SURVIVOR'S SECRETS

Your Guidebook to Academic Writing

2019-2020

Heritage
COLLEGE &
SEMINARY

SURVIVOR'S SECRETS

YOUR GUIDEBOOK TO ACADEMICS AT HERITAGE COLLEGE & SEMINARY

COMPILED AND EDITED BY:
KELVIN F. MUTTER, TH.D., PAUL WILSON, PH.D., JENNY GRIFFIN M.L.S.

STUDY SKILLS

TIME MANAGEMENT

NANCY WAHL, M.DIV.

Welcome to a new year at Heritage! Now is the time to implement your strategy for academic success. By following these steps, you can ensure your time here is both profitable and beneficial.

STEP ONE: ESSENTIAL TIME MANAGEMENT STRATEGIES

1. Once you have received each course syllabus, take the time to organize your term by plotting the following on a monthly calendar. Post over your desk so you can refer to it at a glance:

   a. Due dates for all assignments, midterms and exams.

   b. Activities you intend to do on a regular basis during the term including classes, hours of work, extracurricular meetings and activities, intramural sports, visits home etc.

   c. Other important dates such as Reading Week, Spiritual Emphasis week and holidays etc.

2. For each assignment, estimate the amount of time required to complete it (e.g. 3 weeks for a large paper). Count back from the due date on your calendar and record an appropriate start date, keeping in mind other assignments that may also be due around the same time.

3. Next, break down each assignment into smaller, more manageable steps. For example, plan time to find sources, do preliminary research, develop your thesis/outline, prepare a rough draft and a final draft etc. Record start dates for each of these steps on your schedule.

4. Organize your time even further by also keeping and posting a weekly schedule. Be sure to include the following:

   a. Daily classes, chapels, dorm meetings, etc.

   b. Meals, bedtimes, waking times.

   c. Designated study blocks for reading, homework, assignments etc.

   d. Devotional time, social time, personal time etc.

5. 5. Keep a copy of your schedule with you – and stick to it!

   If your schedule is not working, revise it! It is meant to work for you, not against you!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

STEP TWO: BASIC STUDY HABITS

1. Complete class homework on a weekly basis – you'll be glad you established this routine now!

2. Schedule reading on a daily basis, even if only for ½ to 1 hour at a time – don't fall behind!

3. Get to know yourself. When are you most productive – morning or evening? Do you need an atmosphere of silence or do you prefer listening to music? Do you work better in long blocks of time or short? Do you prefer the library or your own room? Plan your routine accordingly.

4.   Recognize your vulnerabilities – computer, friends, activities etc. – and learn to say NO; or better yet, LATER.

5. Consider finding a study partner for mutual accountability and support. You are not alone!

6. Remember to take breaks! Walk around, get a drink – but always come back and finish.

*** Work with your strengths, not against them!***

STEP THREE: IMPORTANT SELF CARE STRATEGIES

1. Watch your diet; ensure you are eating regularly and nutritiously.

2. Get adequate rest; regulate your waking and sleeping routine.

3. Plan time off for personal reflection, relaxation, and recreation – have some fun!

Don't give up! If you are feeling overwhelmed, talk to the counselor – she's there to help.

Weekly Schedule Template							
	Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
7 am :30							
8 am :30							
9 am :15 :30 :45							
10 am :15 :30 :45							
11 am :15 :30 :45							
12 pm :15 :30 :45							

1 pm **:15** **:30** **:45**						
2 pm **:15** **:30** **:45**						
3 pm **:15** **:30** **:45**						
4 pm **:15** **:30** **:45**						
5 pm **:15** **:30** **:45**						
6 pm **:15** **:30** **:45**						
7 pm **:30**						
8 pm **:30**						
9 pm **:30**						

10 pm **:30**						
11 pm **:30**						
12 am **:30**						

HOW TO STUDY: P – Q – R – S – T

PREVIEW

- Review the instructions for the assignment before doing any reading or research.

- If the text/reading includes questions at either the beginning or end of the assigned reading, familiarize yourself with these questions.

- Familiarize yourself with the questions your professor may have assigned to you.

- Review your class notes, previous quizzes, etc. Make note of topics that may need extra attention.

- Read the assigned material.

- Make notes. Pay attention to: the structure (or outline) and how the author presents their case as well as the content of what you are reading.

QUESTION

- Take time to answer any assigned questions, or the questions contained in the text.

- Quiz yourself about the material you are studying.

  "Content-oriented" questions:

  o   Who is the focus?

  o   What is being said about this person, place, event or idea?

  o   Where did this idea or event occur? originate?

  o When did this happen?

  o "Why" and "How" questions will help you understand the circumstances that may have contributed to the theory, event, or outcome.

"Argumentation-oriented" questions seek to identify:

  o How does the author organize their material?

  o What values or purpose directs the author to organize their material in this manner?

  o Is author's argument convincing?

  o Is the author's argument balanced? Or, do they appear to focus on one area more than another?

REVIEW	• Reread the assigned material.
	• Review your notes. Compare your answers (to the above questions) with what the author has written.
	• Revise/correct any answers or conclusions that do not reflect the material you are studying.
	• Review any past quizzes, assignments and exams – especially the instructor's notes
SUMMARIZE	• Attempt to summarize what you have read. Can you say it in one page? one paragraph? one sentence?
	• Imagine explaining this event, theory or idea to someone else? What would you tell them? How would you explain it?
TEST	• Test yourself and/or a classmate on the material being studied.
	• Explain what you have read to a friend, or family member, who is not familiar with this material. Can you explain this event, theory, or idea so that they can understand it?

FORM & STRUCTURE OF THE ESSAY

KELVIN MUTTER, TH.D. & PAUL WILSON PH.D.

An essay provides the student with an opportunity to do two things. An essay, first of all, allows the student to present a clear summary of his/her research. In addition to this, however, an essay allows the professor to observe the student's thought processes as he or she summarizes, interacts with, critiques, and develops the findings of his/her research.

Students are strongly encouraged to obtain a copy of the following text and consult it when writing major papers:

> Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations, 8th Edition*. Chicago: University of Chicago Press, 2013.

Students in Psychology courses should refer to the section in this handbook entitled "APA Format for Student Papers."

A well-written essay will contain the following elements:

1. Title Page: The title page should contain the following information (see sample).

   a. Name of the Institution in which the student is studying.

   b. Assignment Title.

   c. Course name and number for which the assignment is being submitted.

   d. Date submitted

   e. Student's Name & Mailbox

2. Table of Contents

3. Introduction (should be clearly identifiable through the use of a heading)

   This is a brief introduction to the subject under discussion. A good introduction will not only summarize the direction, purpose and scope of the paper, it will also contain a clearly worded "Thesis Statement" describing what the student is intending to demonstrate or prove in the assignment.

   Basic Elements:

   a. Context - One should place his/her subject in its context by providing the necessary background for the argument that will be developed in this paper.

   b. Thesis - This is the main argument or proposition of the paper. It should be an original idea that is developed through argumentation and proven with concrete evidence.

   c. Route Map - This tells the reader how one plans to develop the thesis in the body of the essay.

4. Body of the Essay

The body of the essay serves as the forum in which the student presents the findings of his/her research. These findings should be grouped together topically in such a way that the student interacts with material from several sources under each topic heading.

    a. Topic or Category One (Topics should be clearly identifiable through the use of headings)

The student's treatment of each topic should include a review or summary of the literature or information gathered. In situations where a student has conducted primary research (i.e. a laboratory experiment, interviews, field observations, etc.) the student may group or summarize the findings of his/her primary research in a topical fashion.

An evaluation (by the student) of the student's research findings. If the student's evaluation of his/her research findings leads them to an hypothesis concerning the data that has been gathered this hypothesis needs to be stated and discussed in the light of the evidence that has been gathered.

Basic Elements:

- Main Point 1. A main point is an idea that is relevant to the category and thesis.
    - Sub-Point 1. A sub-point is an idea and evidence from the student's research that supports the main point and helps prove the thesis.
    - Sub-Point 2. There must be at least two sub-points to support every main point, or the sub-point must be included in the main point.
- Main Point 2.
    - Sub-Point 1
    - Sub-Point 2

Special Note re: Argumentation & Critical Thinking:
"**Critical thinking** is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."[1]

Paul and Elder note that "a well cultivated critical thinker:

- "raises vital questions and problems, formulating them clearly and precisely;

- "gathers and accesses relevant information, using abstract ideas to interpret it effectively;

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[1] Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools* (n. p.: The Foundation for Critical Thinking): 1.

- "comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;

- "thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, his/her assumptions, implications and practical consequences; and

- "communicates effectively with others in figuring out solutions to complex problems."[2]

   Students are encouraged to purchase and read the booklet *The Miniature Guide to Critical Thinking Concepts and Tool* by Richard Paul and Linda Elder. Copies of this booklet are available for purchase from the Registrar's Office.

   "**Argumentation**" refers to the writer's ability to present his/her evidence and effectively make his/her case. Papers written for a College or Seminary course are expected to give evidence of sound argumentation that reflects critical thinking skills.

   b. Topic or Category Two (etc.) Repeat the above process for each topic or point under discussion.

5. Conclusion (should be clearly identifiable through the use of a heading)

   In this section the student summarizes the data and/or conclusions presented in the paper in such a way as to demonstrate whether the original thesis has been proven to hold true. If, for whatever reason, the student's research does not support his/her original thesis, the conclusion will acknowledge this fact and will offer some reflections as to how the student has arrived at this alternate conclusion.

   Basic Elements of the Conclusion:

   a. Restate the thesis

   b. Summarize findings

   c. Highlight the contribution of this study

6. Footnotes/Endnotes

   All statements and information drawn from or derived from other sources must be identified by means of either a footnote or an endnote (see: **Plagiarism & Cheating**). These notes should conform to Turabian format (see: **Citing Sources**).

   Students who are unfamiliar with "Turabian Format" are strongly encouraged to obtain a copy of: Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 8th Edition. Chicago: University of Chicago Press, 2013.

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[2] Ibid.

7. Bibliography

Every source used in the writing of the essay needs to be referenced in the bibliography. The form of the bibliography, like that of footnotes, should be Turabian format (see: **Citing Sources**).

Students who are unfamiliar with Turabian format are strongly encouraged to obtain a copy of *A Manual for Writers of Term Papers, Theses, and Dissertations.* 8th Edition. Chicago: University of Chicago Press, 2013.

TIPS FOR WRITING PAPERS (AND GETTING A BETTER GRADE)

Papers should feature sound grammar, originality and thoughtfulness. None of these are easily achieved; do not make the mistake of leaving written assignments to the last minute!

1.   Be familiar with the instructions for the assignment.
2.   Give yourself lots of time to complete the assignment.
3.   Do your research before you start writing, and make notes on what you read.
4.   Begin with an outline of your paper.
5.   In covering your topic, go from general to specific information (same for writing paragraphs).
6.   Make sure you define all your terms (assume the reader knows very little about your topic).
7.   Make sure each sentence flows logically from the previous one and the same for paragraphs.
8.   It is better to cover less material completely rather than trying to cover too much.
9.   Don't repeat material we go over in class or that is discussed in the text.
10.   Avoid all forms of plagiarism; do not "borrow" the work of others.
11.   Do not fill your paper with quotes. Balance the ideas of others with your own ideas, questions, conclusions, etc.
12.   **NB** Essays and Critical Review papers must include footnotes, or endnotes, and a bibliography.
13.   Avoid the use of the "first person" (i.e. I, my, we, our), unless the assignment requires you to provide a personal reflection on the topic.
14.   Proofread your work (have someone else read your paper, read your paper out loud to yourself).
15.   All papers (including Reading Logs) must be typed (using Times New Roman or equivalent).
16.   When handing in papers, keep copies of your drafts and rough work and hand in papers as instructed. Do not simply slide them under doors where they may well disappear!

SAMPLE TITLE PAGE

Full Title of Paper (1/3 down page)
Main title on a single line
If there is a subtitle, add a colon to the end of the main title
and begin the subtitle on a new line. (With an intervening line space)

(i.e. The Practice of Pastoral Care:

An Annotated Bibliography)

Your Name and Mailbox Number (2/3 down page)

Course Name, Number, Professor's Name (as requested by Prof)

Date

(For Dissertation Title Pages see Turabian)

EXAMPLE OF MAJOR ESSAY CRITERIA

ANCIENT NEAR EASTERN/GRECO-ROMAN HISTORY – MAJOR PAPER EVALUATION
DR. PAUL WILSON

QUALITY AND USE OF RESEARCH (20%)

There are four major criteria used to assess research:

1. Have the **best** available historical **sources** been **consulted**?

2. Students must have cited (footnoted) **a minimum of eight scholarly historical sources. The maximum grade for meeting the minimum is a "C."** Depending on the quality and proper use of sources, students who exceed the minimum requirement may receive a grade that is in the "B" or "A" category.

3. The evidence selected to support the thesis must provide **clear and concrete historical proof** for the thesis. Another related issue is the amount of evidence. Has enough evidence been provided to actually prove the thesis? This would mean that the main points in an essay are supported with at least two sub-points which contain evidence that proves the main point and ultimately the thesis.

4. Material drawn from scholarly sources **must be completely and properly documented**. Failure to document ideas and quotations taken from a source constitutes plagiarism.

For an explanation of the research process, plagiarism and how to document properly see "Form and Structure of the Essay," "Citing Sources," and "Plagiarism and Cheating" in *Survivors Secrets* and the relevant material in Kate L. Turabian's *A Manual for Writers of Term papers, Theses and Dissertations.* For guidance on the research process, one should also consult "The Library and Research Paper" in *The Writer's Brief Handbook.*

PLAUSIBLITY OF THE THESIS (15%)

There are four major criteria that should be used to assess the plausibility of an argumentative thesis:

1. The claim made in the thesis statement must be **clear**. This means that the thesis statement should be grammatically correct and understandable to the average reader.

2. The claim made in the thesis statement must be **complete**. This means that the needed chronological, thematic and persuasive content is given in the thesis statement.

3. The claim made in the thesis statement is **provable**. There must be sufficient primary and secondary source material available to sustain the thesis.

4. The claim made in the thesis is **manageable** in an essay of this length. The thesis should be specific enough to allow one to develop supporting argumentation and present supporting evidence that actually proves the thesis. A common mistake in thesis formulation is the

creation of a claim that is either overly ambitious or too narrow and consequently inappropriate for an essay of 10-12 pages.

QUALITY OF THE ARGUMENTATION AND DEVELOPMENT (50%)

There are four major criteria used to assess argumentation and development:

1. The essay must provide suitable forms of argumentation and appeals that support the thesis. Illogical or tangential arguments undermine the coherence (the unity and sequential development) of the essay. **For definitions and examples of suitable forms of argumentation one should see Mary Lou Conlon's, *Patterns Plus* which is available in the Heritage Library.**

2. This essay should be developed from a permanent outline that contains all of the basic components of an argumentative essay. **For an explanation of the outline and its components see "Form and Structure of the Essay" in *Survivor's Secrets.***

3. This essay should demonstrate an ability to think critically about the relevant subject, content or problems associated with the essay. An essay at the "B" or "A" level will demonstrate a high level of internalization of the research material and an ability to refute counter-arguments to the thesis. **For a succinct and helpful explanation of critical thinking see Richard Paul and Linda Elder's, *The Miniature Guide to Critical Thinking Concepts and Tools.* This guide is available from the College Academic Assistant. See also the "Grading Criteria" contained in the Syllabus for the course. These criteria should also be used, at this point, as a guide for assessing the quality of an essay.**

4. The essay must provide both persuasive arguments and convincing and sufficient concrete evidence to sustain the thesis. All evidence must be documented properly.

For a further explanation and guidance see the "Grading Criteria" attached to the Syllabus.

QUALITY OF THE WRITING: GRAMMAR, STYLE, FORM – CHICAGO CITATION STYLE (15%)

Obviously, for any argumentative essay to reach its objectives effective written communication skills are essential. In this section proper grammar, syntax and documentation are assessed. For identifying grammatical and stylistic errors in the text of the essay one should use the "Checklist For Writing Errors" that is available for College professors from the College Academic Assistant. For definitions and explanations of grammar and stylistic elements see Thom Sunega's, *Know More English: From Sentences to Paragraphs.* For proper documentation form see "Citing Sources" in *Survivors Secrets* and the relevant material in Kate L. Turabian's *A Manual for Writers of Term papers, Theses and Dissertations.*

EXAMPLE OF ESSAY THESIS PROPOSAL CRITERIA

ANE/GRECO-ROMAN HISTORY - TOPIC, THESIS & BIBLIOGRAPHY EVALUATION
DR. PAUL WILSON

TOPIC IS CLEARLY STATED (5%)

As stated in the course Syllabus, students are required to select an essay topic from the list provided. A student may choose to narrow the focus and create an appropriate title for the essay. The selected topic must be clearly stated at the beginning of this assignment.

PLAUSIBILITY OF THE THESIS (35%)

There are four major criteria that should be used to assess the plausibility of an argumentative thesis:

1. The claim made in the thesis statement must be **clear**. This means that the thesis statement should be grammatically correct and understandable to the average reader.

2. The claim made in the thesis statement must be **complete**. This means that the needed chronological, thematic and persuasive content is given in the thesis statement.

3. The claim made in the thesis statement is **provable**. There must be sufficient primary and secondary source material available to sustain the thesis.

4. The claim made in the thesis is **manageable** in an essay of this length. The thesis should be specific enough to allow one to develop supporting argumentation and present supporting evidence that actually proves the thesis. A common mistake in thesis formulation is the creation of a claim that is either overly ambitious or to narrow and consequently inappropriate for an essay of 10-12 pages.

For further guidance on thesis formation see "Form and Structure of the Essay" in *Survivor's Secrets* and information in writing handbooks such as "Developing A Thesis" in *The Writer's Brief Handbook* which is available in the Heritage Library.

QUANTITY, QUALITY, AND RELEVANCE OF THE SOURCES SELECTED (50%)

There are five major criteria for assessing source materials:

1. The sources selected must contain extensive material that provides evidence that can be used to support the thesis.

2. Students are required to use **a minimum of** eight scholarly historical sources. **Essays above the "C" level will exceed the minimum.**

3. Ideally, students are encouraged to consult **the best scholarly sources available.** This would exclude many biblical commentaries. For examples of acceptable biblical

commentaries see the works of Ben Witherington III listed in the course bibliography. The course bibliography gives a number of first class primary and secondary sources as well as websites that a student should use as a starting-point for research on an essay. Also, excellent sources are listed in the bibliography and/or footnotes of the course textbooks.

4. The use of scholarly articles found in relevant journals should be included in any "A" or "B" level bibliography.

5. Relevant online bibliographies and journal articles are very useful for students researching many topics. Students should be referred to such sources of information.

PROPER BIBLIOGRAPHIC FORM USED (10%)

Students are expected to follow proper bibliographic form as given in ***Survivor's Secrets* and Kate L. Turabian's** *A Manual for Writers of Term Papers, Theses and Dissertations.* Marks should be deducted for failure to follow the correct form. This includes all punctuation and relevant publication information.

SAMPLE GRADING RUBRIC FOR ENGLISH COMPOSITION II: FIRST PAPER EVALUATION

PAUL WILSON, PH.D.

INTRODUCTION-20%

- Context-5%

- Thesis-10%

- Route Map-5%

BODY-55%

- Categories, Main Points and Sub-Points-40%

- Argumentation/Modes of Development-15%

CONCLUSION-10%

GRAMMAR, STYLE, COHERENCE AND OVERALL EFFECTIVENESS-15%

RESEARCH USING ELECTRONIC RESOURCES

Care and discretion needs to be exercised when using electronic resources for research papers. For example, as a general rule, Wikipedia should not be considered a trustworthy source. The best sources are electronic databases containing digital copies of academic texts and journals. One such provider is EBSCO which provides Heritage students and faculty access to the following databases:

- ATLA Religion Database with ATLASerials which includes hundreds of thousands of articles from over 1,600 journals.

- ERIC, the Education Resource Information Center, which contains more than 1 million records dating back to 1966.

- SocINDEX with Full Text which features more than 2 million records.

- Christian Periodical Index which indexes evangelical journals.

Students and faculty can access the EBSCO databases via the library or remotely. These databases have a flexible search feature that enables the student to readily locate articles of relevance. The following table outlines how to search the EBSCO databases.

Search Field	Options	Function
FIND	Title search	Example: (Ti " Luther") provides a list of articles where Luther's name occurs in the title.
	Author search	Example: (Au "Carson") provides you a list of articles written by anyone whose last name is "Carson."
	Subject search	Example: (Su "polygamy") provides a list of articles dealing with the subject of polygamy.
	Boolean searches (use of "AND", "OR", and "NOT")	Example: (Su "polygamy") provides a list of articles dealing with the subject of polygamy. • (au "O'connor") AND (au "Meakes") yields at of jointly authored articles, • (au "Carson") OR (au "Longenecker") yields a list of articles written by either individual. • (su "family") NOT (au "buchanan") yields a list of articles on "family" NOT WRITTEN by anyone named Buchanan. Or, (au "Wright") AND (su "marriage") yields articles on marriage written by anyone named "Wright."
Full Text	If you select this box, your search will only turn up items for which the database will provide you with the full text of the article.	

Search Field	Options	Function
Scholarly Peer Reviewed		If you select this box, your search will only turn up items which have been peer-reviewed.
Publication Date		Allows you to limit your search to a specific time frame.
Source Type		Allows you to limit your search to a specific type of publication.
Subject		Allows you to refine your search to a specific subject area.
Journal Title		This allows you to limit your search to articles found in a specific journal.

CITING SOURCES

Students who are unfamiliar with "Turabian Format" for Footnotes, Endnotes and Bibliographies are strongly encouraged to obtain a copy of:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations. 8*th edition. Chicago: University of Chicago Press, 2013.

Students in Psychology courses should refer to the section in this handbook entitled "APA Format for Student Papers."

KEY:

B = Bibliographic Reference

N = Footnote/Endnote Citation

TURABIAN FORMAT

Formatting:

Bibliographic references (**B**) – The first line of each entry is flush left and any runover lines are indented five spaces. Note examples below.

Footnote/Endnote citations (**N)** – The first line of each entry is indented five spaces and any runover lines are flush left. Note examples below.

PRINT MEDIA

BOOKS IN PRINT

Standard facts of publication include: name of author(s)/editors; title and subtitle; place of publication; publisher; date of publication.

B: Dell, Katharine. *The Book of Proverbs in Social and Theological Context.* Cambridge, UK: Cambridge University Press, 2006.

N: [1] Katharine Dell, *The Book of Proverbs in Social and Theological Context* (Cambridge, UK: Cambridge University Press, 2006), 69.

* If an edited book: e.g.

Olzak, Susan, and Joane Nagel, ed. *(Bibliography or Reference List);*

Susan Olzak and Joane Nagel, ed. *(Note);*

Olzak and Nagel *(Parenthetical Note).*

ARTICLE/SINGLE CHAPTER IN AN EDITED BOOK

Standard facts of publication include: name of author(s)/editor; title and subtitle of article; title of book; editor of book; place of publication; publisher; date of publication; location.

B: Kumar, Ajith, and William R. Dillon. "Analyzing Sequential Categorical Data on Dyadic Interaction." In *Dyadic Decision Making.* edited by David Brinberg and James Jaccard, 104-116. New York: Springer-Verlag, 1989.

N: [2]Ajith Kumar and William R. Dillon, "Analyzing Sequential Categorical Data on Dyadic Interaction," in *Dyadic Decision Making,* ed. David Brinberg and James Jaccard (New York: Springer-Verlag, 1989), 112.

JOURNAL ARTICLE IN PRINT

B: Thomas, Jeanne L. "Gender and Perceptions of Grandparenthood." *International Journal of Aging and Human Development* 29, no. 4 (1989): 269-282.

N: [3]Jeanne L. Thomas, "Gender and Perceptions of Grandparenthood," *International Journal of Aging and Human Development* 29, no. 4 (1989): 279.

THE BIBLE AND OTHER SACRED WORKS

"Cite the Bible and other sacred works of other religious traditions in footnotes, endnotes, or parenthetical notes. You do not need to include these works in your bibliography. For citations from the Bible, include the abbreviated name of the book, the chapter number, and the verse number – never a page number. Since there are differences in numbering and text, identify the version you are using in your first citation, either with the spelled-out name or an accepted abbreviation."[3]

N: [4]1 Thess. 4:11, 5:2-5, 5:14 (Revised Standard Version).

[5]2 Sm. 11:1-17, 11:26-27; 1 Cor. 6:1-10 (NAB).

REFERENCE WORKS

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[3] Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago, IL: University of Chicago Press, 2013), 190.

Well-known reference works, such as dictionaries and encyclopedias, do not need to be cited in bibliographies. They are usually cited only in notes. Omit facts of publication but specify the edition (if not the first).

N: [6]Encyclopaedia Britannica, 15th ed., s.v. "Salvation."

[7]World Book Encyclopedia, 3rd ed., s.v. "Christianity."

<div align="center">REVIEWS</div>

Reviews are usually cited only in a note and not generally included in a bibliography. Include the name of the reviewer; the words *review of*; the name of the work reviewed and its author; and the periodical in which the review was published.

N: [8] Scott E. Bryant, review of *More than a Symbol: the British Baptist Recovery of Baptismal Sacramentalism,* by Stanley K. Fowler, *Baptist History and Heritage* 39, no. 1 (2004): 120.

ELECTRONIC RESOURCES

Cite works published on CD-ROM or DVD-ROM in the same manner as printed works (books), adding the medium used and publication data from that medium.

<div align="center">BOOKS</div>

B: Bunyan, John. "The Desire Of The Righteous Granted*"* In *The Master Christian Library.* CD-ROM, version 5. Albany, OR: AGES Software, 1997.

N: [9] John Bunyan, "The Desire Of The Righteous Granted*,"* in *The Master Christian Library,* CD-ROM, version 5 (Albany, OR: AGES Software, 1997).

<div align="center">SIGNED ENCYCLOPEDIA ARTICLE</div>

B: Hughes, George R. "Ancient Egypt." In *Compton's Interactive Encyclopedia.* CD-ROM. n.p.: The Learning Company, 1997.

N: [10] George R. Hughes, "Ancient Egypt" in *Compton's Interactive Encyclopedia,* CD-ROM (n.p.: The Learning Company, 1997).

<div align="center">KINDLE/KOBO VERSIONS, ETC.</div>

Cite electronic works published on Kindle, Kobo, or similar devices in the same manner as printed works, adding the medium used and location number instead of page number if the page number is

not available. If the actual page number is available, use it. If there is neither page number nor location available, indicate the chapter number in lieu of a page number.

B: Neufeld, Gordon, and Gabor Mate. *Hold On To Your Kids.* Toronto: Vintage, 2004. Kindle.

N: [11]Gordon Neufeld and Gabor Mate, *Hold On to Your Kids* (Toronto: Vintage, 2004), loc. 3214, Kindle.

N: [11]Gordon Neufeld and Gabor Mate, *Hold On to Your Kids* (Toronto: Vintage, 2004), chap. 13, Kindle.

INTERNET SOURCES

ONLINE BOOKS AND JOURNALS

Many online sources, such as articles in an online journal and online newspapers, are identical to print sources except in their medium and should be cited in **a similar manner to a print source**. Begin with the standard facts of publication and finish with the URL and the date that you accessed the material. If citing a book available for download from a bookseller or library, identify the format (Microsoft Reader e-book, Netscape e-book).

BOOKS

B: Samora, Julian, and Patricia Vandel Simon. *A History of the Mexican-American People.* Rev. ed. East Lansing, MI: Julian Samora Research Institute, Michigan State University, 2000. Accessed December 19, 2005. http://www.jsri.msu.edu/museum/pubs/MexAmHist/chapter14.html#six.

N: [11] Julian Samora and Patricia Vandel Simon, *A History of the Mexican-American People,* rev. ed. (East Lansing, MI: Julian Samora Research Institute, Michigan State University, 2000), under "Civil War in Mexico," accessed December 15, 2005, http://www.jsri.msu.edu/museum/pubs/MexAmHist/chapter14.html#six.

E-BOOKS

B: Spurgeon, C. H. *All of Grace: An Earnest Word with Those Seeking Salvation with the Lord Jesus Christ.* Grand Rapids, MI: Christian Classics Ethereal Library, [n.d.]. NetLibrary ebook.

N: [12] C. H. Spurgeon, A*ll of Grace: An Earnest Word with Those Seeking Salvation with the Lord Jesus Christ* (Grand Rapids, MI: Christian Classics Ethereal Library, n.d.) NetLibrary e-book.

JOURNAL ARTICLES

B: Fowler, Stanley K. "John Stott: The Making of a Leader." *Journal of the Evangelical Theological Society* 44, no. 2 (2001). Accessed August 27, 2009. http://search.atlaonline.com/pls/eli/ashow?aid=ATLA0001275418.

N: [13] Stanley K. Fowler, "John Stott: The Making of a Leader," *Journal of the Evangelical Theological Society* 44, no. 2 (2001), accessed August 27, 2009, http://search.atlaonline.com/pls/eli/ashow?aid=ATLA0001275418.

WEB SITES

"For original content from online sources other than books or periodicals, include as much of the following information as you can: author, title of the page (in roman type, enclosed in quotation marks), title or owner of the site (in roman type), URL, and access date.

B: Evanston Public Library Board of Trustees. *"Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach."* Evanston Public Library. Accessed June 1, 2009. http://www.epl.org/library/strategic-plan-oo.html.

N: [14] Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach," Evanston Public Library, accessed June 1, 2009, http://www.epl.org/library/strategicplan-oo.html .

If there is no named author, give the name of the owner of the site."[4]

B: The Baha'is' of the United States, "Education." The Baha'I Faith. Accessed March 17, 2001. http://www.bahai.us/content/section/7/36/.

N: [15]The Baha'is of the United States, "Education," The Baha'i Faith, accessed March 17, 2001, http://www.bahai.us/content/section/7/36/.

Please note that the above citations are in no way a complete listing. Students are encouraged to consult Kate Turabian's, A Manual for Writers of Term Papers, Theses, and Dissertations. 8th edition, available in the library.

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[4] Turabian, 198.

APA FORMAT FOR STUDENT PAPERS

KERRIS DEL ROSARIO, PH.D.

Only a summary of APA Format is included here. For reference when writing major papers, students are strongly encouraged to obtain or review a copy of the following texts:

American Psychological Association (2009). *Concise Rules of APA Style* (6th Edition). Washington, DC: American Psychological Association.

OR

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Edition). Washington, DC: American Psychological Association.

GENERAL GUIDELINES

Page Margins And Page Numbers:

Margins on all sides should be at least 1". Pages are numbered consecutively, beginning with the Title Page. Page numbers are located in the upper right hand header of every page.

Running Head:

The running head appears on every page and is used to identify individual pages of the paper, should they be separated. The running head is an abbreviated, ALL UPPERCASE title (a maximum of 50 characters) and should appear in the upper left hand corner of every page (with the title "Running Head:" only appearing on the title page).

Headings:

Indented, italicized lowercase paragraph heading ending with a period.   ← Level 5

Centered, Boldface, Upper- and Lowercase Heading   ← Level 1

Flush left, Boldface, Upper- and Lowercase Heading   ← Level 2

Indented, boldface, lowercase paragraph heading ending with a period.   ← Level 3

Indented, boldface, italicized, lowercase paragraph heading ending with a period.   ← Level 4

Although there are 5 levels of headings in APA-style, most college and undergraduate papers require the use of 3 or fewer levels. Combinations of heading levels should be selected based on the numbers of headings and sub-headings utilized, as follows:

Two levels of headings: Levels 1 & 2

Three levels of headings: Levels 1, 2, & 3

Indentation:

The first line of every paragraph should be indented, and hanging indents should be used in the Reference section. Use the tab key to ensure consistency (set at 5 to 7 spaces or ½").

Footnotes And Endnotes:

APA-style discourages the use of footnotes/endnotes, except in specific cases. Instead, proper citations should be made in the text, with complete info. listed in the References section.

Quotations:

Parenthetical citations for quotations must include the page number where the quotation was found. For example: (Oates, 2009, p. 301) *Quotations of 40 words or less* should be included in the body of the paper within quotation marks. The parenthetical citation should be included outside of the quotation marks, before the sentence period. *Quotations longer than 40 words* should be formatted in a free-standing, indented block, without quotation marks. The parenthetical citation should be included after the last punctuation mark. *(If no other work has been cited between a quotation and the last same citation, include only the page number in parentheses.)*

In-Text Citations:

A. 1 Author

First and subsequent citations: (Oates, 2009)

B. 2 Authors
   First and subsequent citations: (Oates and del Rosario, 2009)
C. 3 to 5 Authors
   First citation: (Oates, del Rosario, and Singal, 2009)
   Subsequent citations: (Oates et al., 2009)
D. 6 or More Authors:
   First and subsequent citations: (Oates, et al., 2009)
E. The Bible and Other Sacred Works
   First citation: (Romans 1:6, New International Version)
   Subsequent citations, if no other translation quoted since: (Romans 1:6)

SECTIONS OF THE PAPER

(Where full descriptions are not included, see Section II of Survivor's Secrets: "*Form & Structure of the Essay*.")

1. Title Page

> Running Head   Pg.#
>
>
> *⅓ down the page:*
>   Full Title of the Paper
>   Author's Name & Mailbox Number
>   Course Name & Number
>   Submission Date

2. Abstract

    The Abstract is a brief overview of the contents of the paper. It should be 150 words or less and should present four or five of the most important points of the paper.

3. Introduction

4. Mid-paper Sections

    Includes the **Method** and **Results** sections for research papers.

    Includes the various **Topic sections** for book reviews and other papers.

5. Discussion or Conclusion

    Research papers will include a Discussion section, while book review and other student papers will use this section for the Conclusion.

6. References

    All sources cited in the paper should be included in the reference list as follows (note the formatting, including italics and hanging indents):

PRINT MEDIA

BOOK

One Author:

Maccoby, E. E. (1998). *The two sexes: Growing up apart: Coming together.* Cambridge, MA: Belknap Press of Harvard University Press.

Two to Six Authors (also illustrates Editor as Author and an Edition of a Book):

Maslow, A., & Lowery, R. (Eds.). (1998). *Toward a psychology of being* (3rd ed.). New York: Wiley.

More than Six Authors:

Cooper, L., Eagle, K., Howe, L., Reims, H., Robertson, A., Taylor, D., et al. (1982). *How to stay younger while growing older: Aging for all ages.* London: Macmillan.

Chapter/Article in an Edited Book:

Rubenstein, J. P. (1967). The effect of television violence on small children. In B.F. Kane (Ed.), *Television and juvenile psychological development* (pp. 112-113). New York: American Psychological Society.

ELECTRONIC BOOK

Maccoby, E. E. (1998). *The two sexes: Growing up apart: Coming together.* Cambridge, MA: Belknap Press of Harvard University Press. Kindle.

JOURNAL ARTICLE

Lord, T. R. (2001). 101 reasons for using cooperative learning in biology teaching. *The American Biology Teacher, 63*(1), 30-38.

- Note the inclusion of the volume # (italicized) and issue # (in parentheses) prior to the page numbers of the article!
- The same guidelines apply for multiple authors as indicated for Books

THE BIBLE AND OTHER SACRED WORKS

Cited in text only; not listed in the Reference List.

REFERENCE WORKS

Entire Reference Series:

Sadie, S. (Ed). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

Authored Reference Book Entry:

Bergmann, P.G. (1993). Relativity. In *The new encyclopaedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.

Anonymous Reference Book Entry:

Relativity (1993). In *The new encyclopaedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.

CD OR DVD SOURCE

Bunyan, J. (1997). The Desire of the righteous granted. In *The Master Christian Library* [CD-ROM] (Version 5). Albany, OR: AGES Software.

INTERNET

ONLINE BOOK

Murray, T. H. (1996). *The worth of a child.* Berkeley: University of California Press. Retrieved from
    netLibrary database.

ONLINE JOURNAL

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites,
    149*. Retrieved May 2, 2006, from http://www.alistapart.com/articles/writeliving

WEBSITE

Ontario Psychological Association (n.d.). *OPA Committees and Task Forces.* Retrieved June 27, 2009,
    from http://www.psych.on.ca/index.asp?id1=52

ONLINE VIDEO

Norton, R. (2006, November 4). *How to train a cat to operate a light switch* [Video file]. Video posted
    to http://www.youtube.com/watch?v=Vja83KLQXZs

ABBREVIATIONS: BIBLICAL TEXTS

Note that abbreviations for the Hebrew Bible/Old Testament, New Testament, Apocrypha, and Septuagint titles *do not* require a period and *are not* italicized. For a full list of abbreviations, including extra-biblical sources, consult *The SBL Handbook of Style.*

OLD TESTAMENT

Gen	Genesis	Isa	Isaiah
Exod	Exodus	Jer	Jeremiah
Lev	Leviticus	Lam	Lamentations
Num	Numbers	Ezek	Ezekiel
Deut	Deuteronomy	Dan	Daniel
Josh	Joshua	Hos	Hosea
Judg	Judges	Joel	Joel
Ruth	Ruth	Amos	Amos
1–2 Sam	1–2 Samuel	Obad	Obadiah
1–2 Kgs	1–2 Kings	Jonah	Jonah
1–2 Chr	1–2 Chronicles	Mic	Micah
Ezra	Ezra	Nah	Nahum
Neh	Nehemiah	Hab	Habakkuk
Esth	Esther	Zeph	Zephaniah
Job	Job	Hag	Haggai
Ps/Pss	Psalms	Zech	Zechariah
Prov	Proverbs	Mal	Malachi
Eccl	Ecclesiastes		
Song	Song of Songs (Song of Solomon)		

NEW TESTAMENT

Matt	Matthew	1–2 Thess	1–2 Thessalonians
Mark	Mark	1–2 Tim	1–2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1–2 Cor	1–2 Corinthians	1–2 Pet	1–2 Peter
Gal	Galatians	1–2–3 John	1–2–3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

OTHER

DIVISIONS OF THE CANON

HB   Hebrew Bible

NT   New Testament

OT   Old Testament

UNITS OF TEXT

ch./chs.   chapter/chapters

v./vv.   verse/verses

PLAGIARISM AND CHEATING[5]

DEFINITIONS

Plagiarism is the unacknowledged presentation of the work of others as one's own. To represent such work as self-created is dishonest and academically worthless.

Cheating is the using, giving or receiving (or attempting to use, give or receive) unauthorized information during an examination, or the presentation of the same work for credit in more than one course without the permission of the instructors involved.

If a student is uncertain whether a course of action might constitute plagiarism or cheating, he/she should consult the instructors involved in advance.

Penalties for cheating and plagiarism are levied in relation to the degree of infraction of academic dishonesty, and they may include requiring the student to redo the piece of work, may result in failure in the course, suspension from the college or seminary for a term or more, or even termination of the student's status as a student of Heritage College & Seminary.

CHEATING[6]

Most academic misconduct falls under the definition of plagiarism (see below), but sometimes we refer to misconduct as cheating. The following is a list of several examples of cheating:

Examples of Cheating:

1. Allowing another to prepare an assignment for you or preparing an assignment for another.

2. Having another take an examination for you or taking an examination for another.

3. Obtaining information about an examination or assignment that is not authorized by the instructor.

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[5] Unless otherwise indicated the material in this section has been taken from a Memo sent to the Graduate Students of Wilfrid Laurier University by Dean McPherson, Dean of Graduate Studies Wilfrid Laurier University, dated September 1988. His work was in turn adapted from a book entitled *Writing Research Papers* by James D. Lester that explains the term "plagiarism" in detail. Students are advised to read carefully and abide by the guidelines set out below. c.f. James D. Lester *Writing Research Papers* (2nd ed.; Glenview, Ill.: Scott, Foresman and Co., 1971, pp 48-51).

[6] This section on "Cheating" is taken from the University of Washington, College of Engineering Policy on Academic Misconduct on the website http://www.engr.washington.edu/org/processes/miscpolicy.htm, 2002.

4. Altering an answer to an examination after it has been turned in, whether it has been graded or not.

5. Looking at another's paper during an examination or allowing another to look at your paper.

6. Collaborating with another during examination or on an assignment where the work is to be done independently.

7. Bringing materials or information to an examination that are not permitted by the instructor.

PLAGIARISM

" Fundamentally, plagiarism is the offering of the words or ideas of another person as one's own. While the most blatant violation is the use of another student's work, the more common error is carelessness with reference sources. Sometimes paraphrase never quite becomes paraphrase--too much of the original is left intact. The obvious form of plagiarism is to copy any direct quotation from a source without providing quotation marks and without crediting the source. The more subtle form, but equally improper, is to paraphrase material that is not properly documented."[7]

Other examples of plagiarism include:[8]

1. Copying phrases, sentences, sections, paragraphs, or graphics from a source and not giving credit by citing the source.

2. Turning in a paper from a previous class.

3. Having another person write an assignment (for pay or for free) and putting your name on it.

4. Modifying or paraphrasing another's ideas or writings and submitting them as your own.

5. Having someone make substantial editorial changes to your paper and submitting the final version as your own.

6. Turning in someone else's solution to an exam or a question on an exam as your own.

7. Sharing computer code in assignments for individual students; use of someone else's computer code without acknowledgement; use of some one else's computer code when it is prohibited by the instructor.

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[7] "An Explanation of Plagiarism," in *MLA Style Packet*
http://www.cpcc.cc.nc.us/academic_learning/grammarHandouts/MLA.doc

[8] These examples of Plagiarism have been taken from the University of Washington, College of Engineering Policy on Academic Misconduct
http://www.engr.washington.edu/org/processes/miscpolicy.htm, 2002.

Examples that are <u>not</u> Plagiarism:[9]

1. Asking someone to read your assignment and suggest possible improvements, unless specifically forbidden by the instructor.

2. Getting together with other students to discuss an assignment, unless specifically forbidden by the instructor.

3. Asking your instructor for help with an assignment.

4. Quoting extensively from another's work but giving credit.

5. Not citing sources for information that are in dictionaries or your course textbook.

"Remember that another author's ideas, interpretations, and words are his or her property; they are protected by law and must be acknowledged whenever you borrow them. Consequently, your use of source materials requires that you conform to a few rules of conduct: *[10]*

1. Acknowledge borrowed material within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken.

2. Enclose within quotation marks all quoted materials.

3. Make certain that paraphrased material is written in your own style and language. The simple rearrangement of sentence patterns in unacceptable.

4. Provide a footnote or documentation for each borrowed item.

5. Provide a bibliography entry for every source cited in the paper.

6. Quotations obtained from oral sources, such as conversations, interviews, and speeches, should also be treated like prose quotations. You will need to obtain approval from the speaker for statements you use in your text unless the material was recorded with the speaker's permission.

The examples provided should reveal the differences between genuine research writing and plagiarism. Please take the time to study these examples. The first example is the original reference material. This is followed by three student versions, only one of which would <u>not</u> be called plagiarism.

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[9] These examples have been taken from the University of Washington, College of Engineering Policy on Academic Misconduct http://www.engr.washington.edu/org/processes/miscpolicy.htm, 2002.

[10] Memo sent to the Graduate Students of Wilfrid Laurier University by Dean McPherson, Dean of Graduate Studies Wilfrid Laurier University, dated September 1988.

ORIGINAL MATERIAL

"I don't think that black women can afford to be competitive with their men -- especially now. Competing with them for jobs would just add to the problem that already exists. Black women have been able to find work when their husbands couldn't and have often been the head of the family not because they wanted to be but out of economic necessity. Some of those women's lib girls are asking for jobs that black men haven't been able to get (2)."

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2. Marjorie Barnes as quoted by Renee Ferguson, *Washington Post*, 3 Oct. 1970; reported in *Black Women in White America*, ed. Gerda Lerner (New York: Pantheon, 1972, p. 589.

Student VERSION A *(Unacceptable)*	*STUDENT VERSION B* *(Unacceptable)*	*STUDENT VERSION C* *(Acceptable)*
Black women have usually been less discriminated against than their male counterparts. For example, black women have been able to find work when their husbands couldn't and have often been the head of the family not because they wanted to be but out of economic necessity.	Black women have usually been less discriminated against than their male counterparts. For example, most black women have usually been able to find jobs when their husbands couldn't. And they have sometimes been head of the household out of economic necessity, not because they wanted to be (7). ------ 7. Marjorie Barnes as quoted by Renee Ferguson, *Washington Post,* 3 Oct. 1970; reported in *Black Women in White America,* ed. Gerda Lerner (New York: Pantheon, 1972), p. 589.	Black women have usually been less discriminated against than their male counterparts. For example, Marjorie Barnes points out that black women often find employment while their husbands cannot. She adds that "economic necessity" has forced some of these women to be heads of households even though they did not seek the role (7). ----- 7. Marjorie Barnes as quoted by Renee Ferguson, *Washington Post,* 3 Oct. 1970; reported. in *Black Women in White America,* ed. Gerda Lerner (New York: Pantheon, 1972), p. 589.
Comment: This piece of writing is plagiarism in a most deplorable form. The student has simply borrowed abundantly from the original source, even to the point of retaining the essential wording, and has provided no documentation whatever,	*Comment:* This student's version is also plagiarism, even though the citation is carefully documented. He or she has obviously copied almost directly from the source, changing only a few words and phrases. The student also fails to introduce the borrowed	*Comment:* This version represents a satisfactory handling of the source material. (...) The authority is acknowledged at the outset, and the substance of the commentary is well expressed in the student's own language with one phrase directly

| which implies to the reader that these sentences are entirely his or her original creation. | materials; thus, the reader is uncertain about the footnote. Does it refer to the entire paragraph or only the final sentence or two? As a research writer, you may avoid these errors by introducing the material as direct quotation or, if you prefer, as a scholarly paraphrase that might include direct quotation of a few significant or well-worded phrases. | quoted, so as to give full credit where the credit is due. The student has been wholly honest to the source material while effectively using that source for a particular purpose." |

WRITING A CRITICAL REVIEW[11]

DAVID G. BARKER, PH.D.
SEPTEMBER 1995

THE PURPOSE OF A CRITICAL REVIEW

The critical review of a book or article is an evaluation, not simply a report, summary, or a digest. The reviewer intends to express a judgment, and is evaluated on the basis of the validity of the arguments used and the evidence cited.

A review should contain three major components: summary, analysis, and judgment. The summary should be brief It should identify the thesis and state the major thrust of the work It should answer the question, **"What does the work set out to do?"**

The **analysis** answers the question, **"How does the author go about doing it?"** It deals with the method of presentation, and gives the reader an idea of how the material has been selected and shaped.

The **judgment** indicates the reviewer's appraisal of the work and should answer the questions, **"How effective is the treatment, and how valid is/are the point(s) made?"** Further, the judgment should develop the **implications**[12] of the material presented.

The judgment should function at two levels. The first is at the broad thesis level. The reviewer needs to interact with the major point of the work judge its validity, and speak to its implications. The second is at a more specific level in which various parts and points of the book or article are judged as to whether the point supports the thesis of the book or argument.

It should be noted that these elements are the key factors in the composition of the review, not necessarily its structure. The review itself should be a carefully crafted essay.

The review may be concluded with a brief final summary and recommendation of response for the reader.

PREPARATION FOR WRITING A CRITICAL REVIEW

Obviously the work under review needs to be carefully read. Notes should be taken, whether in the margins, the flyleaf, or on separate paper. These notes should highlight the points to be made in the review.

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[11] This document is heavily based on an unpublished paper entitled "The Making of a Critical Review" by Gordon D. Fee. His work was in turn adapted from J. M. McCrimmon, *Writing with a Purpose,* Houghton Mifflin, 1966.

[12] Some of the domains of implications would include theological, hermeneutical, pastoral, philosophical, exegetical, logical, implications of the material under discussion.

In reading, special attention should be given to prefaces, introductions, and opening paragraphs. These usually indicate the purpose of the work, as well as the organizational structure. The table of contents is essential reading in order to gain an appreciation for the work's structure.

WRITING A CRITICAL REVIEW

It is said that the first paragraph is the most difficult to write. The reviewer should not start immediately with judgment, but rather give the reader a "feel" for the work under review before engaging in judgment. Sometimes a key quote, a summary of a critical paragraph, or some general summarizing statements help get the review started.

You need to assume that your reading audience is someone who has not read the book or article. While in most cases here at Heritage you will be writing for professors who have read the work part of the purpose of these assignments is to help you develop your skis in speaking to an audience that has not read the work.

The review should be written in such a tone that the author of the book or article could also read your review and not sense that s/he is being unduly attacked (or flattered for that matter). An irenic spirit should pervade the review.

Approximately 10% of the review should be summary, 30-40% analysis, and 40-50 % judgment.

SOME COMMON WEAKNESSES IN CRITICAL REVIEWS

- Spending too much of the review on summary or digest

- Critiquing only a part of the work rather than the whole. Parts certainly are to be evaluated, but always in the context of the whole.

- Digressing into your own views rather than staying with the work under critique.

- Failure to provide adequate support and rationale for judgments made.

- Conveying to the reader an overt sense of prejudice that makes the reader of the review believe that the evaluation is unfair.

FURTHER HELP IN WRITING A CRITICAL REVIEW

Probably the best way to learn, other than by doing, is to read critical reviews. A magazine such as *Christianity Today* regularly has well written reviews. Journals such as *The Journal of the Evangelical Theological Society, Trinity Journal, Bibliotheca Sacra,* and the *Westminster Journal* have excellent and careful critical reviews.

WRITING A BOOK REPORT

WHAT IS THE DIFFERENCE BETWEEN A BOOK REVIEW AND A BOOK REPORT?[13]

Book *reports* focus on summarizing the work you have read. You must show that you have read the book with care, and that you understand the contents well. Book *reviews* focus on analyzing the work you have read. You must identify the thesis and key arguments, as well as analyze how effective the arguments are in supporting the thesis of the book.

Book *reports* are more subjective, asking you to identify the parts of the book you liked or didn't like, and whether or not you agreed or disagreed with the author. Use of the pronoun "I" is acceptable in a book report. Book *reviews* are more objective, asking you to evaluate the degree to which an author was successful in arguing his or her thesis, even if you personally agree or disagree. A book review provides a reasoned argument as to the merits or problems in a book, supporting your argument with a detailed analysis of the factors that make the book successful or not. It focuses on the structure and arguments within the book itself, and not on your personal agreement or disagreement with the arguments made. Use of the pronoun "I" is not acceptable in a book review.

HOW TO WRITE A BOOK REPORT[14]

BEFORE AND AS YOU READ

1. Identify the author, title, and genre of the book. Have you read other books by this author or in this genre? Identify for yourself information you know about the author or genre, and challenges you might expect as you begin the book.
2. As you read, identify any main characters, ideas, or quotes which capture the essence of the book. Make note of areas where you may agree or disagree with the author, where the author's arguments appear particularly clear or unclear, or where you learned something significant.

WHEN YOU ARE READY TO WRITE

1. Introduce the book. The introductory paragraph should contain the following information:
   a. The title and author of the book.
   b. A two-three line synopsis of the book's thesis, perhaps by using an appropriate quotation.

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[13] http://www.trentu.ca/history/workbook/bookreviews.php#b, accessed August 25, 2014.

[14] https://owl.english.purdue.edu/owl/resource/703/01/, accessed August 25, 2014. Used with permission.

     c.   An explanation of the purpose and plan of your paper.

2. Summarize the book. Be sure to identify the thesis and each of the main arguments of the book. While it is acceptable to use quotations in a book report, they must be contextualized and you must respond to them. They must never be used in lieu of careful summarization, and are better placed in the personal reflection sections of the paper.

3. Write a personal reflection on the book. *This is where a book report differs substantially from a book review.* Identify areas where you agreed or disagreed with the author, giving reasons. Point out things you liked or didn't like, and ideas which challenged you or taught you something new. Identify implications of the author's arguments, and how they will impact your life and ministry. Contextualize and respond to significant quotations.

4. Summarize your report. Review very briefly what the author has argued and identify whether or not you liked or didn't like what was said. You may also indicate whether or not you would recommend this book to others, and to whom you would recommend it.

AFTER WRITING

1. Reread your summary. It should be clear enough to make sense to someone who has not read the book, without rehashing the entire book.

2. Double-check that you have supported your opinions with reasons. Simply stating that you do not like what the author has said is insufficient; you must indicate why you did not like it.

3. Proofread your work for spelling (especially the author's name, key phrases in the book, the title of the book, and the names of characters in the book).

4. Check your grammar and punctuation.

5. Double-check your citations. All significant arguments and all direct quotations should be cited. Parenthetical citations are appropriate because you are dealing with a single source; do not use footnotes.

6. Double-check your use of quotations. Be sure they are contextualized and that you have responded to them appropriately, and have not used quotations as a way of avoiding having to think for or summarize for yourself.

ASSESSMENT OF BOOK REPORTS

Some general areas in which your book report will be graded are:

1. Summary: Is it accurate and concise? Does it demonstrate a sound understanding of the content of the book? Does it clearly identify the thesis and all significant arguments of the book? Is it logical and organised? Are quotes used appropriately?

2. Reflection: Is it significant and meaningful? Does it demonstrate a considerable effort to personally interact with the contents of the book? Does it identify significant implications? Are opinions given with sound and specific reasons, avoiding generalisations? Are quotes used appropriately?

3. Structure: Does the book report contain all necessary parts, including an introduction and conclusion? Does it us appropriate spelling, grammar, punctuation, and citations?

GUIDELINES ON JOURNALING[15]

Journaling is beneficial both for personal growth and as an aid to the learning process. Your journal reflects who you are, your thoughts, reactions, insights, etc. on the day you record your thoughts. When combined with the academic process, journaling can accomplish the following:

- Clarification of your thoughts on a topic;

- Processing of responses/reactions to the material you are studying;

- Clarification of issues you may be struggling with;

- Identification of issues and/or areas of your life that require further reflection or growth; and,

- Facilitation of personal insight (i.e. see yourself better) with respect to your beliefs, values, thoughts, feelings, and prejudices.

Journals should contain both the peaks and valleys of life, as well as your inner relationship to these events. Be sure to deal with both the cognitive (i.e. thoughts, beliefs, reasons) and the affective (i.e. emotional). Journaling will help you know yourself better so that you can be better equipped to help others. Your journal is a "workshop" for nourishing personal growth. Therefore, BE SPECIFIC. Even though you are "required" to keep your journal on a weekly basis, remember it is your servant. The goal is to learn from the process. It is not simply an exercise to get a better grade. Write for yourself, not an audience. Judge the value of your journal by its usefulness to you. In order to get the best value out of your journal consider using the following strategies.

Set aside a regular time for doing your journal. Reflect on topics from class discussions that were particularly interesting (or disturbing) to you. Reflect on, or process, any reactions you may have to the case studies that will be discussed in class. Reflect on issues arising from your reading that are particularly interesting (or disturbing) to you. *HINT: Read until something catches your attention. Then stop and reflect on that topic/idea. Jot down a few ideas and continue reading. When you are finished reading, write your journal.*

Some dangers you will need to be on the alert for include being overly subjective and being too "fixed" in your opinions. Allow yourself the opportunity to explore new ideas. Other dangers include using the journal as a tool for self-justification and reflecting on "comfortable" topics instead of facing the issues that challenge you.

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[15] This material was provided by Ian Elliott, M.Div., director of Field Education, Heritage Baptist College.

It is a good practice to review your journal. This helps you to see patterns emerge, and give you a new perspective. It can also help you measure your own growth.

WRITING AN ANNOTATED BIBLIOGRAPHY

KELVIN F. MUTTER, TH.D.

An annotated bibliography serves two different, but overlapping purposes or interests. On the one hand a researcher might create an annotated bibliography as a method of organizing and summarizing his/her research on a particular subject. A second use of annotated bibliographies is as a stepping-stone to research. In this situation a researcher might read another person's annotated bibliography as a means of identifying the resources that may be relevant to his/her topic of study.

Annotated bibliographies provide the reader with two important sets of information. First, as a Bibliography it is a listing of available resources. Second, the annotations provide the reader with a brief summary of the content of the resource.

The process of writing an annotated bibliography is as follows:

1. Identify the topic you will be researching. In order to avoid getting too much information it is usually very important to define the topic very tightly. Thus, *"AIDS"* is too broad a topic. *"Families with AIDS"* is better because it more clearly defines the topic under discussion. However a clearer topic title would be, *"The Impact of Caring for an HIV Positive Family Member on the Lives of Other Family Members".*

2. Identify the subject areas, or "key words," you will use to search for information. *NOTE: This list will grow and change as you get to know your topic area better.*

3. Go to the library and do a search for books and periodicals that might have information related to your topic.

   For our topic area you would begin by searching for books in that library related to the topic. You would then extend your search by looking at all the periodicals that might contain articles relating to my subject. In this case I would look at journals on Family Life, Family Therapy, Pastoral Care, Health Care, and Counselling to see if any of these contained articles that may be helpful. I would then check the subject listings in a periodical index to determine whether there were any other articles I might find useful (NOTE: an index that contains "Abstracts" is very useful at this point).

4. Read the abstract for every article to see what the article says about your subject and make notes. For articles that are especially relevant, read the article.

5. Familiarize yourself with every resource you can find to see what it has to say about your subject and make notes.

6. Based on your research revise your topic list and repeat steps 3 to 5.

7. Depending on the quantity and quality of information gathered in steps 3-6 it may be advisable to go to another library and repeat those steps.

8. Collect your notes and write your bibliography.

The form of an annotated bibliography is as follows (see Turabian, 6th edition, section 9.36 for a brief description):

- You should have a title (see example).

- A brief descriptive statement summarizing the content and significance of the book or article cited should follow each citation (see examples). The length of the descriptive statement may be as brief as two sentences *if* the student is able to clearly and concisely summarize the focus of the text. In most cases students should plan on writing a paragraph of three to seven sentences.

SAMPLE ANNOTATED BIBLIOGRAPHY: GROUP COUNSELLING

KELVIN F. MUTTER, TH.D.

NOTE: This example of an Annotated Bibliography demonstrates the use of brief notes. These notes are generally descriptive in nature with minimal evaluative comment.

Corey, Gerald F. *Theory And Practice Of Group Counseling* 2nd ed. Monterey, Calif.: Brooks/Cole Publ. Co., 1986.

> A thorough introduction to group work describing the process of group counselling. Delineates how different 'schools' of psychotherapy approach the task of group work noting both the commonalities and distinctive differences between these different approaches.

Corey, Marianne Schneider; Corey, Gerald F. *Groups: Process & Practice* 4th ed. Monterey, Calif.: Brooks/Cole Publ. Co., 1992.

> A thorough discussion of the process and practice of group counselling. Of particular value is Part Three where the writers provide valuable introductory discussions relating to the specific needs and dynamics of working with children, adolescents, adults and the elderly.

Corey, Gerald F.; et. al. *Group Techniques* 2nd ed. Monterey, Calif.: Brooks/Cole Publ. Co., 1992.

> This book is a supplement to Gerald Corey's other books and focuses exclusively on the techniques (or methodology) of group work. Of particular value is the fact that the author relates the techniques discussed to the phases of group life.

Yalom, Irvin D. *The Theory and Practice of Group Psychotherapy* 3rd ed. New York: Basic Books, 1985.

> Based on his experience, and written from a psychodynamic perspective, this is one of the classic texts in group counselling theory. The text clearly describes the stages of group life and the process of doing group counselling. Among the strengths of this text are the five chapters Yalom devotes to discussing the role of the counsellor/therapist in the group process. Also of value is the chapter that discusses 'Problem Patients.'

SAMPLE ANNOTATED BIBLIOGRAPHY: BRIEF PASTORAL COUNSELING

KELVIN F. MUTTER, TH.D.

NOTE: This example of an Annotated Bibliography demonstrates the use of extended notes. These extended notes provide the writer with an opportunity to provide both a description of the text as well as a substantial evaluative comment.

Benner, David G. *Strategic Pastoral Counseling*. Grand Rapids: Baker, 1992.

This is the introductory book in a series of pastoral counseling texts written specifically for pastors and pastoral workers and provides the reader with an introduction to Benner's five-session short-term model of pastoral counseling. By means of general discussion and a case study Benner demonstrates the relevance of the short-term model to the priorities of pastoral ministry. Similarly, the author outlines the differences between pastoral care, pastoral counseling and psychotherapy. These distinctions permit Benner to discuss, albeit briefly, the Christian tradition of soul care as it relates to pastoral ministry and pastoral counseling. One of the strengths of this text is that the author appears to have a realistic appraisal of the pressures faced by the average pastor.

Childs, Brian H. *Short-term Pastoral Counseling: A Guide.* Nashville: Abingdon, 1990.

This is an excellent introduction to the work of short-term counseling. Childs, while aware of the secular literature, seeks to make a case for an approach to pastoral counseling that is as much informed by the realities of the pastoral office as it is by secular approaches to counseling. As such, he provides a well-written rationale for using short-term counseling within the context of pastoral ministry. Childs' theological discussions concerning the nature of short-term counseling are one of the strengths of this book. These theological reflections are not 'add-ons' but rather integral to his argument that short-term counseling enables the pastor to address issues that are relevant to pastoral ministry. Two other positive aspects of this book are the appendices that summarize chapters two and three, and the way Childs defines the relationship between short-term pastoral counseling and longer forms counseling provided by professional counselors. One possible shortcoming of this text may be the fact it focuses more on counseling theory than the pastoral calling of spiritual care. Childs' theological reflection on the issue of 'time', however, demonstrates that while on one level he may appear to neglect the tradition of soul care, on another level this tradition appears to inform at least some of his reflections.

Dillon, David. *Short-Term Counseling.* Dallas: Word Publ., 1992.

A thorough introduction, not just to the methods of short-term counseling but also to the theoretical concepts underlying the practice of short-term pastoral counseling. In the first part of the book Dillon reviews counseling theories that are fundamental to all counseling. In part two Dillon addresses the issue of 'change' and outlines the stages of change as: defining the problem, identifying attempted solutions, and establishing goals for counseling. In part three Dillon introduces the reader to the use of reframing and paradox as tools for achieving the goals of short-term counseling. One of the refreshing characteristics of this text is the manner in which Dillon uses Biblical material to illustrate many of the concepts of short-term counseling. As with many books on

pastoral counseling the traditional work of spiritual care is not clearly discussed. In this case the gap is obvious when Dillon seeks to relate his argument to a variety of approaches to counseling, including the tradition of "Christian counseling," but does not consider the relationship of this model to the work of spiritual care.

Kollar, Charles Allen. *Solution-Focused Pastoral Counseling.* Grand Rapids: Zondervan Publ., 1997.

This book is an attempt to apply the model of Solution-Focused counseling to the work of those who are engaged in a church-based ministry. In the first part of his book Kollar outlines a theoretical model for counseling that sets a foundation in three important ways. Kollar begins by discussing the relationship between the human task of counseling and the divine work of changing lives. Next, Kollar relates the perspective of Solution-Focused counseling to the broader context of the mental health professions. Finally, Kollar outlines nine key assumptions that guide his approach to Solution-Focused counseling. In the second part of his book Kollar moves from theory to practice. Much of this section is devoted to helping the reader understand the four key processes of Solution-Focused Pastoral Counseling. Those who desire a text that is explicitly Christian in orientation will appreciate both the content and language of this book.

Stone, Howard W. *Brief Pastoral Counseling.* Minneapolis: Fortress Press, 1994.

Howard Stone presents his material in two clearly defined sections. Part One provides a reasoned introduction to the process of short-term counseling. In Part Two Stone provides the reader with a 'map' for implementing the practice of short-term counseling by linking each of eight common problem types with a corresponding therapeutic intervention. From a clinical perspective this informative and well-written introduction to short-term counseling is an excellent addition to the field. From a pastoral perspective, however, the author appears to have assumed that good clinical practice means good pastoral practice. While many pastoral counselors may be comfortable with this assumption, others would take issue with Stone for his omission of two critical dimensions of pastoral ministry. In the first instance, Stone's work lacks both explicit theological reflection and reference to Biblical texts. Second, Stone, like others, appears to overlook is the work of "spiritual care" or the cure of souls. While it may be argued that the omission of explicit theological reflection means this work is accessible to persons with a wide variety of theological convictions, the omission of the work of spiritual care clearly separates Stone's work from the historic roots of pastoral care.

Worthington, Everett L. Jr. *Hope-Focused Marriage Counseling.* Downer's Grove, Ill.: InterVarsity Press, 1999

As with other books he has written, Worthington does not simply attempt to adapt 'pastoral work' to a particular model of therapy. Nor does he seek to adapt a model of therapy to the work of pastoral care. Instead, he draws on his many years of teaching, writing, training marriage and family therapists, coupling this with theological reflection. While the theory base to this book bears some similarities to other forms of brief counseling (specifically Emotionally Focused Therapy), this is clearly a distillation of Worthington's process of integration. Thus, this reader was very much aware of the author's familiarity with the Family Therapy literature as well as his familiarity with the language, values and traditions of the evangelical Christian culture, for whom the book was primarily written. Written with the 'generalist' pastor in mind, this book presents a model of couple's counseling that is both attainable and manageable within the constraints of pastoral

ministry. While Worthington does not specifically engage, or dialogue with, the tradition of spiritual care or soul care, his focus on engendering hope in couples is both emotional and spiritual in its impact.

WRITING A LITERATURE REVIEW

KELVIN F. MUTTER, TH.D.

FOR GRADUATE (MASTERS) LEVEL STUDENTS

DESCRIPTION

The purpose of a review essay is to provide the reader with a summary of a body of information. A **Book Review** is usually a descriptive essay that outlines and summarizes the plot, contents and argument of a single book. A **Critical Review**, on the other hand, moves beyond the work of 'description' and into the work of analysis and evaluation. In a Critical Review the writer seeks to evaluate the presuppositions, facts, argument, and validity of work in question.

Literature Reviews are of a different character. The intent of a Literature Review is to provide the reader with an organized and coherent summary of what a variety of literary sources might say on a particular subject or topic.

- A Literature Review is not an evaluation of the literature but rather a unified summary of the material under discussion.

- A Literature Review is not an expanded Annotated Bibliography. In fact, one of the features that distinguish the Literature Review from the Annotated Bibliography is that the discussion is organized according to themes rather than by the source from which the material has been drawn.

The author of a Literature Review, chooses to organize his/her thoughts around *Themes, Sub-topics, Keywords, Subjects, etc.* that are addressed or discussed in the various books and articles that were consulted or that are considered to be relevant to the topic under study. In this way the Literature Review defines the territory and establishes a foundational understanding of the topic. Some of the key components of a Literature Review are: facts concerning the topic under study; observations of previous researchers/writers; and, key philosophical/theological ideas and issues.

The writer of the Literature Review distills material from a variety of sources into one essay such that the reader gains an integrated perspective of the issues, concerns, etc. pertaining to the broader subject under discussion. When this is done it is not unusual to see several sources cited for a particular point. In other situations an author may elect to present relevant material on a source by source basis. When this happens, however, the discussion continues to be organized around a central theme.

As with all forms of academic writing, one of the best ways to learn how to do a Literature Review is to read Literature Reviews. For most people the best place to begin is by reading journal articles in academic journals as the authors often include a Literature Review.

The following review is provided as an illustration of how many sources and a large amount of material can be distilled into a Literature Review essay.

SAMPLE LITERATURE REVIEW

A SURVEY OF THE WRITINGS OF THE 2ND CENTURY CHURCH ON MARRIAGE AND CELIBACY

KELVIN F. MUTTER, TH.D.

INTRODUCTION

Next to doctrine, in particular Christology, the topics of Marriage and Celibacy were two of the hottest topics in the early church. Indeed, the Church Fathers, from the end of the apostolic era to the time of Augustine had much to say about these topics. In this essay we will limit our focus to the writings of the second century up to, and including, Tertullian[16] with a view to tracing how certain themes were handled and developed in the thought of the early Church.

The backdrop for the early church's teaching on Marriage and Celibacy are the Biblical writings, in particular Genesis 2:24, Matthew 19:1-11, I Corinthians 7 and the *haustafeln* (Ephesians 5:21-6:9, Colossians 3:18-4:1, I Peter 2:13-3:7). One of the characteristics, however, of the surviving literature from second century is that the Church Fathers' treatment of these subjects is not confined to an exegetical discussion of the Biblical material. Indeed, it is apparent from these writings that the Fathers were attempting to respond to the pressures of their socio-historical context.

REVIEW OF THE LITERATURE

The writings of the second century Church on Marriage and Celibacy highlight seven convictions and themes that are significant for at least two reasons. First, these writings illustrate how the early church sought to relate the Old Testament, the teachings of Christ and the witness of the apostles to pastoral issues, and marital issues in particular. Secondly, the writings of the second century church on Marriage and Celibacy provide us with some insights into the process by which the thinking of the Christian community with respect to marriage developed between the first and third centuries.

1. *The Early Church Fathers Accepted That Marriage Is An Honourable State.* Ignatius of Antioch (d. circa 110 AD) seems to assume this when, in a letter to Polycarp he writes: *"it becomes both men and women who marry, to form their union with the approval of the bishop, that their marriage may be according to God, and not after their own lust. Let all things be one to*

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[16] While it is accepted that Tertullian died circa AD220, his ministry certainly began in the latter part of the second century and his writings are useful in tracing both continuity and change between the second and third centuries.

the honor of God.[17] It is clear by this instruction that Ignatius saw no problem with Christians entering into marriage, as long as it was done for the right reasons. In the fourth commandment, or mandate, of the *Shepherd of Hermas* (written between 90 and 140/150 AD) the author admonishes the reader to guard themselves against moral failure by "remembering their own wife".[18] This line of thought brings to the forefront one's marital commitments or covenant with the purpose of guarding against infidelity. In so doing the author validates the marital union.

The validity of marriage is also underscored by Irenaeus (d. circa.175-195 AD) who highlighted one of the problems of asceticism as follows: "*Springing from Saturninus and Marcion, those who are called Encratites (self-controlled) preached against marriage, thus setting aside the original creation of God, and indirectly blaming Him who made the male and female for the propagation of the human race.*"[19] These words bring to mind Paul's comments in First Timothy 4:1-5 in which he addresses the issue of asceticism and states that the forbidding of marriage is a theological error rooted in a failure to appreciate the fact marriage is created by God and therefore "good". Finally, Tertullian, in all of his works, acknowledged the goodness of Marriage and the importance of marital faithfulness.[20]

2. *The Early Church Fathers Agreed That, Except In The Case Of Adultery, Marriage Is A Permanent Relationship.* Because of the high value that the early Fathers placed on marriage, they held to the conviction that marriage was indissoluble except in the case of fornication. Thus Clement argues for the permanence and indissolubility of marriage except for the cause of fornication.[21] One of the more interesting passages with respect to the issue of divorce occurs in the Shepherd of Hermas where we read: "*As long as he* (i.e. the husband) *remains ignorant of her sin, the husband commits no transgression in living with her. But if the husband know that his wife has gone astray, and if the woman does not repent, but persists in her fornication, and yet the husband continues to live with her, he also is guilty of her crime,*

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[17] "The Epistle Of Ignatius To Polycarp," in *The Ante-Nicene Fathers Volume 1.* Edited by A. Roberts and J Donaldson The Ages Digital Library Collections p.187. It is significant that all the known versions of Ignatius' letter to Polycarp contain this instruction.

[18] Shepherd of Hermas, "Commandment Fourth, On Putting One's Wife Away For Adultery," in *The Ante-Nicene Fathers Volume 2.* Edited By A. Roberts And J Donaldson The Ages Digital Library Collections p.36.

[19] Ireneaus, "Book I, Ch. 28 Doctrines Of Tatian, The Encratites, And Others," in *The Ante-Nicene Fathers Volume 1.* Edited by A. Roberts and J Donaldson The Ages Digital Library Collections p.700

[20] Tertullian, "To His Wife Book I, Ch. 2," in *The Ante-Nicene Fathers Volume 4.* Edited by A. Roberts and J Donaldson, The Ages Digital Library Collection. Also, "On Monogamy" and "On Modesty," in *The Ante-Nicene Fathers Volume 4.* Edited by A. Roberts and J Donaldson, The Ages Digital Library Collection

[21] Clement of Alexandria, *The Stromata* ch. 23

and a sharer in her adultery."[22] Thus, the Shepherd seems to indicate that divorce, if only temporary is not an option once one partner becomes aware of the other party's adultery.

3. *The Early Church Fathers Agreed As To The Purpose Of Marriage.* Ignatius,[23] Clement of Alexandria,[24] Irenaeus,[25] Tertullian,[26] and Athenagoras[27] each noted marriage was the context for the propagation of children. Ignatius, in writing to the Philadelphians wrote: "*For they* (i.e. Abraham, Isaac, Jacob, and others) *entered into these marriages <u>not for the sake of appetite, but out of regard for the propagation of mankind.</u> Fathers, "bring up your children in the nurture and admonition of the Lord;" and teach them the holy Scriptures, and also trades, that they may not indulge in idleness. Now [the Scripture] says, "A righteous father educates [his children] well; his heart shall rejoice in a wise son.*"[28] Ignatius' comments to the Philadelphians highlight both his understanding of the purpose of marriage and his views on human sexuality (see below). With respect to Ignatius' view on the purpose of marriage it is apparent he considered that marriage involved a commitment to begetting children and a commitment to active parenting resulting in children who both knew Christ and who had the necessary life skills for adult life. It is because of the interconnection between marriage and propagating children that Clement of Alexandria, argues marriage is not for everyone.[29] Arguing alternately from Scripture and the Greek poets Clement seeks to demonstrate first only those who are prepared for the work of raising children ought to be married. And second that a man without children *"fails in the perfection which is according to nature, not having substituted his proper successor in his place. For he is perfect that has produced from himself his like, or rather, when he sees that he has produced the same; that is, when that which is begotten attains to the same nature with him who begat." Therefore we must by all means marry, both for our country's sake, for the succession of children, and as far as we are concerned, the perfection of the world.*"[30]

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[22] Shepherd of Hermas, Op. Cit. p. 36.

[23] Ignatius of Antioch, *Epistle to the Philadelphians*

[24] Clement of Alexandria, *The Stromata* ch. 23

[25] Ireneaus, Book I, Ch. 28, p.700

[26] Tertullian, *To His Wife Book I, Ch. 5*

[27] Athenagoras The Athenian, "Chapter 33 Chastity of The Christians With Respect To Marriage" from *A Plea For The Christians* in *The Ante-Nicene Fathers Volume 2.* Edited by A. Roberts and J Donaldson, The Ages Digital Library Collections p.282

[28] Ignatius of Antioch, *Epistle to the Philadelphians*

[29] Clement of Alexandria, *The Stromata* ch. 23

[30] Ibid.

4. *The Early Church Fathers Considered The Purpose Of Sexual Intercourse Was For Propagating Children.* On this point it necessary to remember that the Fathers wrote in a socio-historical context in which there were, on the one hand, movements advocating a philosophy of pleasure and self-indulgence, and self denial and asceticism on the other hand. In addition to this, there is evidence to suggest the Church faced misunderstanding with respect to the moral conduct of its members.[31] Indeed, Athenagoras' most significant comments on marriage are part of the apologetic work *Plea For The Christians*[32] that was written to the Roman Emperor Marcus Aurelius and his son Commodus. The nature of Athenagoras' argument in the section entitled *Chastity of The Christians With Respect To Marriage* indicates a context of misunderstanding and possibly misrepresentation.

Given the many social and intellectual cross-currents concerning human sexuality and society's perception of the Church's views on this matter it is interesting to note the manner in which the early Church Fathers presented their views on the matter. First, they do not deny that sexual intercourse is a legitimate activity, as long as it occurs within the confines of marriage. Second, while affirming the validity of marital sexual intercourse, the early Church Fathers sought to impose a balancing perspective as a hedge against a preoccupation with sexual pleasure. This is evident in Ignatius' comments that the patriarchs "*entered into these marriages not for the sake of appetite, but out of regard for the propagation of mankind.*"[33] Here the implication is clear, the appeasement of one's sexual appetite is not sufficient reason to enter into marriage. While Athenagoras stated that Christians "*despise the things of this life, even to the pleasures of the soul, each of us reckoning her his wife whom he has married according to the laws laid down by us, and that only for the purpose of having children.*"[34] With these words the point is made quite clearly, Christians are not to be lost in sensual pleasure. Instead, their actions are governed by higher interests, even when it comes to the practice of one's sexuality.

5. *The Early Church Fathers Agreed That While Marriage Is "Good", There Are Advantages To Celibacy.* The tension between the two callings of marriage and celibacy is one that has been with the Church since the day Christ uttered the words that are recorded in Matthew 19. Ignatius, in his letter to the Philadelphians,[35] reflects on the differences between celibacy and marriage and, in the spirit of Paul's instruction to the Corinthians, notes that those who are married must pay attention to the day to day affairs and concerns of the marital

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[31] Margaret Y. MacDonald, "Early Christian Women Married to Unbelievers" in *Studies in Religion* Vol. 19, No. 2, 1990 (p.221-234) p. 230. Here Prof. MacDonald cites Marcus Cornelius Fronto (a second century opponent to the Church) and Apuleius (a second century Roman philosopher) as accusing Christian Women of behaving immorally.

[32] Athenagoras The Athenian, Op. Cit.

[33] Ignatius of Antioch, *Epistle to The Philadelphians*.

[34] Athenagoras The Athenian, Op. Cit.

[35] Ignatius of Antioch, *Epistle to The Philadelphians*.

relationship.[36] Those who are single, however, have a freedom not available to the married to concentrate whole-heartedly on scripture and on Christ.[37] In writing this way Ignatius does not, in any way, denigrate marriage. Indeed, he states that those who are virgins should "*not count marriage an abomination*" but [rather] *desire that which is better, not for the reproach of wedlock, but for the sake of meditating on the law.*"[38] Tertullian, writing at the beginning of the third century, however, supports the advantages of celibacy with the suggestion that Paul permits marriage out of necessity but that he prefers celibacy.[39] Tertullian therefore appeals to the example of those women who "prefer to be wedded to God."[40] These, he states, give to God their beauty and their youth such that they live with God, converse with God, bringing to Him "their prayers as dowries."[41] Here we see reference to a way of living known as 'bridal mysticism'. Depending on the date and provenance of the story of Paul and Thecla[42] it is possible that this story portrays, in the form of a novella, a second century story of woman who chose devotion to Christ over marriage.

6. *Within The Second Century There Is A Shift In The Attitude Of The Early Church Fathers With Respect To Remarriage.* The only extant writing from the early part of the century to indicate that the church's position on remarriage appears to be the *Shepherd of Hermas*.[43] As noted above, the fourth commandment or mandate recognizes that adultery, and divorce, may occur. The Shepherd's advice in these cases appears to follow that of the Apostle Paul in I Cor. 7:11 which permits marital separation but advocates singleness with the purpose of reconciliation.[44] In the case of those who have been widowed the Shepherd once again appears to reflect the instructions of the apostle Paul in I Corinthians 7:25-35 in that he permits remarriage while at the same time counselling widows to live a celibate life.

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[36] Ibid.

[37] Ibid.

[38] Ibid.

[39] Tertullian, *To His Wife Book I*, Ch. 3

[40] Ibid. ch. 4

[41] Ibid.

[42] "Acts of Paul" in *New Testament Apocrypha Vol. II.* Edited by Wilhelm Schneemelcher, translated by R. McL. Wilson, Philadelphia: The Westminster Press, 1965 (ET) p.355ff.

[43] Shepherd of Hermas, Mandate 4

[44] This approach appears to enable the parties to experience the consequences of the sin. One of the fascinating dimensions of this advice is that, by not advocating remarriage, it sidesteps the prohibtion of Deuteronomy 24:1-4 that would prevent reconciliation in the event one or both parties remarried.

Later in the second century, however, Athenagoras wrote: "*a person should… be content with one marriage; for a second marriage is only a specious adultery*".[45] Indeed, he goes further to state that "*he who deprives himself of his first wife, even though she be dead, is a cloaked adulterer, …, because in the beginning God made one man and one woman, and dissolving the strictest union of flesh with flesh, formed for the intercourse of the race*". [46] Here Athenagoras goes beyond the explicit instruction of Scripture by advocating celibacy for all previously married persons.

This shift in opinion is ably illustrated in the life and work of Tertullian who, in *To His Wife* Book I chapters 7 & 8, indicates his preference that those who have been widowed ought to remain single or celibate in their widowhood. Nevertheless, in Book II he takes up the case of those who have not only remarried, but have married unbelievers. In *To His Wife* Book II chapter 1 Tertullian clearly identifies the presence of two issues. On the one hand there is the issues of those who have entered into a second marriage. This he refers to as a second best solution occasioned by human infirmity. On the other hand there is the issue of Christians entering into marriage with unbelievers (see point 7 below).

While Tertullian appears to concede in this case (i.e. *To His Wife Book II*) that second marriages may be permissible his true opinions are evident in some of his other writings. For example, the following statement is found in his book *On Modesty.* "*But by us* (i.e. Christians) *precaution is thus also taken against the greatest, or, (if you will), highest (crimes, viz.,) in that it is not permitted, after believing, to know even a second marriage, differentiated though it be, to be sure, from the work of adultery and fornication by the nuptial and dotal tablets: and accordingly, with the utmost strictness, we excommunicate bigamists, as bringing infamy upon the Paraclete by the irregularity of their discipline.*"[47] In *Monogamy*[48] Tertullian expresses quite clearly the opinion that Christians are to marry only once in this life and to avoid all other forms of sexual contact.

7. *The Emerging Issue of the Unequal Yoke.* Aside from the Biblical instructions found in I Corinthians 7, II Corinthians 6 and I Peter 3 there is very little in the extant literature preceding Tertullian that can be said to specifically address this issue. An argument may, perhaps, be made that Ignatius' words to Polycarp about the Bishop ensuring that people marry for the correct reason can be extended to include ensuring that a couple seeking marriage share a common faith in Jesus Christ. Depending on the date and provenance of

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[45] Arthenagoras, Op. Cit.

[46] Ibid.

[47] Tertullian, On Modesty Ch. 1 in *The Ante-Nicene Fathers Volume 4.* Edited by A. Roberts and J Donaldson The Ages Digital Library Collection.

[48] Tertullian, On Monogamy in *The Ante-Nicene Fathers Volume 4.* Edited by A. Roberts and J Donaldson The Ages Digital Library Collection.

the Acts of Peter it is possible that the apocryphal story of Xanthippe[49] is a late second century story illustrating the tension which results when a Christian woman married to an unbelieving husband wishes devote herself to the cause of Christ.

In the second book of the treatise entitled *To His Wife* Tertullian clearly and carefully draws out the sense of Paul's meaning in I Corinthians 7:12-14. In so doing he notes that Paul is not addressing those who entering into marriage with unbelievers but rather those who were married to one who is an unbeliever before they themselves came to faith in Jesus Christ.[50] Built upon this foundation Tertullian proceeds to make the case that Christians ought only to marry "in the Lord" (i.e. to fellow believers). Furthermore, he alleges that Christians who enter into marriage with unbelievers are guilty of fornication and that such marriages endanger the faith of the believer.[51]

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[49] "Acts of Peter 34" in *New Testament Apocrypha Vol. II.* Edited by Wilhelm Schneemelcher, translated by R.McL. Wilson, Philadelphia: The Westminster Press, 1965 (ET) p.317ff.

[50] Tertullian, *To His Wife Book II*

[51] Ibid. ch.3

GRADING CRITERIA

The following should be viewed as the standard for grade determination at Heritage College & Seminary.

The Grade of "A"

An "A" in this course implies excellence in thinking and performance. "A" level work is not only clear, precise and well-reasoned, but also insightful and interesting. A clear understanding and proper utilization of basic terms, distinctions, concepts and principles is evident throughout work that is subject to evaluation. The "A" level student has internalized the basic intellectual standards appropriate to the assessment of his/her work. Such a student often raises important questions and issues, analyses key questions and problems clearly and precisely, identifies questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies competing points of view, demonstrates a commitment to reason carefully from clearly stated premises, and shows a marked sensitivity to important implications and consequences. In short, "A" level work consistently displays superior reasoning and problem-solving skills within the context of the appropriate academic discipline.

The Grade of "B"

A grade of "B" implies sound thought and performance. On the whole, "B" level work is clear, precise, and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level which shows comprehension of basic concepts and principles. The "B" student has internalized some of the intellectual standards appropriate to the assessment his/her work. Such work often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, demonstrates the beginnings of a commitment to reason carefully from clearly stated premises, and shows some sensitivity to important implications and consequences. "B" level work displays sound reasoning and problem-solving skills.

The Grade of "C"

The grade of "C" implies mixed thinking and performance. While the "C" student demonstrates some of the needed thinking and analytical skills, the clarity, precision and reasoning of such work is inconsistent. Moreover, "C" level work does not display depth of insight or consistent competence. Basic terms, distinctions, concepts and principles are not applied appropriately or consistently. Sensitivity to questionable assumptions, competing points of view, clear reasoning or important implications and consequences is significantly deficient. "C" level work is, at best, a competent level of intellectual performance.

The Grade of "D"

The grade of "D" implies poor thinking and performance. Such a student confuses memorization with comprehension and understanding. Consequently, the student does not demonstrate the development of critical thinking skills and understanding which are requisite to comprehending the course content. "D" work represents thinking that is typically unclear, imprecise and/or illogical. The student is achieving competence on the lowest order of performance. Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of fundamental concepts and principles. The "D" level student has not internalized the basic intellectual standards appropriate to the assessment of his/her work. Rarely does such a student raise germane questions and issues, analyze questions and problems sufficiently, recognize assumptions, discuss competing points of view, clarify concepts, use proper educated language or reason carefully from clearly stated premises. The "D" level student is insensitive to important implications and consequences.

The Grade of "F"

The grade of "F" implies a failure in thinking and performance. Such a student is not developing critical thinking skills and understanding that are requisite to understanding the course content. "F" level work is unclear, imprecise and/or illogical. The student is clearly not achieving competence in his/her work. Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of basic principles and concepts. Also, the student has not internalized basic intellectual standards appropriate to the assessment of his/her work. The "F" level student does not raise questions or issues, does not analyze questions and problems, does not recognize assumptions, does not clarify concepts, does use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the need to reason carefully from clearly stated premises. The "F" level student is oblivious to important implications and consequences. "F" level work displays incompetent reasoning, poor problem-solving and consistently poor intellectual performance.