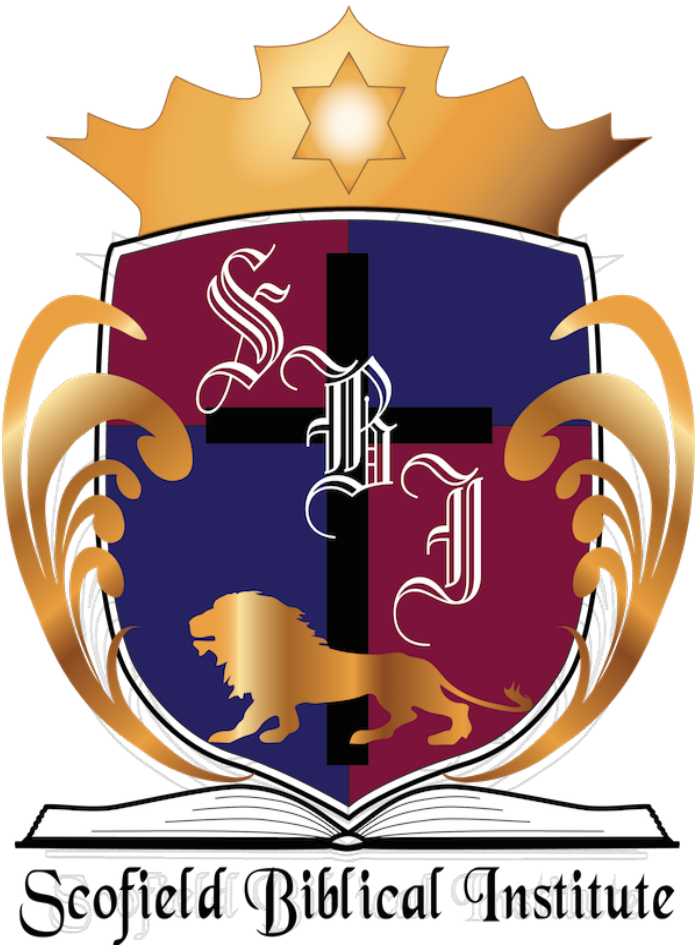
Scofield Seminary



RESEARCH MANUAL

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Seefeld Biblical Institute

I. INTRODUCTION

> *Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.* (2 Tim. 2:15, King James Version)

Research. This word often conjures up the images of test tubes and lab coats. It is often linked to people digging in ancient ruins and looking into microscopes. It is (at least) desks littered with books and notes. It is the modern scholar with a laptop on his desk connected to a world-wide network of databases. It is the lab technician mixing chemicals and writing down her observations.

For you the student, it is related to writing papers. It is part of the learning process and involves skills you already have. Research is as old as mankind. It goes back to the first man – Adam: "And the LORD God took the man, and put him into the Garden of Eden to dress it and to keep it" (Gen. 2:15). How did Adam learn to dress and keep the Garden? He used the senses and brain God gave him. He used his powers of observation to see how God's ecology worked together. As he studied the relationships between dirt, water, plants, and creatures, he gathered data and applied his learning in the dressing and tending of the Garden. This learning laid a foundation for Adam's further work of research:

> And out of the ground the LORD God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field. (Gen. 2:19-20)

Research skills use the brain and senses God gave you to gather information, study it, find it's meaning through relationships, and then apply the knowledge in a meaningful way. It produces knowledge that is shared and used wisely.

We live in a world of information. Your research skills will help you develop the power of learning that will result in benefiting others.

Think about the ordinary person at work, home or play. Research skills are used daily. A boy who is a fan of baseball will collect baseball cards, learn the facts of each player, play in Little League games, and one day pass those skills on to others. A homemaker who loves cooking will have a personal library of cookbooks at her disposal. When someone gives her a new, exotic vegetable or fruit, she will begin the discovery process of learning how to cook and prepare the new food for the benefit of others. Each of these has used the processes involved in research to learn, then pass to others what they have learned. Information has been gathered, learned, then passed on to others.

For you the student, the world is a place filled with information to be accessed, studied, written about, and shared with others. The first time you discovered the world of information may have been your parents' encyclopedia set, a home computer, or your First trip to the school library. Unconsciously, your brain began to liven up its research capacity as you begin looking for information on your favorite topic.

This text will help you refine your research skills so you can access information, organize your data, develop good notes, write outlines, and put it all into various written forms for others to learn from. Your first audience will often be your mentor. Eventually, you will develop those skills to a point that you will share your insights with others.

Research involves acquiring information. The vast majority of information is called "secondhand" information. The information exists. Your studies will be delving into what God already has placed into creation for mankind to discover. Often, you are dealing with information that others have written and left for you. Information is also divided into two sources: primary and secondary. If you write a document about your life, your paper is a primary source. If a friend uses a quote in another paper, that is a secondary source.

One key rule for all researches and writers to remember – give credit where credit is due! Even in the Bible, there are accounts of various persons giving credit to others. Dr. Luke, the author of Luke and Acts, was careful to give an accurate accounting of what he wrote. Matthew, the accountant, also gave careful credit. From the Gospels, you will discover frequent credit given to other sources:

- "Jesus said to them, 'Have you never read in the Scriptures …'" (Matt. 21:42, NKJV).

- "So they said to him, 'In Bethlehem of Judea, for thus it is written by the prophet …'" (Matt. 2:5).

- "That it might be fulfilled which was spoken by Isaiah the prophet, saying: 'Behold, My Servant whom I have chosen …'" (Matt. 12:17-18).

There is another reason for giving credit. It is against the law to take credit for what is not yours. It is a form of theft. Plagiarism is illegal and immoral.

Be accurate. Keep accurate notes of where you found your information. Pay attention to the location in the work you are drawing from.

Plan ahead. As you read your study guide for the course you take, begin making plans for the term paper(s) you will complete. It will take time to find the books you need. Know your local library's hours. Know their policies concerning the local inter-library loan system for those special books on theology that are not always immediately available. You may have to plan a trip to another city where a local theological library is found. You may need to find a library willing to mail the source you need.

Caution is required when reading information. It is not all true! Even government reports may be biased. The Bureau of Census does not guarantee the complete accuracy of its reports as the source of its census is based upon those people who are available to fill out the forms. There are also specialty publishers with an agenda to push. This is why your task in research is not only to locate information but to evaluate it carefully. Is it relevant? Is it valid? Is it truthful?

Knowledge is like a tool. It can be used for good and evil. Do not fear information. No information can threaten God. No amount of "new" manuscripts, fossils

or revelation can ever deny the Deity of Christ or the inerrancy of the Bible. God is the source of all knowledge.

II. SOURCES OF INFORMATION: BASIC SURVIVAL

World travelers are often wise in preparation. They know if the airplane or ship they were traveling on would wreck, they need to be prepared. They usually have a survival kit with essentials like fish hoods, a flashlight, batteries, matches, and a manual. What about the Bible student? What would you want to pack in your survival kit if you wanted to continue your studies while awaiting rescue? Better still, maybe you have been called to be a missionary to a remote location and you are limited to what you can carry with you. What would be your Research Survival Kit? Let me give you some basics. Normally, you might want to pack the following:

- A Bible – preferably a study Bible with plenty of notes, an atlas, and concordance.
- A radio with a built in source of power (solar or hand crank generator).
- A dictionary.
- An atlas.
- Several newspapers.
- A telephone book.

The above kit would work for many remote locations. You can do very basic research with the above. Technology, however, has made many improvements throughout the world. A missionary going to a remote location is not totally as remote today. Gas operated generators can be found in many remote locations. A more up-to- date research survival kit may have the following items.

- A laptop computer with extra batteries.
- A solar powered battery re-charger.
- A Bible – like one mentioned above.
- Several CD Rom's with Bible software, encyclopedia, telephone directories.
- A cell phone with satellite linkup with extra batteries.
- A radio with a built in source of power (solar or hand crank generator).

The above survival kit will keep you connected to libraries and databases from around the world. It is a wonderful time we live in. Great strides have been made in old and new items.

The Bible: The standard Bible has been upgraded from a single translation with a few footnotes. Study Bibles contain a wealth of information ranging from atlases in the back to maps within books of the Bible, selected concordances, extensive notes on key persons and places, and some even have key words in Hebrew and Greek. Bible software, like the PowerBible CD contain several translations, commentaries, Bible dictionaries, and other resources that are libraries on a disk.

Dictionary: Dictionaries have always been a good basic resource for studying words. Good dictionaries will have more than definitions – they will have tables of historical and scientific data, rules of grammar, lists of abbreviations, and other tools. Many word processing software packages have built-in dictionaries with rules of grammar, spell check, a thesaurus and more.

Atlas: Maps are sources of information for names of countries, cities, and regions. Their contour lines help visual deserts and mountain ranges. Distances can be measured from one location to another. Many atlases are now on CD Rom and provide many features to help the researcher.

Telephone book: A telephone direction is a wealth of information: first aid, earthquake and other disaster instructions, time zones, area codes, bus route maps, dictionaries of businesses, government departments, churches and schools, and social service agencies. There are several telephone directories published in hard copy and CD Rom. There are also Websites on the Internet that act as telephone directories as well.

Newspapers: Newspapers will vary in the quality of information. Local papers will provide information that may limit its usefulness to a particular region or city. Most papers do list information on finances (like the stock market and currency exchange rates), sports, school information, agricultural information, weather reports, tides, and book and movie reviews.

The Internet: The telephone line connects the researcher to a world of data. Even if you are located in the Amazon, having a telephone (local or satellite link) will open doors for you. The Internet is basically a group of computers (called servers) that are connected to each other.

Networking: Networking often used by people seeking jobs, salespersons seeking a new contact, and government workers exchanging information. The average person is connected to about 250 people. These persons range from friends and relatives to acquaintances like one's barber or mechanic. Missionaries use "networking" as part of their strategy to evangelize a community. Networking can work for the researcher. You are in the business of finding information and networking can also open doors.

Oral History: This is the oldest form of information. It precedes writing. The first library in history was probably Adam – he was the family (and world) historian. Anthropology students travel to remote locations with the purpose of capturing the oral history on tape – the songs, stories and memories of a newly discovered tribe or a dying clan.

Mail: There is a lot of information that can be accessed for the cost of a postage stamp. Besides the usual magazines, books, and products that one can order by mail, various governments (local, state, federal and foreign) will respond to requests for information either free or for a nominal fee. With today's Internet access, e-mail does this faster!

Encyclopedias: You are probably familiar with this resource. Many families purchase a set for their children's education. The older "hard copy" format was expensive and was soon out of date. Today, encyclopedias are on CD-Rom and are updated constantly. They are good for basic information – historical data or facts that do not change – but remember that in many instances the entries may be out of date the moment it was published.

III. SOURCES OF INFORMATION - LIBRARIES

Since the beginning of time, man has been storing and sorting information for others to use. One example of a library system is the Holy Bible. It is a collection of books and letters. There is an order to it. The most obvious order is the division into two testaments. As a student of the Bible, you will learn how it has been further subdivided for your use.

There are many kinds of libraries that are available to you. Your first experience may have been the library at your elementary school. Public libraries are found in most cities and counties of the United States. These are open to the public.

Colleges, universities, and seminaries also operate libraries. These are generally set up for the use of enrolled students but many make access available to the public. There may be a fee involved or other restrictions.

All libraries are organized to provide access to various published materials. There will be a portion dedicated to loaning resources. Another portion will be set aside for restricted materials. Each library has its own map and policies. It pays to study the local library's literature. How does the library keep track of their resources?

- Card catalogs – older or small libraries may still use this format.
- Microfilm or microfiche – resources are listed on film in sheets or on rolls that are read by machine readers.
- Bound book catalogs.
- On-line catalogs: Information is available by using a computer in the library or by Internet access.

Books and other resources are accounted for in ways to be found with ease. Catalogs normally list books under three headings: author, subject (or topic), and title. Each book will be listed under all three headings. Further, catalog card systems will also include suggestions like "see references" to help an inquiring reader to search in other areas.

Libraries use the Dewey Decimal System to keep resources in order and help patrons find them. Most public school children become familiar with this system in their school library. This system has proven to be expandable, consistent and easy to use. There are other systems used by specialized libraries such as the Library of Congress and some universities. A little time invested with unique libraries through their help system is time well spent when you do visit them.

Information that you will normally seek out will be found in books and periodicals (magazines, journals, and newspapers). A book can be one bound document or it may have several volumes. It is normally published as a complete work. Sometimes a book is revised or reprinted but its message is basically unchanged. Books usually have an author with some (like dictionaries, collected writings, etc) have editors.

Periodicals are those documents published on an established basis – monthly, weekly, quarterly, etc. Periodicals have editors. They contain articles submitted by authors and special columns by the staff writers. Periodicals include volume and issue numbers in their identity. Publishers now offer their back copies of periodicals in CD-Rom format that may cover a decade or more of their issues.

A useful system of identifying books is the International Standard Book Number (ISBN) designed originally to help book wholesalers and retailers track their products. The ISBN is becoming more useful in finding books for student researchers.

You should be familiar with the Copyright Law of 1978. This law sets limitations on photocopying of copyrighted material. The copyright allows the author and his or her estate heirs to benefit from the work. The copyright is in effect for the author's lifetime plus fifty years. Upon expiration, the work is "in the public domain." A copyright is obtained by submitting an application form with fee and two copies to the Library of Congress. One interesting footnote is that U.S. government documents are never copyrighted.

You should remember the following about the Copyright Law:

- Do not make copies of any material for the purpose of selling the copies.
- Do not make multiple copies to distribute to a class or other group so that copies of the original do not have to be purchased.
- The "fair use doctrine" allows copying in situations where you would otherwise copy notes by hand.

Information takes on other forms in the library besides books and magazines: maps, recordings, audiocassette, videocassettes, compact disks, computer databases, manuscripts, pamphlets, clippings, films, slides, pictures, sheet music, and government documents.

The last item is of interest. Tax dollars are used to publish a variety of documents. Cities, states, counties, and the federal government all produce documents. Many libraries keep such documents as a public service. They are usually kept in a separate location.

One service that most libraries offer is the interlibrary loan. If you can not find a certain book or publication, you can "order" this resource through their interlibrary loand system.

IV. SOURCES OF INFORMATION:

INDEXES, BIBLIOGRAPHIES, COMPUTER SEARCHING

A. Indexes

Most books can be located through a library's catalog if they are in the library, or borrowed if they are not owned. However, most of the information you need for research is probably in sources other than books. How can you find what you need and want?

Articles in journals are usually searched through periodical indexes, which are available in libraries.

The Reader's Guide to Periodical Literature, published by the H.W. Wilson Co., is a valuable general resource, indexing articles from about 200 commonly read magazines. Articles are indexed by key words (subject headings).

The New York Times Index covers articles published in that newspaper, also by key word. Short summaries are given for most articles, and the coverage is nationwide and worldwide, not just of New York.

The H. W. Wilson company issues a number of specialized print indexes. The Humanities Index is important to you because it includes religion and theology.

A company called Information Access publishes Magazine Index, National Newspaper Index, Business Index, and Legal Resources Index. These are different from printed or computer indexes, are viewed through a terminal and are on microfilm, like many public library catalogs.

What do you do when you find articles on topics of interest to you? If the library has the journal in which the article is located, then you can read the article and make notes or photocopies. If the library does not own that journal, a copy of the article may usually be obtained from another library. Most libraries do not loan periodicals, and will charge you for the photocopy (usually under $10.00 per article).

Since the world of information is not free, it behooves the researcher to be selective in the articles requested. Unfortunately, many times it is difficult to tell from the title of an article if it is really what you want. Only experience will guide you to what authors and journals are the most worthwhile, but one good idea is to remember to narrow down your research topic and subject headings as much as possible.

If you are accustomed to looking up information in science or other areas of knowledge that are fairly strictly defined, you will probably be frustrated when you begin to look up information in the social sciences and religion, because the indexes do not seem to have a great deal of consistency.

AATI has provided its students with one of the most qualitative and quantative internet resources available. www.onlinetheologicallibrary.org The AATI Online Library is linked with more than one million (yes, that's more than one million) sources of information.

One of the major periodical indexes in the area of religion is called, logically enough, Religion Index-One, or Religion Index Periodicals. An example of the problems that face a searcher using this index may be seen in the following attempt to find articles on minority peoples in the church. The following subheadings (among others) were searched: Baptist, Hispanic, Mexican American, Culture and Christianity, Pluralism, Culture and Religion, Bilingualism, Spanish Americans, Race Relations and the Church, Protestants in the United States, Afro-American Clergy, Black Theology, Culture Conflict, Liberation Theology, Acculturation, Nativistic Movements, Blacks, Asian Americans, Ethnicity, City Churches, Rural-Urban Migration.

Several lessons to be learned from searches like the above are: try to narrow down your research topic as much as possible, but conversely try to scan as many subject headings as possible. Be sure to evaluate the articles very carefully before you request copies, unless you have unlimited funds. Fortunately, you will find a great deal of duplication under these subject headings. A similar index is the Christian Periodical Index, which covers the field of evangelical Protestant Journals.

After a little experience you will acquire a "feel" for the types of subject headings that will be productive. You will also notice that certain periodicals will probably appear more frequently than others. For example, if you are researching seventeenth century theological issues you will see references to journals that cover Europe, the Reformation and early modern period, and theology. If you are looking for information on Black churches in the American West you will see references to periodicals on the United States, modern history, and Blacks and other minority peoples. Once you get this "feel" for research in journals, you will often be able to look at the indexes and tables of contents in the journals that are likely to cover your topics.

B. Bibliographies.

Once you have found articles in indexes, you need to decipher the citations. In 1977 the American National Standards Institute (ANSI), now NISO, (for National Information Standards Organization) adopted a standard for bibliographic references, Z39.29-1977, which had previously been approved by 55 institutions and organizations, including the American Society for Information Sciences, the Library of Congress, and the National Library of Medicine. An example of this format for a journal article is:

> Torrez NE. How to enjoy doing research. Aust J Rel Res Th Ed 1987 May; 57(5):931_9.

It would be nice if this format were being utilized universally, but there are still many variations and alternate forms, and journals that use completely different formats for their references. However, since the NISO format is clear and useful and has such a weight of approval behind it, it seems to be the obvious choice. How do you decipher the above bibliographic reference?

Torrez = surname of the author.
NE = initials of author's first and middle names.
How to enjoy doing research = title of article.
Aust J Rel Res Th Ed = abbreviation of the name of journal, in this case Australian Journal of Religious Research and Theological Education (this one is fictitious). Abbreviations are not always standard, but they should be listed in the front of whatever index you are using.
1987 = year of issue.
May = month of issue (not always given).

57 = volume of journal.
(5) = issue number.
931-9 = pages on which the article appears.

When you are taking notes for your research, copy the references down carefully and completely. You will need the information for your own bibliography, you will need it if you request the article through interlibrary loan, and you will save yourself a lot of time and grief if you get all the information the first time. If the index or other source you use has a different format for references, copy the information as given. You can rearrange it later for your own notes.

Another source for references is bibliographies in articles or books. In other words, the books and articles that you locate in the library and elsewhere will have bibliographies of their own, and some of their references may be useful to you if you can locate them.

Use the most specific reference tool for your research. For instance, in the area of religion, you will get much better results with Religion Index, Christian Periodical Index, social science and humanities indexes, and similar sources, than with Reader's Guide or business or scientific indexes.

In many subjects it is vitally important to have the most up-to-date information and statistics. In a field like religion, recent articles may or may not be more important than older ones. If you are writing about recent trends in urban ministries or in denominational membership you will want the latest information: if you are studying beliefs about the Holy Spirit and the church you will deliberately seek a range of older as well as newer material.

You will find the topics gain and lose in popularity. For example, speaking in tongues and charismatic movements have been more or less thoroughly studied at different times. Articles on race relations were not numerous until the 1960's and 1970's, when great attention was devoted to social problems. Apparently church and society felt that their questions were answered and the problems solved, because there is much less being written now. A lack of recent articles does not mean that a topic is unimportant, but stresses the need to seek out other sources of information.

When you use a reference guide or periodical index, look at the beginning material, which will explain how to use the guide, what the symbols and abbreviations mean, and what is the scope of the publication. It may be that this is not a useful guide for you, and you should be spending your research time elsewhere.

Sometimes you must be creative in searching for information. Interviews can be valid and priceless historical records. Letters and personal documents can be used. Printed transcripts of programs, or the sound or videotaped recording can be used with proper credit. You can even devise a survey, submit it to the appropriate persons, and draw your research conclusions from the information you collect.

C. Computer Searching.

Those of you who have home computers may already be familiar with on-line literature searching. You can access hundreds of databases with only a personal computer, a modem, and a telephone. A modem is a device that translates information received through a telephone into a form receivable by the computer. Databases are

bodies of information like periodical indexes, but the information requested can be called up on the computer screen.

Most of the foregoing bibliographic sources and many more are now available on the Internet (the World Wide Web). The "home pages" or "web sites" are customarily very user-friendly and do not require much training to use.

BOOLEAN LOGIC: The secret behind database searching is called "Boolean logic," after George Boole, a nineteenth century British mathematician. The words to keep in mind are "AND," "OR," and "AND NOT." These are called "logical operators." If you are searching a database on your computer and want only one term, then you merely enter whatever command, (FIND,, etc.) is required in the instructions. Example:

```
? ss Baptist
? 1 1902 baptist
```

The computer will respond with the number of articles under this subheading in this particular file in the database. If you have access to similar indexes in printed form, it is usually cheaper for you to use those indexes if you are going to look up single topics. The "AND" command is used to find articles that combine two or more topics. Example:

```
? ss baptist AND Hispanic
? 1   1902    baptist
? 2    132    hispanic
? 3      8    baptist and Hispanic
```

The computer reports that there are eight article in this particular file that have been written about BOTH Baptists and Hispanics. More than one "AND" command can be used. Example: ? ss baptist AND hispanic AND California. The computer would report how many articles in the file have been written on the combined subjects of Baptists and Hispanics and California.

The "OR" command will retrieve articles that contain both topics, but not necessarily together. Example: ? ss baptist OR hispanic would retrieve the 1902 articles on BAPTIST plus the 132 articles on HISPANIC. An example of a useful search using "OR" would be: ? ss baptist AND (California OR Nevada). This command would retrieve articles about Baptists in California and/or Nevada but nowhere else.

The "NOT" or "AND NOT" command will retrieve articles that cover one topic minus another topic. Example: ? ss baptist AND NOT foreign would limit the search to articles on Baptists in the United States but not in other countries.

Some databases use a "controlled vocabulary," for which you have consulted the printed guide, or "thesaurus"; however, most databases also have a way of searching "text words" that appear in articles but not in the subject headings. Since vendors of computer databases want you to spend money using their services, most of them are becoming more and more "user friendly" to make searching the literature a pleasurable and rewarding experience.

V. SELECTING RESEARCH TOPICS; LEVELS OF RESEARCH; PROPOSAL

Now that you know how to look for information on just about any subject, how do you select a topic to investigate? Although the nature and level of your research will help to determine the subject, there are some other guidelines to follow.

If you have a choice, choose a research topic in which you are personally interested. If you are motivated by interest, you are much more likely to search creatively and diligently for information than if you are following someone else's interests. This does not mean that you should not consult with your advisors and with other qualified persons before you select a topic; it means that within the larger area of subjects that are appropriate and available to you for research, it is advisable to find one that you really want to study.

You want what you write to have value: for your own life and work, for your school, for your fellow students, and for future generations. You want to make a contribution to the body of Christian knowledge. All the work that you put into your studies and research will be rewarded, probably not materially, but certainly spiritually.

Any kind of special knowledge that you have can be useful in your research: foreign languages, computers, mathematics, music, photography, business, architecture, medicine, educational methods, biological science, food technology, etc., etc., etc.

A major help in selecting research topics is to look at reports and other papers you have written. Even if these reports are not always compiled on subjects of your choice, they can give you some idea of your strong points in research. It is assumed that you have kept at least some of your earlier work in a place where you can find it and that it is still in readable condition.

If you need some suggestions for research topics and are at all interested in history, there is a great need to record and preserve information about local churches and their leaders in the Bay Area and throughout California. As an example of the timeliness of such studies, by the time J. Alfred Smith compiled the history of Allen Temple Baptist Church in Oakland, much information about early pastors and early history had been lost forever.

One of the reasons for stressing local subjects for research is that information in those areas is probably more easily available than information for more remotely placed subjects. There is absolutely no reason why you should not study Presbyterians in Scotland or church music in the Yukon Territory except that it may be more difficult and expensive for you to find the information you need. However, if the interest is there, you will find a way.

It is vitally important to discuss research topics with your academic advisor, who has had experience in helping students to make research choices. You want to study topics that are important and valuable but you also want to avoid duplicating the work of other researchers. To some extent it is impossible to pick a completely original topic, but there are always ways to avoid following in someone else's footsteps too closely.

When you are doing research on the pre-doctoral level, you do not need to worry too much about picking topics that have been previously covered by other researchers. So long as you are not plagiarizing other scholars' materials and are giving proper credit, you are acting appropriately. However, if you are preparing work of graduate level, you should try to be as original as possible. Even though your subject matter has been discussed by others, try to formulate conclusions that reflect your own approach and understanding. It is important to look at what has already been done. There are publications that can be found that list the dissertations and abstracts in an index format.

A. Levels Of Research.

Whatever you write can be important, and should be worthwhile. A book report or undergraduate research paper or an interview is no less important or less valuable for its intended purpose than a doctoral dissertation. Whatever you write should be the best that you can produce, with attention to truth, consistency, and correct form.

A good way to develop your own writing style is to read as much as you can of what other people write. Unfortunately, much serious non-fiction writing is awkward and painful to read. If the style is correct and the information is accurate and the bibliography is useable, an article in a scholarly journal is frequently as good as you are likely to find. However, you are not excused from poor quality or dull writing.

A style that is appropriate for a sermon is not appropriate for an essay or research paper, just as a poem may be excellent as a poem but not as prose. Autobiographical information is frequently given in a style that may be different from other research, not because it is more or less authentic or valuable, but because of the nature of the information.

Although most of the information in this manual is valid for most forms of research from the undergraduate report to the doctoral dissertation, there are differences, particularly in length and overall format. These differences will be discussed in Section IX.

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B. Proposal.

When you are writing reports and papers for undergraduate courses, you do not ordinarily need to present a formal proposal to your instructor or advisor. However, for the master's thesis, and particularly the doctoral dissertation, you should expect to present your topic proposal for approval to your academic advisor. The following items need to be included:

1. Cover letter.
2. Title Page (tentative title of your paper).
3. Statement of Purpose (what you want to accomplish in your research).
4. Background of the Proposal (why your topic is important philosophically, theoretically, educationally, or historically). Are there different theories about your topic? Is there a need for better understanding? Are there gaps in knowledge in this area?

5. Methodology (how are you going to get your information, prepare and document your study, and collect relevant and valid data?).
6. Table of Contents (tentative outline and/or table of contents).
7. Bibliography (selection of resources available to you and covering your topic)

VI. OUTLINES; NOTE TAKING.

A. Outlines.

Once you have decided on a topic for your research and located books, articles, and other materials, you face what is potentially the most hazardous part of your research. The seemingly unlimited mass of information available to you must be tamed and condensed into relevant notes for your report, paper, thesis, or dissertation.

Outlines are designed to impose logic and order on your accumulation of information. An outline can be in sentence form or phrase form, but is fairly standard. Example:

- Roman numerals (I, II, III) represent the major subtopics of your paper.
- Capital letters (A, B, C) represent minor subtopics.
- Arabic numerals (1,2,3) represent major details under minor subtopics.
- Small letters (a, b, c) represent the minor details under major details.
- Small Roman numerals (i, ii, iii) can be used to represent the smallest details in the paper.

Example of an outline: I.

XXXXX
- A. Xxxxxx
- B. Xxxxxx
  1. Xxxxxx
  2. Xxxxxx
- C. Xxxxxx

II. XXXXXX
- A. Xxxxxx
  1. Xxxxxx
     a. Xxxxxx
     b. Xxxxxx
  2. Xxxxxx
  3. Xxxxxx

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a. Xxxxxx
   i. Xxxxxx ii. Xxxxxx iii. Xxxxxx
b. Xxxxxx
c. Xxxxxx

A rule that is stressed in most outlines is not to have only one subdivision. If you have a A. there must be a B. If there is a 1. there must be a 2. Try to keep the elements in your outline as grammatically parallel as possible.

INCORRECT:

A. Types of .....
   1. Learning .....
   2. Studies in .....
   3. Forgetting .....
   4. Under stress .....

CORRECT:

A. Types of .....
   1. Learning .....
   2. Studying .....
      a Forgetting .....
      b Experiencing stress .....

There are several good reasons for constructing outlines. They provide balance and parallelism for your paper. Your research topic is not "everything you can find out about X." There should be development of an issue, proof of an argument, or some kind of analysis and interpretation. You are not only describing the facts of a situation, you are trying to draw some conclusions. An outline should help you to state your conclusions and keep them in mind as you write your paper.

Some researchers take readily to outlining their thoughts, while others find outlining foreign to their natures. There is a technique that some people use to get their ideas out prior to outlining. This technique is sometimes called "mind mapping," and is like a written form of brainstorming. You write down an idea, then the next idea you have on the topic, and so on, attempting to draw lines between the concepts and ultimately producing a page of pertinent ideas that can then be corralled into an outline.

The advent of computers has produced several structures like flow charts and decision trees, which are very useful in many areas but are not the same as the conventional outline. Whatever it takes to get your thoughts organized can be very valuable, but most instructors will still expect to see a regular outline for your research project.

B. Note Taking.

When you take notes for your research paper, each note should fit into some part of your outline. Although you will probably need to do some background reading, try to take notes with your particular topic in mind. You will still end up with some notes that may have to be discarded, but you will be making good use of your time.

Most persons who take notes use cards in sizes 3" by 5," 5" by 6," or 5" by 7." The size you use is up to you, but keep to the same size. You can also use sheets from a small note pad or pages in a notebook. If you photocopy pages from your source materials, you can cut the relevant quotes from the photocopies and paste or tape them onto cards.

There are two very important things to remember when you take notes. The first is to indicate at the top or side of the card a possible heading or subheading from your outline, so that you can group your notes from the very beginning.

For example, if you are writing a paper on music in Black religious life, you will probably want to divide your subject into historical periods and group your notes by historical period. If you find that 80% of your notes are falling into one group, you can take immediate action to look for some additional sources rather than having an unpleasant surprise await you when you are writing your rough draft.

The second important thing to remember is to identify the sources of each note by at least author and page. If you have quotes from more than one book or article by the same author, make the distinction right away. If your note is continued on a second card or page, identify each portion. Nothing is more frustrating or time wasting than trying to match an orphan second card or page with the first card or page.

Note taking often does not mean copying direct quotes from your sources. If you have any doubts about the meaning of an author's statement or if you have the remotest intention of using it as a quote in your paper, copy it exactly.

If, however, you know that you need only the information contained in the original article, feel free to condense the statement into brief notes, or paraphrase the author's ideas into your own words. Summarizing a lengthy passage can certainly save you a lot of time and work.

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Your main concern is not to have to look up your original source a second time, especially if such an effort involves time, travel, or money. If you have paid for a computer search and/or for photocopies or articles, do not discard these materials until you are sure you have no further need for them. Even then, put them away somewhere safe until you have completed your paper!

As was mentioned before, one of the values of an outline is that it helps to structure and organize your note taking. You will probably feel that you have never taken enough notes, that right around the corner, in the process of publication, or in some other library is the perfect book or article without which your own research will be forever incomplete. Perfection is never to be attained in this world. However, when you have reached the point where you feel that you have covered your outline topics and subtopics respectably, and when you begin to see references in articles and books to many of the sources that you have already used, then you are probably ready to start the process of composition.

VII. ROUGH DRAFT.

If you have prepared a good outline, you should find writing the rough draft of your paper relatively easy. Some research guides advise writing at least three drafts: a rough draft, a revised draft, and the finished product.

If you have tried to assign your notes to appropriate sections of your paper while you were collecting them, you should have the wherewithal to fill out your outline. It is necessary to go over the notes you have collected to see if they appear to fit into the sections to which you have assigned them, and to see if you have a fairly balanced selection. If you have dozens of notes for two or three areas, and one or two notes for other sections, it is clear that you need either to do more research or to revise your outline.

Even though you probably have a fairly clear idea of what points you want to develop in your paper, you will be amazed at what shows up in your rough draft. You will probably find that it looks far better than you thought it would, but you will also find inconsistencies and weak areas that you will be able to correct at this point. Be sure to leave plenty of space between lines in your rough draft.

As you select and arrange your notes, remember to indicate the sources for each reference, particularly if you are not copying the material in as you go along. As has been mentioned already, you will be saving yourself time and suffering later on by a little attention to your citations.

You will find that you will usually be drawing your information from a variety of sources, even within a single subsection. This is a good situation, because it shows that you are not simply relying on and copying from one or two sources. However, you need to clarify which details come from which sources; it is not honest to attribute to a source information or interpretations which it does not contain. Using a variety of sources gives some idea of the amount of study and research that you have done for your paper, report, or thesis.

Sometimes you will find that your sources disagree over details of a fact. Here is where you need to evaluate the reliability of your sources. If you are looking for bibliographical information, for example, you might think that the older the information the more reliable it must be, but this is not always the case. One of the first biographies of George Washington is the one by Parson Weems that contains all the legends like the cherry tree cutting. If the particular detail is not the major argument of your thesis, you do not need to worry about conflicting sources of data. In a situation like this, a scholar will usually state which source he or she is following and adhere to a single version as much as possible.

If the disagreement in your sources is over interpretation of facts, you can be happy, because this is the essence of doing research.

Writing a research paper is not a matter of simply stringing together your notes. Not only are you responsible for the selection and arrangement of your material, but you are also responsible for interpreting what you find.

Reading through your rough draft will reveal areas in need of improvement. Even if your research is sound and your outline is balanced, you should try to make your paragraphs and individual sentences as smooth and effective as possible. Some writers find that the physical activity of writing or typing the research paper several times brings to light weaknesses in structure or expression. Those writers who are comfortable with word processors are putting them to good use making revisions in the text. Few techniques are as effective in revealing flaws in a paper as reading it aloud, preferably to someone else.

Research papers, theses, and dissertations are not a form of literature that is read for literary merit. Those that are later edited and published as "real books" usually go through a great deal of transformation. You are not necessarily creating a literary masterpiece.

VIII. FOOTNOTES, ENDNOTES, QUOTATIONS, AND BIBLIOGRAPHY

One of the reasons why it was important to document the sources of your notes for your research paper is that many if not most of them are going to reappear in your finished product. First of all, it is necessary to determine what information you need to document. Facts that are generally known do not need to be documented, such as the dates of the Second World War, the distances between the earth, moon, and sun, and the birthplace of a president. "Facts that are generally known" does not mean that you should be expected to know all of them without looking them up. They are merely widely available in general reference sources.

What you do need to document is material that reflects opinions and theories rather than commonly accepted facts. Information that appears to be factual should be documented if it rests on opinion, like fossil dating or satellite flight photographs. Any statistics or information from behavioral scientists should be documented. The methods that they use to collect their data have not always been valid, and their interpretations have often been used to justify racism and sexism.

Facts that are probably true but that may be known only to a small number of scholars or investigators should be documented. Especially if they represent findings from experiments that involved only a small sampling of subjects, they may or may not be true.

There are several standard formats for preparing research papers and bibliographies. The three most widely used formats are the American Psychological Association (APA), the Modern Language Association (MLA), and the Chicago style (named for the University of Chicago). Examination of the different varieties suggests that they all have merit, but that the Chicago style seems the best to use for most types of research.

Consequently, the Golden State School of Theology format has been adapted to a large extent from the Chicago style whenever applicable.

Bibliographic form is intended to conform in most respects to the National Information Standards Organization Standards for Bibliographic References, NISO Z39.29.1977, which have been approved by 55 institutions and organizations.

A. Footnotes and Endnotes.

Footnotes are the documentation for the notes that you have taken as they appear in the course of your report or paper. Traditionally footnotes have been placed at the foot, or bottom, of each page. However, for several reasons footnotes are now changing form and location.

Footnotes at the bottom of a page have the advantage of providing immediate access to the sources quoted or paraphrased. On the other hand, footnotes can be distracting, since it is difficult to avoid looking at the bottom of the page when they are present, whether you want to read them or not. Footnotes are utterly frustrating to the typist, because as you type you have to be constantly aware of how much space you will need to leave at the bottom of the page. Furthermore, the growing use of word processing formats is fostering change, because some formatting programs make footnoting difficult if not impossible.

In the Bibliographical/Footnote Method, you place a superscripted number (written above the line) at the end of your text (quote or reference) and the bibliographical reference is at the bottom of the same page. At the end of your paper, all the references are listed alphabetically or by type of material, in a slightly different form.

In the Reference Cited Method, or Parenthetical Reference, a number is assigned to each item in the bibliography. Instead of using a footnote, you document your writing by using the reference number from the bibliography and the page number of the reference in parentheses right after the information you cite. Example: (6:5); (10:100_115).

The Endnote Method is just like the Footnote Method except that the information for each reference number is not placed at the bottom of each page but is grouped with the other references at the end of each chapter or at the end of the whole paper.

If you are composing papers for courses on the undergraduate level, you will frequently be allowed to use the Reference Cited Method or the Endnote Method. However, particularly in graduate seminary programs (ministry research projects, theses, and dissertations), the traditional footnotes should be retained. One of the reasons for this system is the practice of putting theses or dissertations on microfilm by University Microfilms International. Although theses are frequently transferred to paper copy for purchase, they are usually borrowed and read in microfilm edition by means of a microfilm reader, which makes it very difficult to switch back and forth from a page to the end of a chapter.

Footnotes are usually indented five spaces from the left margin, just like paragraphs. They are single-spaced and separated by a double space. The main differences between a footnote and a bibliographic reference are that footnote elements are separated by commas, while bibliographic reference elements are separated by periods; the footnote lists the exact page or pages of the quote or information cited, while the bibliographic reference does not list page numbers because it includes the whole book or article. Endnotes are usually double-spaced and will be used in all term papers. They will be listed at the end of the paper on a page titled "Endnotes". Footnotes will be used in dissertations and theses. The most common footnote and endnote types are as follows:

BOOK BY ONE AUTHOR:

Footnote:

[1]Rubem Alves, Protestantism and Repression: A Brazilian Case Study (Maryknoll: Orbis Books, 1985), 39.

Endnote:

1. Rubem Alves, Protestantism and Repression: A Brazilian Case Study (Maryknoll: Orbis Books, 1985), 39.

BOOK BY TWO AUTHORS:

Footnote:

[1]James H. Davis and Woodie W. White, Racial Transition in the Church (Nashville: Abingdon, 1980), 58.

Endnote:

1. James H. Davis and Woodie W. White, Racial Transition in the Church (Nashville: Abingdon, 1980), 58.

BOOK BY MORE THAN TWO AUTHORS:

Footnote:

[1]Myron S. Eisenberg, et al., Disabled People as Second-Class Citizens (New York: Springer, 1982), 45-61.

Endnote:

1. Myron S. Eisenberg, et al., Disabled People as Second-Class Citizens (New York: Springer, 1982), 45-61.

ESSAY BY ONE AUTHOR IN BOOK EDITED BY A DIFFERENT AUTHOR:

Footnote:

[1]John S. Hicks, "Should Every Bus Kneel?," in Myron S. Eisenberg et al., Disabled People as Second_Class Citizens (New York: Springer, 1982), 3.

Endnote:

1. John S. Hicks, "Should Every Bus Kneel?," in Myron S. Eisenberg et al., Disabled People as Second_Class Citizens (New York: Springer, 1982), 3.

ARTICLE IN A PERIODICAL:

Footnote:

[1]Jere Allen, "The Church in the Changing Community," Southwest Journal of Theology 24, no. 2 (1982): 34-35.

Endnote:

1. Jere Allen, "The Church in the Changing Community," Southwest Journal of Theology 24, no. 2 (1982): 34-35.

ARTICLE IN A NEWSPAPER:

Footnote:

[1]Katy Butler, "Defiant Vietnamese Still Occupy Church," San Francisco Chronicle (San Francisco) March 9, 1987, 3.

Endnote:

1. Katy Butler, "Defiant Vietnamese Still Occupy Church," San Francisco Chronicle (San Francisco) March 9, 1987, 3.

PUBLICATION WITH CORPORATE AUTHOR:

Footnote:

[1]Golden Gate Baptist Theological Seminary, Library, Periodicals Holding List (Mill Valley: Golden Gate Baptist Theological Seminary, 1987), iii.

Endnote:

1. Golden Gate Baptist Theological Seminary, Library, Periodicals Holding List (Mill Valley: Golden Gate Baptist Theological Seminary, 1987), iii.

EDITION OTHER THAN THE FIRST:

Footnote:

[1]Malcolm Boyd, The Underground Church, 2d ed. (Baltimore: Penguin, 1968), 33-39.

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Endnote:

1. Malcolm Boyd, The Underground Church, 2d ed. (Baltimore: Penguin, 1968), 33-39.

AUDIOVISUAL FORMAT:

Footnote:

[1]E. V. Hill, On the Death of His Wife, Focus on the Family CS 373/2519, 1988. Cassette.

Endnote:

1. E. V. Hill, On the Death of His Wife, Focus on the Family CS 373/2519, 1988. Cassette.

UNPUBLISHED SOURCE:

Footnote:

[1]Sterling E. Hess, "Bergson's Theory of the Elan Vital," (M.A. thesis, Syracuse University, 1937), 10-12.

Endnote:

1. Sterling E. Hess, "Bergson's Theory of the Elan Vital," (M.A. thesis, Syracuse University, 1937), 10-12.

SPECIAL INSTRUCTIONS POWERBIBLE CD.

The Power Bible is a great inexpensive recommended resource for AATI students. It is available at: http://www.powerbible.com/ for $19.00. The PowerBible CD contains many volumes that you, as a AATI student, can access and quote from. Each publication is a published work and must be treated as such. Sources used from this CD must be cited. Since there are many documents that can be quoted from, we provide the following guidelines that give credit where credit is due and consistent with most manuals on writing.

The first resource cited, you will cite both the source and the PowerBible CD. When a second source is cited, you will modify the endnote/footnote by giving the source's information and completing the endnote/footnote with "in PowerBible CD. The following are examples of Endnotes citing from the PowerBible CD.

1. Albert Barnes, Albert Barnes' Commentary on the Bible [Public Domain] in *Power BibleCD*, [CD-Rom]V3.0, John Gilbertson, ed., Bronson: Online Publishing, 1999-2001.

2. Matthew Henry, Matthew Henry's Commentary on the Whole Bible [Public Domain] in *Power BibleCD*.

The above format can be used for other CD-Rom based reference libraries. One notes that page numbers are missing. Many electronic documents do not have page numbers.

If you have two or more footnotes or endnotes in a row that refer to the same book or article, use the word "Ibid." (an abbreviation of the Latin ibidem, "the same," followed by the page number(s) of the other quote or quotes if they are different.

In older books you may find footnotes with the words op.cit. and loc. cit. to indicate references to previously cited authors and books. If the author only has one work cited, than only the name and page number is necessary. Examples:

X. Martin, Pilgrims, 235-236.

XX. Turabian, 73.

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For references from the PowerBible CD, then only the name will be used if there is no page number. For those entries where this is more than one source by the same author, then the author's name, brief title, and page number is required.

Some reference styles prefer "p." and "pp." before page numbers in a footnote or endnote, while some prefer using the number(s) alone. AATI requires the use of numbers alone. The use of "f." for "the following page" or "ff." for "following pages" is becoming less common than simply listing the exact page reference(s) and is not used by AATI.

"Passim," meaning "here and there" is a way to refer to information scattered throughout numerous pages of a text, for example an entire chapter. It is a term best used sparingly. If you were trying to check on a reference in a paper you would hope that "passim" meant what it said and really justified looking up the article in question.

B. Quotations.

In normal writing of the paper, you will give credit to the ideas presented to the authors and other sources. The item is given a superscripted number and the citation entered in either an endnote or footnote. There are times when a direct quotation is preferred. The direct quotation may be given because the person says "it best." Direct quotes may be used to support a point, used to give a contrasting point or opinion, or provide direct facts. A quote may also be used to illustrate a point being made. It may help in concluding a matter. It may be used to provide a change in direction.

Short quotations are generally those less than three lines in length. When making a quote, you must copy the exact sentence or fragment word-for-word. Should there be a grammatical error or the text is an older form of English, the writer should put in the Latin word *"sic"* in brackets after the error. The end of the quote will have a superscripted number for the endnote/footnote. Example:

"The gardener prun'd [sic] the tree branches …"[x]

Short quotations will begin and end with the standard double quotation marks "". If the quotation has a quotation within it, the writer will substitute the internal double quotation marks for single quotation marks. Example:

"The wise man observed the situation and said, 'This is a sign from God.'"[x]

Block quotations follow a different format. The text will be indented half an inch from the normal margins. The text will be single-spaced. Double quotations will not be used for the beginning and end of the text. The end of the quotation will have the superscripted number for the endnote/footnote. Example:

> Periods and commas should be placed inside quotation marks (even when the quotation marks enclose only one letter or figure); semicolons and colons go outside. Question marks and exclamation points should be placed outside quotation marks unless the question or exclamation is part of the quotation.[1]

Scripture quotations require similar treatments. There will be no footnote or endnote enumeration. The text will end with a scripture reference in parenthesis. The student will use abbreviations for Scripture references when possible. Examples of abbreviations: Genesis – Gen. Exodus – Ex. 1 John – 1 Jn. Examples of quotations from the Bible are:

Short quotations of scripture will begin and end with double quotation marks. The verse reference will follow. If the quotation is the end of the sentence, it will end with a period.

"For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life" (John 3:16).

Long sections of scripture will be block quoted. You will follow the same rules for block quotes when quoted verses that are three lines or longer in length. Example:

> And we urge you, brethren, to recognize those who labor among you, and are over you in the Lord and admonish you, and to esteem them very highly in love for their work's sake. Be at peace among yourselves. Now we exhort you, brethren, warn those who are unruly, comfort the fainthearted, uphold the weak, be patient with all. See that no one renders evil for evil to anyone, but always pursue what is good both for yourselves and for all. Rejoice always, pray without ceasing, in everything give

[1] Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. (Chicago: The University of Chicago Press, 1996), 79.

> thanks; for this is the will of God in Christ Jesus for you. Do not quench the Spirit. Do not despise prophecies. Test all things; hold fast what is good. Abstain from every form of evil. (1 Thes. 5:12-22)

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The first time you use a scripture from the Holy Bible is used, you will also provide the translation (abbreviated) in the parenthesis. For unity purposes, the student will provide an explanation in the endnote/footnote. Examples:

Scripture Quotation:

"And we know that all things work together for good to them that love God, to them who are the called according to his purpose" (Ro. 8:28, KJV)[X]

Corresponding Endnote:

X. The King James Version (KJV) will be used throughout this paper unless otherwise indicated.

Whenever other translations are used, indicate the translation by appropriate abbreviation with the scriptural reference: (Gen. 1:1, NASB), (Ex. 4:2, NIV), (Acts 1:8, NKJV), (1 Cor. 12:1-5, NLT). Please ensure that all translations are included in the Selected Bibliography.

When including direction quotations, you may be led to emphasize certain words or phrases in the quote. Most manuals on writing give the writer leeway in using a variety of methods (ALL CAPS, **bold,** *italics,* underlining, etc.). When you include a quotation and desire to make an emphasis by such methods, include a statement in brackets after the quote as follows:

"Who shall **separate us** from the love of Christ? shall tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword?" (Ro. 8:35) [Emphasis added].

C. Bibliography.

The sources from which you will have drawn your notes will make up the selected bibliography at the end of your paper. For a short paper you will probably be able to list all your sources together, alphabetically by last name of the author (or title if no author is named). For a thesis or dissertation you may want to separate your references by category, for example, books, articles, and other sources. Usually you should not list a reference unless you have used it at least once in your paper. Listing items that you have not seen personally is not honest, with the following possible exception: an article of book that you are unable to obtain but have viewed in abstract form (printed or on-line).

Most of the materials in your bibliography will fall into the following categories. Most exceptions to these rules are covered in more detailed style manuals such as that of Turabian.

BOOK BY ONE AUTHOR:

Alves, Rubem. Protestantism and Repression: A Brazilian Case Study. Maryknoll, New York: Orbis Books, 1985.

BOOK BY TWO AUTHORS:

Davis, James H., and Woodie W. White. Racial Transition in the Church. Nashville: Abingdon, 1980.

BOOK BY MORE THAN TWO AUTHORS:

Eisenberg, Myron S., et al. Disabled People as Second_class Citizens. New York: Springer, 1982.

TWO OR MORE BOOKS BY THE SAME AUTHOR:

Walvoord, John F. The Holy Spirit. Grand Rapids: Zondervan, 1991.

_____. The Millennial Kingdom. Grand Rapids: Academie Books, 1959.

THE POWERBIBLE CD (AND CD ROM LIBRARIES):

Gilbertson, John. *Power* BibleCD [CD-Rom]V3.0. Bronson: Online Publishing, 1999-2000.

TRANSLATION OF THE BIBLE:

Holy Bible. New King James Translation.

CORPORATE AUTHOR:

Golden Gate Baptist Theological Seminary Library. Library Periodical Holding List. Mill Valley, California: Golden Gate Baptist Theological Seminary, 1987.

INTERNET:

Yeakley, Flavil, Jr. "Reaching Those Who Are Receptive." Church Growth 15(October - December, 2000): 8 - 9. http://4churchgrowth.com/chur4103.htm. 2003.

MAGAZINE ARTICLE:

Ebert, Michael. "The Power of Partnership." On Mission, March-April 1999, 25-28.

THEOLOGICAL JOURNAL:

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Kripalani, Raj. "The Doctrine of Jesus and Jehad." The Conservative Theological Journal 6, no. 17 (2002): 11-149.

AUDIOVISUAL FORMAT:

Hill, E. V. On the Death of His Wife. Focus on the Family. CS 373/2519, 1988. Cassette.

UNPUBLISHED SOURCE:

Hess, Sterling E. 1937. "Bergson's Theory of the Elan Vital." M.S. thesis. Syracuse University.

For all problems related to research papers in religious music, you can find no better reference than:

Culpepper, Alan, and Jacquelyn Culpepper. Manual of Procedure, Form and Style. Louisville, Kentucky: Southern Baptist Theological Seminary, 1983 (Mill Valley CA: Golden Gate Baptist Theological Seminary, 1986.)

IX. TERM PAPERS

The writing of a Term Paper for AATI provides each student with the opportunity to produce, in written form, a document, which provides evidence that new learning, has taken place. It further provides the student with the opportunity of expanding that new knowledge through the use of outside source material. Depending upon which level of study in which you are involved, your Term Paper must be 10, 20, or 30 double spaced pages in length. It must also have a Title Page, Table of Contents, use Endnotes, and have a Bibliography. The number of outside sources in your Bibliography depends upon your level of study.

- Undergraduate students must normally prepare papers of not less than **ten** pages.
- Graduate students must normally prepare papers of not less than **20** pages.
- Doctoral students must normally prepare papers of not less than **30** pages.

The minimum number of written pages does not include the Title Page, Dedication Page (if used), Table of Contents, Endnotes, or Bibliography. In addition, if you quote scripture and write them out, they also do not count toward the number of pages written/required. Please noted the following rules:

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- Margins of 1" on top, bottom, and sides are required.
- The preferred font is **Times Roman 12 point**. You may also use **Arial 12 point**.

YOU MAY NOT USE ANY FONT OTHER THAN TIMES ROMAN OR ARIAL WITHOUT PERMISSION OF THE ACADEMIC COMMITTEE.

- Under no circumstances may larger fonts be used EXCEPT in headers, section breaks, etc.

- **Bibliographical** sources:

  - Undergraduate students must cite at least **ten** outside sources.
  - Graduate students must cite at least **15** outside sources.
  - Doctoral students must cite at least **20** outside sources.

The following will be the layout and design of the term paper submitted to AATI.

1. Title Page
2. Dedication Page (if used)
3. Table of Contents
4. Body of Work
5. Conclusion
6. Appendices (if any are used)
7. Endnotes (if used)
8. Bibliography

Instructions for the title page begin on the next page. Sample pages for the Title Page, Table of Contents, Endnotes, and Selected Bibliography follow.

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SAMPLE TITLE PAGE [Note – the title page is never numbered but considered page 1]

(Scroll down 10 spaces from the top of the page)

THIS IS A SAMPLE TITLE PAGE

(5 spaces)

A TERM PAPER
(2 spaces)
PRESENTED TO
(2 spaces)
THE NAME OF YOUR MENTOR
(2 spaces)
OF
(2 spaces)
AN ANSWER THEOLOGICAL INSTITUTE
(2 spaces)

(3 spaces)

IN PARTIAL FULFILLMENT
(2 spaces)
OF THE REQUIREMENTS FOR
(2 spaces)
COURSE TITLE AND NUMBER (3 spaces)

BY
(2 spaces) JOHN Q.
STUDENT Student
Number
(2 spaces)
Date on which the work was submitted to the Mentor
(SEE NEXT PAGE FOR SAMPLE)

Scripted Publishing Guidance

WRITING THE WINNING TERM PAPER

A PAPER

PRESENTED TO

DR. A. MENTOR

OF

AN ANSWER THEOLOGICAL INSTITUTE

IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE COURSE

TERM PAPER WRITING (EN 007)

BY

IM A. STUDENT
XXXXXX

MONTH XX, XXXX

[Note – sample page for Table of Contents follows.]

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B. The Outline 9

C. The Style 11

D. Endnotes & Quotations 13

IV. CONCLUSION 24

V. ENDNOTES 25

VI. SELECTED BIBLIOGRAPHY 28

[Note – table of contents will begin the page numbers. This page will begin with 2. The body of the text begins on page 3. Sample for page for Endnotes follows.]

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V. ENDNOTES.

1. The abbreviation for An Answer Theological Institute, AATI, will be used in the remainder of this paper. This is an acceptable treatment for large formal names and is often used with translations of the Holy Bible.

2. Kate Turbian, A Manual For Writers Of Term Papers, Theses, And Dissertations (Chicago: University of Chicago, 1996), 165.

3. Ibid., 124-125.

4. Dan Moore <dpastordan@aol.com>, "Writing Term Papers in History", personal e-mail to Dr. Paul Graves, April 23, 2002.

5. Ibid., 253.

6. Ibid., 73.

7. Albert Barnes, Albert Barnes' Commentary on the Bible [Public Domain] in *Power BibleCD*, [CD-Rom]V3.0, John Gilbertson, ed., Bronson: Online Publishing, 1999-2001.

8. Vincent F. Hopper, et. al. Essentials of English, 4th ed. (Woodbury: Barron's, 1982), 134.

9. Glenn Leggett, et. al. Prentice-Hall Handbook 8th ed. (Englewood Cliffs: Prentice-Hall, 1982), 412.

10. Albert Barnes.

11. Hopper, 100.

[Note – Sample Selected Bibliography Page Follows]

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VI. SELECTED BIBLIOGRAPHY.

Hopper, Vincent F. Et. al. Essentials of English. 4th ed. Woodbury: Barron's, 1982.

Leggett, Glenn. Et. al. Prentice-Hall Handbook. 8th ed. Englewood Cliffs: Prentice-Hall, 1982.

The Holy Bible. New King James Translation.

Moore, Dan <dpastordan@aol.com>. "Writing Term Papers in History." Personal e-mail To Dr. Paul Graves. April 23, 2002.

Page, Melvin E. "A Brief Citation Guide For Internet Sources in History and Humanities (V. 2.1). http://www2.h-net.msu.edu/~africa/citation.html. February 6, 1996.

Torrez, Naomi. Research Manual. Rev. Petersburg: Golden State School of Theology, 1997.

Turabian, Kate. A Manual For Writers Of Term Papers, Theses, And Dissertations, 6th ed. Chicago: University of Chicago, 1996.

[SAMPLE]

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X. THESES AND DISSERTATIONS.

These two documents will be treated together. They are the major by-products of the learning experience at all levels. A thesis is the major paper produced by Bachelor and Master's level student. It differs from the doctoral dissertation in scope and size. They both will follow the same basic format. Both will be hard-copy and bound products. For AATI students, the following are the very basic requirements for theses and dissertations:

- All students will have a minimum of **THREE** copies of their work bound. One comes to the student, one to the Mentor, and one remains with AATI. If the student wants more, they simply have more bound.

- The left margin should be at 1"1/2 inches. This allows for the binding of the project.

- The top, right, and bottom margins must be set at one inch.

- Numbers must be placed at the BOTTOM CENTER of the page.

- Specific guidance concerning papers:

  - The undergraduate Thesis shall be at least 75 pages in length.

  - The Master Thesis shall be at least 85 pages in length.

  - The Th.M., and M.Div. Thesis/Project shall be a minimum of 100 pages.

  - The D.Min., D.R.E, and Th.D., etc. Dissertation shall be no less than 150 pages.

- The paper should be a minimum of 40% cotton weight and white in color.

- No dot matrix printed documents will be accepted.

- Footnotes or Endnotes are acceptable.

- Turabian's Manual For Writers will be the primary guide in writing the thesis/dissertation with the modifications found in this Research Manual and other instructions issued by AATI.

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Additional instructions will be provided to you just prior to beginning your thesis or dissertation consistent with the goals of your degree program. These additional instructions will include how to submit your proposal and its format, specific guidance for guiding your research or project, submission of drafts for review, and final submission for approval. The next page gives the order of the pages for the Thesis/ Dissertation.

ORDER OF PAGES FOR THESIS OR DISSERTATION

1) Blank page – This is page without a number.

2) Title Page – It is Roman numeral i; the number is not printed on this page.

3) Copyright page (if copyrighted) – This is page is Roman numeral ii (bottom, centered). It is printed on the page – bottom centered. The copyright symbol, ©, will be 1 ½" from the bottom of the page – centered – with the name and year.

4) Approval Sheet – This is for the signatures of the reviewing committee. The title of your work and your name will be centered on the page. It will include signature lines for all signatures. This will be page iii (bottom, centered).

5) Dedication page (optional). If used, it will be numbered iv (bottom, centered). NOTE: This form of numbering will be used until the first page of the text.

6) Table of Contents.

7) Table of abbreviations (if necessary).

8) List of tables (if used).

9) List of figures (if used).

10) List of plates (if illustrations are used).

11) Preface.

12) Body of text. The chapter heading will be centered. The first page of each chapter or section will have a 2" top margin. All other pages will have a top margin of 1". This page will begin the normal numbering. If the last page used (preface) is iv then this page will be 5. On the first page of a chapter or section, the page number will be bottom centered. All other pages will have the number at the top right. These rules will apply for appendices, bibliography, and vita.

13) Appendices (if necessary). Same rules for margins and page numbering of the body of text apply.

14) Bibliography.

15) Vita (optional).
16) Blank page.

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SAMPLE PAGES FOLLOW.

[SAMPLE TITLE PAGE – NOTE: THIS PAGE IS NOT NUMBERED]

CHURCH PLANTING TEAMS – A STUDY OF A NEW MISSIONS PARADIGM

A DISSERTATION

PRESENTED TO THE

FACULTY OF

AN ANSWER THEOLOGICAL INSTITUTE

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE

DOCTOR OF MINISTRY

BY

IM A. STUDENT
XXXXXX

MONTH XX, XXXX

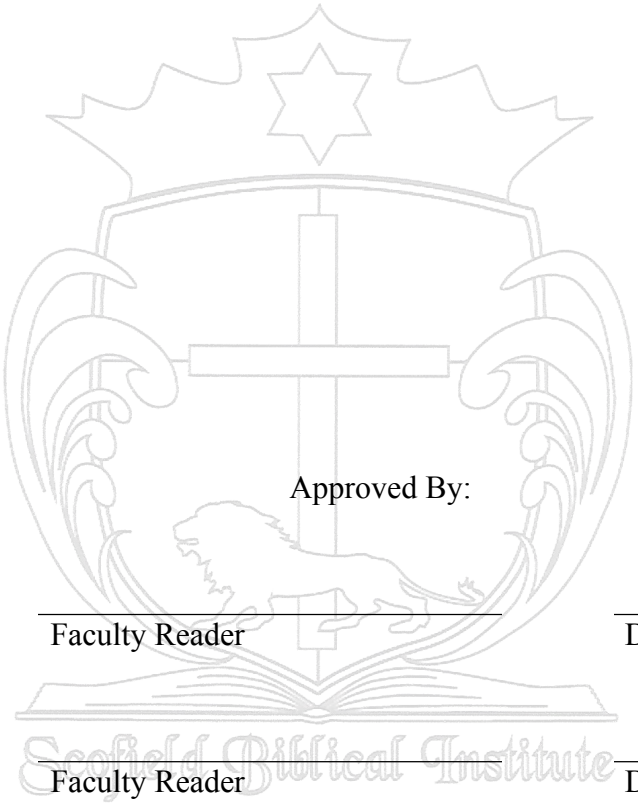
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[SAMPLE APPROVAL PAGE]

CHURCH PLANTING TEAMS – A STUDY OF A NEW MISSIONS PARADIGM

BY IM A. STUDENT

[Note: Title is centered 2" from top]



Approved By:

Faculty Reader	Date
Faculty Reader	Date
Faculty Reader	Date

X. SELECTED BIBLIOGRAPHY

Culpepper, Alan, and Jacquelyn Culpepper. Manual of Procedure, Form, and Style. Louisville: Southern Baptist Theological Seminary, 1983.

Hopper, Vincent F. Et. al. Essentials of English. 4th ed. Woodbury: Barron's, 1982.

Leggett, Glenn. Et. al. Prentice-Hall Handbook. 8th ed. Englewood Cliffs: Prentice-Hall, 1982.

Page, Melvin E. "A Brief Citation Guide For Internet Sources in History and Humanities (V. 2.1). http://www2.h-net.msu.edu/~africa/citation.html. February 6, 1996.

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Turabian, Kate. A Manual For Writers Of Term Papers, Theses, And Dissertations, 6th ed. Chicago: University of Chicago, 1996.

Weidenborner, Stephen, and Domenick Caruso. Writing Research Papers: A Guide to the Process. New York: St. Martin's Press, 1982.

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