 59)

RL: Silva, M. (1994). *An introduction to biblical hermeneutics*. Zondervan.

Article in an Online Journal

(use page numbers only if same as print version / pdf version)

PR: (Wright, 2002, p. 220)

RL: Wright, D. (2002). Music and dance in 2 Samuel 6. *Journal of Biblical Literature*, 121(2), 201-225.

* Do not include database name or URL.

Webpages and Websites:

PR: (Barna, 2004)

RL: Barna, G. (2004, May 4). Number of unchurched adults has nearly doubled since 1991. The Barna Report, <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, then the url (copy & paste it).

APPENDIX C: SAMPLE PAPER

Life of Joseph

John Smith

B211: The Pentateuch

August 16, 2017


Within the Pentateuch, Joseph's story stands as one of the most renowned narratives of trials weaved into God's ultimate plans. Based on his life, God sovereignly used Joseph's sufferings in three notable ways: to shape his character; to prepare him for a great task of salvation; and to fulfill God's covenant promise to the patriarchs. Connecting this to the Old Testament, the theme of God using hardships for His ultimate purpose can be seen in His plan for Israel during the Babylonian captivity. Moreover, there are several points in the New Testament that demonstrate similarities between Joseph's story and the life of Jesus.

Firstly, God used Joseph's sufferings to mold his character. The beginning of his story paints him as a "spoiled brat, talebearer, braggart."¹ Joseph was the favourite and only one gifted with a multi-coloured tunic (Gen. 37:3), who "brought their father a bad report about [his brothers]" (Gen. 37:2 [NIV]).² His dreams about being worshiped by his brothers caused them to "[hate] him even more...for his [arrogant] words" (Gen. 37:8 [AMP]). What follows are frustrating challenges: sold into slavery after sharing "his sense of divine destiny" (Gen. 37:28); imprisoned for "refusing to compromise his moral standards" (Gen 39:20); and forgotten after interpreting the cupbearer's dream (Gen. 40:23).³ Nevertheless, because of his continual

¹ Victor Hamilton, *The Book of Genesis: Chapters 18-50*, The New International Commentary on the Old Testament (Grand Rapids: William B. Eerdmans, 1995), 409.

² Unless otherwise indicated all scripture quotations in this paper are taken from The Holy Bible, New International Version (NIV).

³ Hamilton, *Book of Genesis*, 483.



fellowship with God in the midst of changing circumstances, Joseph's character transformation is revealed in the end when he reconciles with his brothers.⁴ The "silver cup test" in Genesis 43-44 reveals that Joseph has become humble and wise.⁵ His transformed heart is manifested when he wept for his brothers who feared him following their father's death, exclaiming, "Don't be afraid. Am I in the place of God?" (Gen. 50:19). Joseph's life opened with hatred and closed "with hatred swallowed up in love."⁶

Secondly, God used Joseph's trials to prepare him for a salvific task. The key to understanding Joseph's sufferings is in acknowledging "God's overruling of human affairs..." and his purpose of saving people, "in spite of human deeds, whether or not those deeds are morally right."⁷ Therefore, God used his brothers' plot to sell him into slavery to preserve Joseph, have him sent to Egypt (Gen. 37:18), and achieve salvation of many lives in the end (Gen. 50:20).⁸ God also used Potiphar, who did not put Joseph to death after being accused by his own wife (Gen. 39:19-20). Even in the face of incarceration, God gave Joseph favour by making him a prison keeper (Gen. 39:21). Because Potiphar was Pharaoh's official commander, Joseph was jailed, not with common offenders, but with court officials; this was where he met the cupbearer who remembered his gift for dream interpretation (Gen. 41:9-10).⁹ In the end, Joseph became Pharaoh's second-in-command and an official appointed to "agriculture,

⁴ Theodore H. Epp, *Joseph: 'God Planned It for Good'* (Lincoln, NE: Back to the Bible Broadcast, 1971), 52.


⁵ J. G. McConville, "Forgiveness as Private and Public Act: A Reading of the Biblical Joseph Narrative," *The Catholic Biblical Quarterly* 75, no. 4 (October 2013): 648, Atla Religion Database.

⁶ John C. L. Gibson, *Genesis*, vol. 2, *The Daily Study Bible* (Edinburgh: Saint Andrew Press, 1982), 298.

⁷ Gordon J. Wenham, *Genesis 16-50*, Word Biblical Commentary (Dallas: Word Books, 1994).

⁸ Epp, *Joseph*, 22.

⁹ K. A. Kitchen, "Joseph," in *The International Standard Bible Encyclopedia*, ed. Geoffrey W. Bromiley (Grand Rapids: William B. Eerdmans, 1988), 2:1128.



economy, and antifamine measures” (Genesis 41).¹⁰ Indeed, many people looked to Egypt, and to Joseph, during the famine ultimately because of God’s presence in his life (Gen. 41:57). All throughout Genesis, “the Lord was with Joseph” (Gen. 39:2, 21). Pharaoh’s quote captured it perfectly, “Can we find such a one as this, a man in whom the Spirit of God is?” (Gen. 41:38).¹¹ Because of this revelation, Joseph testified that, “God intended it for good to accomplish...the saving of many lives” (Gen. 50:20).


Thirdly, God used Joseph’s sufferings to fulfill his covenant-promise to the patriarchs. In Gen. 12:1-2, the LORD told Abraham that He would make him into a “great nation,” and that “all peoples will be blessed through [him].” Certainly, this was contingent on his obedience, but it was the Lord’s gracious and sovereign call on Abraham’s life (Genesis 12). In Gen. 15:13, God prophetically declared that for 400 years, his descendants would be “strangers in a country not their own and they will be slaved and mistreated there.” God promised to Abraham’s son, Isaac, that he would increase his descendants (Gen. 26:24), and also promised to Isaac’s son, Jacob, that his descendants will be “like sand on the seashore, too numerous to count” (Gen. 32:12). Therefore, the story of Joseph is a continual fulfillment of these promises. By Joseph being sent to Egypt, Jacob’s line and ultimately, Abraham’s seed, was preserved. Egypt was the place where Joseph’s family would be fed in the famine and free from dangerous attacks common to the land of Canaan that would otherwise wipe them out.¹² God used Pharaoh to give them “the best part of the land,” with charge over Pharaoh’s own royal livestock (Gen. 47:6).¹³ Therefore, God’s ultimate plan was to send his chosen people to Egypt to become blessed and

¹⁰ Kitchen, “Joseph,” 1128.

¹¹ Epp, *Joseph*, 7.

¹² Ibid., 122.


¹³ Kitchen, “Joseph,” 1129.



numerous, which came to reality in the beginning of the book of Exodus (Exod. 1:7). Using the trials of Joseph, God sovereignly united the split family and brought them to this safe land to “preserve for you a remnant on earth and to save your lives by a great deliverance” (Gen. 45:7).¹⁴

In connection to the Old Testament, the theme of God using trials for the ultimate good is seen in His sovereign plan for Israel during the exile to Babylon. 2 Kings 24 to 25 detail the fall of Jerusalem and the conquering of the land by King Nebuchadnezzar, illustrating that God had given the land Himself to Babylon. 1 Chron. 9:1 records that, “they were taken captive...because of their unfaithfulness.” However, according to the prophet Jeremiah, God still intended it for good; He commanded the exiles to settle in the land, to find wives and husbands there, to increase in number, and to seek the peace of “the city to which [the Lord] has carried [them] into exile” (Jer. 29:7). In the end, God declares, ““When seventy years are completed...I will come to you and fulfill my good promise to bring you back to [Jerusalem]. For I know the plans I have for you,’ says the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future’” (Jer. 29:10-11). Therefore, it can be suggested that this hardship was used by God not only to serve the sovereign purpose of chastising his chosen nation but also prospering them in the midst of it. Similar to Joseph’s life, this certainly reflects the theme of God using trials and hardships in order to serve his ultimate purpose of blessing and caring for His chosen nation.

¹⁴ Epp, *Joseph*, 111.



In light of the New Testament, the best character who bears resemblance to Joseph is none other than Jesus. The similarities between them are striking, as noted by MacDonald.¹⁵ Both Joseph and Jesus were dearly loved by their fathers, with God as Jesus' Father (Gen. 37:3; Matt. 3:17b). Joseph was accused of being a dreamer (Gen. 37:19), while Jesus was accused of being deluded (Mark 3:21).¹⁶ Joseph was betrayed by his brothers, stripped of his clothing, and sold into slavery (Genesis 37); Jesus was betrayed by Judas, traded for silver, and stripped of his clothes for the cross (Matt. 26:15; Matt. 27:28a).¹⁷ Both became a servant (Gen. 39:1; Phil. 2:7); were falsely accused (Gen. 39:17-18; Matt. 26:60); were tempted and remained sinless (Gen. 39:7-12; Heb. 4:15); foretold the future (Gen. 41:13; John 13:19); provided for those in need (Gen. 41:57; John 6:35); and were not recognized by his own people (Gen. 42:8; John 14:9).¹⁸ Indeed, one may point out that as Joseph forgave his brothers (Genesis 45), so Jesus continually shows people mercy, forgiveness, and reconciliation with the Father (2 Cor. 5:18-21). And like Joseph rising to power in Egypt (Gen. 39:3), Jesus also became the One who sits at the right-hand side of God after his resurrection (Rom. 8:34). Indeed, one may point out that Jesus is the true Joseph.


Connecting this to my life, the narrative of Joseph has perpetually taught me that trials must be seen in light of their eternal value. The more I studied Joseph's life, the further I became convinced that momentary troubles cannot outweigh the glory that awaits us (Rom. 8:18). His story of forgiveness and reconciliation is not merely sentimental, but is an exemplary

¹⁵ Bill MacDonald, "A Comparison Between Joseph and Jesus," Jews for Jesus, <https://jewsforjesus.org/newsletter-jul-1985/a-comparison-between-joseph-and-jesus-newsletter-jul-1985/>

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.




life where one trusts in the presence and favour of the Lord in the middle of suffering. The past couple of months, God has been doing a slow (often painful) but deep work of forgiveness and reconciliation in my relationship with my family. Encountering this story continued to encourage my journey through working against bitterness and resentment, as well as to acknowledge how God has used suffering, loss, and pain in my family in order to continue to mould our characters. The secret I found with Joseph was that God's Spirit was living in him.¹⁹ And, the hope this offers is that because God's Spirit lives in me, through Jesus, God will continually grant me grace and power to overcome and walk through trials. Moreover, I am learning that God's ways truly are not our ways (Isa. 55:8). For example, God preserved the life of Joseph using many different people. In the divine standpoint, Reuben's suggestion to throw Joseph into the pit was a great fit into the sovereign game-plan. For Reuben's human standpoint, he failed because he was not able to return his brother back to their father. This showed me that even in my failures and disappointments, God uses them in order to sovereignly work in my life, for His glory and my good.

In conclusion, Joseph's life is one of renouncing revenge and embracing forgiveness after seeing how God has been with him through danger. His sufferings were God's providence and "wisdom in the making."²⁰ God's ultimate plan wins in order to shape his character, prepare him for a saving task, and to fulfill His promise to Abraham. The theme in Joseph's life of God using trials for good can be seen in the way the Lord justly yet graciously dealt with Israel's sin and consequential exile. And, ultimately, connecting this theme to the cross, Jesus' life is a truer

¹⁹ Epp, *Joseph*, 9.

²⁰ McConville, "Forgiveness as Private," 648.



picture of suffering weaved into forgiveness, salvation, and glory. Indeed, it is a story that continues to touch my heart and life.

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