

REGENT COLLEGE

Guide to Paper Formats

The standard style used at Regent College is modified *Chicago Manual of Style* as outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, current ed. (Chicago: University of Chicago Press, 1996). Much of what follows in briefer form is drawn from that manual. ***You must follow this style*** unless your professor specifically directs you otherwise. Individual professors may add to or adjust some of the specific details contained below.

A. What about the Content?

Thesis statement. You must summarize the overarching argument of your essay in one or a few succinct propositional sentences (i.e., sentences with a subject and a verb) in the introductory paragraph at the beginning of the paper. This practice can be very helpful if for no other reason than that it will help you focus your paper on the most important issues. There is nothing wrong with being as banal as to write: “The thesis of this paper is”

Structure your paper well. You would really be served well by making an outline of the essay before you write it. An outline will help you identify and chart how the argument should proceed through to its conclusions. This will help you to ensure that everything you write (each subsection) does, in fact, support your thesis statement.

Do not merely report on your subject or just list a bunch of facts. You *may* be listing facts in paragraph form, but they are still just a report if you do not tie them together. You are expected to construct an *argument* in your paper, which leads towards *conclusions*.

B. What about the Style?

The aim of a graduate education should be not only to help students towards a better grasp of the subject matter discussed in any particular class, but also to aid them (as necessary) in improving their academic writing (which is related to the task of aiding them in improving the precision and clarity of their thinking). The following guidelines are offered with this in mind. Where points are numbered (e.g. B1), this is to allow easy identification by the professor of problems in student papers (where the professor desires to use this system).

Courtesy and Respect

As outlined in the *Academic Catalogue*, Regent College, as a Christian academic community, takes relationships seriously, seeking to understand and live them in light of our Biblical and theological commitments. The College welcomes students as varied as the whole people of God and seeks to create an environment in which students feel safe to engage in courteous and respectful conversation in the pursuit of truth, as we seek to be formed and reformed by the Scriptures. As the people of God, we also have the further responsibility to extend courtesy and respect to those who are outside our community. Among the implications of these commitments are the following:

B1 Recognizing that the English language continues to change, and in particular that the words “man,” “men,” and “mankind,” once intending to be inclusive of both genders, are now felt by many to be painfully exclusive, it is a commitment of the Regent community prayerfully to pursue in all our speaking and writing such goals as (a) the achievement of thoughtful awareness of both genders in our use of language, (b) the use of illustrations using examples from both genders, and (c) the avoidance of stereotypical representations of either gender. In written work we encourage students to work towards “a kind of invisible gender neutrality” (see *Chicago Manual of Style* [15th edition], 5.204), as a mark of our love and respect for our neighbour and out of a desire that both genders should feel included in our discourse and neither should feel excluded by it.

B2 All persons and views being discussed in written (as in oral) presentations should be fairly represented and assessed. It is all too easy in argument to set up “straw men and women” whose views and opinions, inadequately represented, are then easily dismissed. It is a matter of integrity that this should not be a feature of our discourse.

B3 If you include in your essay *anything* that is not in your own words, use quotation marks and note the page number(s) in the original text from which you are citing. To fail to acknowledge the work of others in this way is to display a serious lack of respect for them, and it is indeed an academic offence known as “plagiarism.” Please ensure that you have read and understood the Regent College policy on plagiarism (*Academic Catalogue*, around pp. 55-57), and have composed all your written work in careful consideration of that policy.

General Format

B4 Pagination of the paper must begin with page 1 (rather than with the title page), on the page following the title page. Page numbers must be indicated in the top right-hand corner.

B5 The title page should contain the following information: (1) title of the paper; (2) your name and student number; (3) name of the instructor, correctly spelled (!); (4) course number and title; (5) semester and year; (6) the number of words that the paper contains, *including* all footnoted material but *excluding* the bibliography.

B6 Papers are to be double-spaced with one-inch margins on all sides, using 12-point Times New Roman font. Only the left-margin should be aligned / justified. In other words, avoid aligning your paper on both left and right margins, since this introduces uneven spacing between words.

B7 While it may enhance the readability of lengthy papers to subdivide them into sections, each with its own subtitle, you need to avoid dividing your paper into numerous small sections (of, for example, a page each). Shorter papers (under 15 pages) should not be divided by subheadings, but should signal all transitions within the essay itself.

B8 Do not provide your paper with a table of contents.

B9 Most professors prefer footnotes to endnotes. Unless specifically instructed otherwise, always use footnotes; do not use endnotes.

- ❖ Footnotes serve the following purposes:
 - a. To indicate the exact source of quotations.
 - b. To acknowledge dependence on or indebtedness to others for opinions or ideas.
 - c. To give the authority for a fact that the reader might be inclined to doubt. Please note that a note may not always be required in this instance since some facts are simply a matter of common knowledge and generally accepted as true (e.g., Karl Barth's year of birth in 1886).
 - d. To provide information which, if included in the essay, would interrupt the flow of the argument.

B10 A footnote almost always appears at the end of a sentence (often at the end at the end of a quotation). ONLY place footnotes in the middle of a sentence if the reference in the footnote becomes ambiguous by placing it at the end of the sentence.

B11 Footnotes should be numbered *consecutively* through the body of the essay.

Note: Set your computer defaults so that footnotes are complete on the page to which they refer.

B12 Footnote Citation Format

Note: The following format (which follows Turabian) must be followed exactly (i.e., including the order, commas, quotation marks, italics, capital letters, abbreviations, method of referencing place and publisher, etc.)

1. Books

- Jürgen Moltmann, *The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology*, trans. R.A. Wilson and John Bowden (London: SCM, 1974), 15.
- Milton J. Coalter, John M. Mulder, and Louis B. Weeks, *Vital Signs: The Promise of Mainstream Protestantism* (Grand Rapids: Eerdmans, 1996), 49.
- Donald K. McKim, ed., *How Karl Barth Changed My Mind* (Grand Rapids: Eerdmans, 1986), ix.
- Hans Urs von Balthasar, *Explorations in Theology*, vol. 1, *The Word made Flesh*, trans. A.V. Littledale with Alexander Dru (San Francisco: Ignatius, 1989), 127-89.

2. Articles in Journals, Magazines, or Periodicals

Gabriel Moran, "What is Revelation?" *Theological Studies* 25 (1964): 217-31.

3. Article in an Edited Volume

Rosemary Radford Ruether, "Mother Earth and the Megamachine," in *Readings in the History of Christian Theology*, ed. William C. Placher (Philadelphia: Westminster, 1988), 2:200-03.

4. Articles in an Encyclopedia or Dictionary

Robert G. Clouse, "Millennium, Views of the," in *Evangelical Dictionary of Theology*.

5. Book Reviews

Bassam M. Madany, review of *Islam in Context: Past, Present, and Future*, by Peter G. Riddell and Peter Cotterell, *Calvin Theological Journal* 40 (April 2005): 155-60.

6. Unpublished Theses and Dissertations

Everett R. Kalin, "Argument from Inspiration in the Canonization of the New Testament" (Th.D. diss., Harvard Divinity School, 1967), 112-14.

7. Internet or Web Source

Matthew Thomas Farrell, "History of the discovery of Thomas and Comments on the Text," accessed 2 January 2003, available from <http://www.miseri.edu/davies/thomas/farrell.htm>.

B13 Footnote Citation Details

1. When the same source is cited more than once, after the first full footnote citation to a particular work, a shortened version should be used. For example (as per above citations):
¹Moltmann, *Crucified*, 15.
²Coalter et al., *Vital Signs*, 49.
³McKim, *How Karl Barth*, 23.
⁴Harnack, *History of Dogma*, 2:126.
⁵Moran, "What is Revelation?" 217-31.
⁶Clouse, "Millennium."
⁷Ruether, *Mother Earth*, 2:200-203.
⁸Kalin, "Argument from Inspiration," 103.
2. Use "Ibid." (meaning "in the same place," and written without italics) when quoting the same page from the same book in the very next footnote:
³McKim, *How Karl Barth Changed My Mind*, 23.
⁴Ibid.
3. Use "Ibid.," (note the comma!) followed by a page number when quoting a different page from the same book in the very next footnote:
³McKim, *How Karl Barth*, 23.
⁴Ibid., 56.
4. In references *within one note* to additional works by the same author, "idem" (meaning "by the same author") should be used:
³McKim, *How Karl Barth*, 23; idem, *Ramism in William Perkins' Theology* (New York: Peter Lang, 1987), 43.
5. Title of books and journals should be *italicized*.
6. Titles of articles and unpublished works (including these) should be placed within "quotation marks."

7. For abbreviations of Bible books, follow the format of the Society for Biblical Literature, available from <http://journalofbiblicalstudies.org/Abbreviations.htm>.

B14 Bibliography

- A bibliography should include only the works actually cited in the paper. Additional sources should only be cited if they have been extensively used by way of background material for your paper. Do NOT list sources which have only been alluded to or cited by other authors whom you have read.
- Your bibliography should begin on a separate page at the end of your essay and be in alphabetical order.
- Internet sources may be helpful, but must be used with great circumspection. For guidelines, see:
- <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>.
- Do not number the various items of your bibliography.
- Note that the entries in the bibliography are different than footnote entries in both order and punctuation. Follow the form shown below exactly, including italicization of titles of book-length works, and all punctuation as shown:

Coalter, Milton J., John M. Mulder, and Louis B. Weeks. *Vital Signs: The Promise of Mainstream Protestantism*. Grand Rapids: Eerdmans, 1996.

Farrell, Matthew Thomas. "History of the Discovery of Thomas and Comments on the Text." Accessed 2 January 2003. Online:
<http://www.miseri.edu/davies/thomas/farrell.htm>.

Kalin, Everett R. "Argument from Inspiration in the Canonization of the New Testament." Th.D. Diss. Harvard Divinity School, 1967.

McGrath, Alister E. *Reformation Thought: An Introduction*. 3rd ed. Malden, MA: Blackwell, 1999.

McKim, Donald M., ed. *How Karl Barth Changed My Mind*. Grand Rapids: Eerdmans, 1996.

Moltmann, Jürgen. *The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology*. Translated by R.A. Wilson and John Bowden. London: SCM, 1974.

Moran, Gabriel. "What is Revelation?" *Theological Studies* 25 (1964): 217-31.

Ruether, Rosemary Radford. "Mother Earth and the Megamachine." In *Readings in the History of Christian Theology*, ed. William C. Placher, 2:200-03. Philadelphia: Westminster, 1988.

Von Balthasar, Hans Urs. *Explorations in Theology*. Vol. 1, *The Word made Flesh*. Translated by A.V. Littledale with Alexander Dru. San Francisco: Ignatius, 1989.

Write in good English. Professors understand that you are spending a great deal of time writing the paper, and that many of you do not have English as a first language, but please give serious attention to writing in good English, and take the extra time to proofread your paper (or trade with a friend). Reading your paper out loud will often indicate where there are problems.

Among the particular things to avoid in pursuit of good English are:

B15 Elided forms: e.g., write "do not" rather than "don't";

B16 Split infinitives: e.g., write "boldly to go" or "to go boldly," not "to boldly go";

B17 Misplaced quotation marks or footnote numbers: note that closing quotation marks always go *after* periods and commas; they always go *in front of* semi-colons; they go *after* question marks and exclamation marks if these are part of the quotation, but *in front of* them if they are not part of the quotation. Use single quotation marks for quotes within quotes.

Footnotes always go after all the punctuation.

Examples:

- "It would be incoherent to live ... in the presence of God," says Brümmer, "if I were to deny that there really is a God in whose presence I live."³
- The scholar insisted: "According to Luther the 'law of God ... is not able to bring man to righteousness.'"⁴
- The cries of "Long live the king!" echoed down the broad avenues.

B18 Misplaced apostrophes: e.g., do not confuse "its" (as in "its purpose") and "it's" ("it is," as in "it's a fine day"); and ensure that possessives are correctly indicated (as in "the two sisters' brother" and "my sister's brother");

B19 Absent apostrophes: an astonishingly large number of students nowadays appear to have been taught that apostrophes are no longer necessary, and tend to write things like “the two sisters brother” and “my sisters brother”;

B20 The wild and chaotic use of commas: commas are not sentence-decoration (i.e. they cannot be thrown into a sentence just anywhere) – please ensure that they are correctly placed in order to enhance the clarity of your prose (oftentimes reading your essay aloud will indicate, as you note where you pause, where the commas should go);

B21 Running separate sentences together as if they were one: e.g., “Wellhausen believed that there are four sources, they have been identified since his time as J, E, D, and P”;

B22 Poor spelling: a spell-checker will *help* you with spelling, but it will not suffice on its own (e.g., it will not tell you when you have chosen a word that does exist in English, but is not the correct word in your current sentence, as in “form criticism compliments source criticism” [the word *should* be “complements”]);

B23 The absence of correlation between subject and verb: e.g., “*Wellhausen*, reflecting on previous work on the Pentateuch by scholars such as Astruc and De Wette, *argue* that we find four sources in this section of the Old Testament.”

Among the resources to which you might turn if you desire to improve your English writing and avoid some of these mistakes is the following entertaining and useful book: Lynne Truss, *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* (London: Gotham Books, 2003).

B24 Finally....:

Adhere to the word limit. Footnotes *are* included in this word count, but bibliography and material on the cover page are not. Some professors may require submitted work that exceeds the specified length by more than 10% according to a computer word-count or 5% according to a manual word-count, and/or that fails to indicate on the cover page of the assignment the number of words contained therein, to be returned to the student, without grading, for revision.

C. Grading Schedule

Letter Grade	Standing	Explanation	Grade Point
A+	First Class	Excellent Work	4.0
A			4.0
A-			3.7
B+	Second Class	Good Work	3.3
B			3.0
B-			2.7
C+	Pass	Passable Work	2.3
C			2.0
C-			1.7
F	Failure	Unacceptable Work	0.0

D. Policy on Late Work and on Adherence to Parameters in Respect of Papers:

It is an important aspect of preparation for life after Regent that students learn to plan and use their time effectively so as to meet deadlines, and learn also to work within the parameters set for written work. Professors' ability to organize their working week, to be prompt with grading, and to be fair to all students in the class depends upon students adhering to deadlines.

Extensions are not granted except where circumstances arise which in the professor's (or, in the case of extensions for final term papers longer than seven days, the registrar's) view, could not reasonably have been foreseen and which are sufficiently serious to warrant an exception to the rule. To put this otherwise, the granting of an extension is always a highly unusual event contingent on other highly unusual events.

Therefore:

- 1) All term papers must be submitted on time and in conformity with all specified parameters;
- 2) Professors do not accept as "work submitted on time" any paper that is not submitted in accordance with instructions; or, where permission is given for late submission, submitted through the Regent College reception desk and date-stamped by the office staff accordingly;

3) Students requesting permission to hand in a paper late must speak with the professor of record prior to the submission date. The professor may, at his or her discretion, allow for a deferment based on a valid reason for lateness. *Any extension longer than one week of an announced deadline for a final term paper must be arranged through the registrar's office.* All late term papers, unless a valid reason for lateness (such as illness) is offered to the professor and permission for late submission is given by the professor in advance, may be penalized. Many professors use the following system for penalizing late papers. Papers that are between **one and two days** late (counting inclusively) shall be penalized one grade point (e.g., a B+ will become a B); papers between **three and four days** late shall be penalized two grade points (e.g., a B+ will become a B-); and papers between **five and seven days** late shall be penalized an entire letter grade (e.g. a B+ will become a C+). Professors shall not accept for grading any final term paper that is submitted more than seven days late without an extension form from the registrar's office indicating that proper arrangements had been made with the registrar by the student.

This writing guide is not a policy statement. Individual professors may adopt it for use in their classes.

E. Professors may indicate grammatical corrections by using the symbols below.

	IN TEXT	IN MARGIN
To change a letter or a word	made they pend money	k earn
To transpose letters or words	lits- to [boldly]state]	list
To delete a letter or a word	recei ve to receive for pay	δ δ
To insert a letter or a word	uil / calm lead/ ed be / guest	/ r / be / ed / my
To close up space	over teach	
To insert space	selfknowledge	
To change to italics	essential corrections	
To change italics to roman	essential <i>corrections</i>	
To change to bold type	emphasize	
To change lower case to small capitals	unesco	
To change lower case to large capitals	unesco	
To change small capitals to lower case	UNESCO	
To change large capitals to lower case	UNESCO	
To start a new paragraph	ends here. Next	
To indent a new paragraph	discussion ends here. In the next lecture	
To remove an indent	discussion ends here. In the next lecture	
To insert a space between sections	discussion ends here. In the next lecture	
To run on the next paragraph or section	discussion ends here. In the next lecture	
<u>Changes of punctuation</u>		
To insert:		
full stop	stop	
colon	namely	
semicolon	partly	
comma	break	
apostrophe	John	'
quotation marks	It is I	' '
superscript	according to Mark	²
subscript	H ₂ O	₂
hyphen	credit/worthy	-
dash	then away	-
To cancel an alteration made in error	There is no mistake	

F. SAMPLE TITLE PAGE

REGENT COLLEGE

[TITLE (TWO LINES DOUBLE SPACED IF LONG)]

AN ESSAY IN

[COURSE NUMBER] PREPARED

FOR [PROFESSOR'S NAME]

BY

[STUDENT NAME]

[STUDENT NUMBER]

VANCOUVER, BRITISH COLUMBIA

[DATE]

Word Count: _____