Student Handbook

Fall 2015

To be read in full by *every* new student

Most of the information that is necessary for students to know is also necessary for mentors, and vice versa. Therefore, we have combined the information in this handbook to inform both the students and the mentors. So, even though this is as much a handbook for the mentors as it is for the students, it is written with the students as the audience.

Each student, upon acceptance, is assigned a primary mentor who works with the student to the end of the program, bearing primary responsibility for the guidance of that student's learning.

As a CES student, ***you*** *bear the responsibility of determining what your mentor requires of you and when you are to complete such requirements*. It is your responsibility to meet your agreed-upon deadlines, or to communicate with us should you need more time. Remember, even though it is good for you and your mentor to set a time limit for the earning of the degree so that you will have something to strive for, CES does set its own time limits. See "TIME LIMITS ON DEGREES" in the catalog.

An Important Class: WP-CES Writing Protocols

Over the years, we have discovered that very few people, even those with master's and doctoral degrees, know how to write well. Thus, we have developed a *very important class* for all students *regardless of their degree level*. The class is called *CES Writing Protocols*.

Every school has its own "style" for academic writing, and to be successful in their classes, students must know what those requirements are.

This class is required for all students, with very few exceptions for some in beginning undergraduate studies who are doing some challenge exams in place of some classes.

All students, and especially those who are intending to write a thesis, a dissertation, or a major project, must take the class for the full 4 credits. In some rare cases—which shall be determined on a case-by-case basis and only for those who are not intending to write a thesis, a dissertation, or a major project—some students may take the class as an audit. You will need to check with the seminary for your eligibility to take the class as an audit, and check for the present cost of the audit fee.

If students fail the exam, they may re-study for it and take it again (paying a second exam fee).

The Student is to Write the Learning Contract (LC)

The Learning Contract (LC) is the student's list of curriculum and classes. A sample LC can be downloaded from the CES website. Please find it and use it as your guide to writing your LC. Be as clear as possible about areas of particular interest, thus courses, you wish to undertake. And, if possible at this early stage, you should articulate a final project (i.e., thesis or dissertation) topic.

When a student comes into the program with a clear sense of what the final project is to be about, it is appropriate to include that in the Learning Contract, realizing that perhaps no more can be said about it at this stage than something simple like:

> Planning and research will be undertaken in the course of developing and writing a thesis on the theme of "The Historical Development of the Doctrine of the Trinity."

The Student May Write the Syllabi

Sample syllabi can be downloaded from the CES website. Please find them and use them as your guide to writing your syllabi. You will follow the form of the syllabi as closely as possible. The style and format of your syllabi should be identical to the samples; only the content should change for each syllabus.

Keeping Student's File up to Date

Both mentors and students are encouraged to keep a very simple log of contacts between the student and the mentor in a file. Occasionally, the person at either end of the communications process may feel there is either too much or too little going on. Having a record of the number of exchanges may prove useful.

Supervision of the Thesis, or Dissertation

Please understand that a written proposal must be submitted, and a thesis or dissertation fee must accompany the proposal.

No Research Paper, i.e., *Thesis or Dissertation,* may be started without first going through the formal Research Paper Proposal. When you are ready to do your Research Paper Proposal, please contact the seminary for information.

Many students have already given serious thought to a topic for their *Research Paper*. As early as seems reasonable, you are encouraged to begin discussing the final project so that you and the mentor will have a sense of the direction that the guided course work might most profitably take.

As in the traditional model, it is the central administration of the seminary that sets the formal requirements for the thesis or dissertation (for information about the formal requirements of the thesis or dissertation, see *Research Writing With Rhyme and Reason* in this *Handbook*). When the student has submitted the final copies, the mentor will be asked to approve and sign the title page(s) of the final draft, indicating that the work has met all the seminary's formal requirements.

How Much Time and Energy is to be Expected of the Mentor?

We have found that in many cases the first month (or two) may account for well over half of the work you do with your mentor. There have been some interesting studies done on the amount of time students in traditional programs spend with the chair of their dissertation committees. The average is between 10 and 12 hours.

The Need to be Sensitive to the Value of Your Mentor's Time

As a student working on a degree through a distance-learning institution, you should be sensitive to the value of your mentor's time. CES is nontraditional, and

therefore you might not receive the same personal feedback from your CES mentor as you might with an on-campus professor. Therefore, DO communicate, but we encourage you to be *efficient* in your communications with your mentor.

How Do I Communicate with My Mentor?

You do whatever seems most reasonable. For many students and mentors, an exchange of e-mails with an occasional telephone call (at the student's expense) is quite satisfactory. Other options might include using the latest in communications technology, or even personal face-to-face meetings.

What if Something Goes Awry?

In all cases we will endeavor to accommodate the needs of students and faculty. Since we are operating on a smaller, more human level than most traditional schools, we encourage both students and faculty to keep in close touch. If you have not heard from a mentor in many months, and attempts to make contact go unanswered, we ask that you drop us a note to that effect. Since our mentors are eager to work with and help students, such lapses are not common, but we need to know if they do occur.

In the rare event that you and your faculty member find yourselves unwilling to continue working together, we will expect to hear from both you and your mentor supplying as clear a picture as possible of what seems to have gone awry. If necessary, the student will be assigned another primary mentor. However, in some cases, the student may have to pay extra mentor fees to secure the new mentor.

The central administration of CES is the ultimate recourse in difficult situations. You should not hesitate to communicate concerns if and when they arise.

The Matter of Plagiarism

CES will support only the highest standard of academic professionalism, and our faculty members have been informed of the same. If a mentor suspects that a student's work is not original with the student, he/she should inform us immediately. From a mentor's written correspondence with a student through the email, supplemented as necessary with telephone calls or other communication media, he/she will develop a sense of each particular student's style of writing and thought. Should suspicion arise in the mentor's mind that a student is submitting work that is not his or her own, the mentor will inform the seminary. We will employ further methods of determining the mentor's suspicions. The uncovering of a *clear case of student plagiarism* will result in immediate dismissal from the program and forfeiture of all fees. The seminary's Board of Regents sits as the Ethics Committee to consider such matters.

In Summary

We hope your relationship with CES will be a rewarding one, and we are pleased that you have joined the growing number of students, academicians, and scholars who are pursuing their educational and degree goals with CES.

Research Writing With Rhyme and Reason

The CES Style Guide

Note: This style guide is not a manual of absolutes but only a guide. There may be instances and reasons that your mentor may ask you to do something that varies from this guide. However, you as the student should follow this guide as closely as possible and only diverge from this guide with prior discussion and permission from your mentor or a chief administrator of CES.

Introduction

Some CES students (doing research degrees) will complete major research papers demonstrating excellence in their areas of study. At the Bachelor's level and the Master's level, it is called a *Thesis*. At the Doctoral level, it is called a *Dissertation*. (From this point on the term *Research Paper* will refer to the *Thesis* and *Dissertation*.)

This portion of the *Handbook*, which we will call ***The CES Style Guide,*** has been prepared to provide guidance to CES students in the writing of various term papers and their *Research Papers*. However, this ***Style Guide*** is not enough in itself. It is to be used in conjunction with the text: ***A Manual for Writers of Term Papers, Theses, and Dissertations***, by Kate L. Turabian (published by The University of Chicago Press). Each student *must secure* a copy of this book.

However, and this is very important, wherever ***The CES Style Guide*** and ***the book A Manual for Writers of Term Papers, Theses, and Dissertations*** differ, you will accept and follow the precepts laid out in ***The CES Style Guide***.

Not all Students Required to write a Major Research Paper

Some degrees do not require the writing of a major *Research Paper*. All students, regardless of their chosen degree, *may elect* to write a major *Research Paper*, but a major *Research Paper* is *required* for only certain degrees. Be sure that you know if this is required of your particular degree.

Reading requirements vary from school to school, and in many cases, from class to class and from professor to professor. In an investigation of more than 30 traditional, accredited seminaries, colleges, and universities, we found that a doctoral class of 4 credits may have as few as 400 pages of reading to as many as 2,000+.

Writing Requirements vary as well. One accredited university requires a mere 30 pages for its Master's Thesis. Yet, a few other colleges have required nearly that many pages for their master's-level term papers. At one accredited seminary, one particular professor required the writing of a *maximum* of only two pages for a master's-level term paper. After more than a year of observation and investigation, CES has adopted the following reading and writing requirements:

General Reading Requirements

-Freshman & Sophomore: 125 pages per credit (4-credit class = 500 pages of reading)
-Senior & Junior: 175 pages per credit (4-credit class = 700 pages of reading)

-Master's: 250 pages per credit (4-credit class = 1,000 pages of reading)
-Doctoral: 350 pages per credit (4-credit class = 1,400 pages of reading)

General Writing Requirements
-Freshman & Sophomore: 3 to 5-page term paper (per class)
-Senior & Junior: 5 to 10-page term paper (per class)
-Master's: 12 to 15-page term paper (per class)
-Doctoral: 17 to 20-page term paper (per class)

Note: These are *minimum* requirements. Students may read more and may write more if they desire. However, all written work, regardless of length, must be excellent in *writing, grammar*, and *academic style*. Simply being longer does not mean being better.

Term Papers

Before discussing the major *Research Paper* let's address the class papers that *all* students must complete. The determination of how many papers will be required is made by you and your mentor (also, generally, the higher the degree level the more term papers will be required).

Structure of a term paper

Term papers should contain the following items:
a. Title page
b. Preface (this is optional and may not be necessary)
c. Introduction
c. Main text
d. Footnotes
e. Bibliography

Title Page This gives all the basic information about the course and student, and should follow the style of the title page offered as an example on the CES website.

Preface This is included only when there is special information that should be shown to your mentor and to the Columbia faculty but which is quite distinct from the material offered in the main text and which cannot readily or sensibly be integrated into the main text. (Thus, the preface is rarely necessary in a class paper.)

Introduction The introduction does what the name implies. It introduces the reader to the materials, the subject, or the area of research about to be addressed.

Main Text The main text should begin with a paragraph or two outlining in summary form the topic(s) to be addressed and the main thrust of your argument or finding. Once the body of the paper has been presented, write a brief conclusion that will remind the reader of the main points you have made and their relation to your argument or finding.

Footnotes All quoted or cited materials must be given proper documentation. This is done by the correct use of footnotes. Also, footnotes may be used to elaborate on or extend points made in the text. This is done when the material is germane to the information in the main text but it is not an integral part of your arguments or presentation. It is important to note that a paper must make sense to any reader who neglects to read the footnotes.

Bibliography All the books, e-books, commentaries, journal or magazine articles that you have consulted, cited, or quoted from in the paper must be listed in the bibliography.

(For more information on each part of a paper, see *A Manual for Writers of Term Papers, Theses, and Dissertations*)

Theses & Dissertations (the Major Research Papers) General Information

All students enrolled in research degrees must complete *Research Papers*. At the Bachelor's level and Master's level it is called a Thesis; at the Doctoral level it is called a Dissertation.

When a professional project is substituted in lieu of a *Research Paper*, some academic writing is still necessary. Students completing a professional project are required to provide a *title page*, *table of contents*, *abstract*, *introduction*, *body*, and *conclusion* for the work. Therefore, all students should secure a copy of the text *A Manual for Writers of Term Papers, Theses, and Dissertations*, and they should *read*, and *understand* the information in this ***CES Style Guide***.

The *Research Paper* (or the written materials for the professional project) must be presented on 8.5" x 11" (21.6 cm x 28 cm) paper, from a word-processor, double-spaced, and in black ink. For binding purposes, there must be at least a 1" (2.5 cm) blank margin at the top, bottom, and right edge, and a 1.5" space at the left edge.

Page numbers shall appear at the bottom center of each page, one inch from the edge of the paper. (Much like what you see in this *Handbook*.)

Students are advised to *keep copies of any hard-copy materials submitted to Columbia Evangelical Seminary and their mentors*. This applies to administrative as well as academic submissions, and includes partially submitted versions of the *Research Papers*. Although it happens rarely, student submissions can get lost in the mail or become misplaced during processing. Therefore, each student should retain a copy of all his/her submissions. (It is likely, however, that all your submissions will be electronic.)

Titles and Subtitles

CAP: The first and last words in any title start with a capital letter, and all other words in the title start with capital letters as well except for coordinating conjunctions (and, or, but, yet, nor), and articles (a, the), and prepositions (of, on, up, etc.). A simple memory technique on how to remember this is simply to think of the first three letters of the word "capital": CAP.

C = coordinating conjunctions
A = articles
P = prepositions

The title is the most concise and general presentation of the research paper. It conveys what the work is about in a few words—from as few as one to as many as 25. Sometimes a work may have a metaphoric or technical title. For a not-too-terrific example of the metaphoric: *Research Writing with Rhyme and Reason*. In that case the title is followed by a subtitle that clearly explains the work, e.g., *A Style Manual for Columbia Evangelical Seminary Students*. Another example of the metaphoric might be,

Two by Two. Subtitle: *Scientific Evidence Supports the Biblical Account of the Number of Animals in the Ark*.

Here is an example of the technical: *Pneumatikos and Charismata*. The subtitle: *All the Gifts of the Spirit*. Again: *Hamartiology and Soteriology*. Subtitle: *The Temptation, Fall, and Salvation of Humanity*.

The title should be a clear and thorough description of the work. It may be clever and astute but it *must* be communicative. Thus, one should avoid unnecessary filler words in a title. Take plenty of time to craft a title. Also, generally speaking, a title is not the first thing to develop in a research paper. Sometimes a title will emerge from the body of the work as a person writes. Thus, you may "discover" a title half way through the research paper, or perhaps, even at the end. It is advisable to have a "working title" in the beginning. A working title is simply a name or a tag that a writer uses to identify the work while he/she waits to develop the final title.

Process of Writing the Research Paper

It is important that the student *write* his or her own *Research Paper*. Too often students in various schools simply hire expert writers to write their *Research Papers*. We require that the student do his or her own writing. Learning to write an academic *Research Paper* is part of the overall program of study with CES. It is, however, quite appropriate for the student to solicit the help and tutelage of an expert, but students should not simply hire others to write their manuscripts for them. If one has a secretary or helpful spouse that will do simple typing, this is acceptable as well, but the actual *writing* of the paper, i.e., the style, grammar, and punctuation, should be that of the student.

If the student needs help in the writing process, he should communicate with his/her mentor about the help that will be necessary. In some cases, a student may need to take an additional class in the elements of effective writing. If you feel that you need a class in writing, please contact the seminary as soon as possible for information on available classes.

Hand in a Chapter or Two at a Time

A *Research Paper* will have chapters. You should hand in a chapter or two at a time as soon as you finish it (or them) rather than waiting to complete the entire paper. If there are recurring errors in your writing, then it is best if the professor can point them out to you before much of the paper is completed. On one occasion a student handed in the first 90 pages of his thesis. The format and style were such that the mentor read only the first 10 pages and identified many recurring errors that were in all 90 pages. The student had to rewrite every page! How much better it would have been if the student had handed in the first ten pages and waited for the professor's comments before wasting his time duplicating the errors for the next 80 pages (all of which had to be corrected).

When submitting a chapter or two at a time, the student should submit it to the mentor, and the mentor should make any and all necessary corrections. Then, the student should employ those corrections, and then send the corrected chapters to the school for a final review. The seminary will have someone read and respond to it. Once the seminary representative has responded and makes any further corrections, the

student should employ those corrections. Then, after that is all completed, the student may then write the next couple (or few) chapters and do the process yet again. This way the work is being "constructed" and polished as it goes.

The First Draft, No Matter How Good, is a Rough Draft

Please remember, no matter how good you think your first draft is, it is only a rough draft. Chances are that your professor will ask you to make some changes and corrections in your paper. Some of you may be used to academic writing, and you may have fewer corrections to make, but it is probable that even those with strong academic backgrounds from traditional colleges and seminaries will have to make some changes and corrections. So, please, talk with your mentor and hand in small portions at a time to see if you are following the appropriate academic style. Some students have been known to submit a manuscript as many as six times before it is finally accepted by the mentor. To avoid this, be sure to learn from your mistakes the first time (by studying and learning the corrections that your mentor makes on your paper) and employ those corrections ***throughout*** your writing.

Final Review

After your entire *Research Paper* has been reviewed, corrected, rewritten by you, and your mentor has approved it, and it has been reviewed by a seminary representative, then you will submit it to Columbia Evangelical Seminary for a *final review*. There may still be some changes that will be required, but since the mentor will have approved it, the student will then work directly with the seminary concerning the final changes (unless the seminary official feels the need to employ the mentor's participation at this stage). Once the paper has been given final approval by Columbia Evangelical Seminary, then you will submit the completed work via email. At this point, the typical submission should be in PDF format. CES no longer receives hard copy *Research Papers*.

The Format of the Research Papers

1. Title Page
2. Blank page
3. Student's Declaration of Authenticity & Mentor Signature
4. Acknowledgments (this is optional and may not be necessary)
5. Abstract
6. Table of Contents
7. Introduction
8. Body (also called the Text)
9. Appendix
10. Bibliography

<u>Let's go through them one by one</u>:

1. The Initial Title Page

Colleges, universities, and seminaries have their own preferred format for the initial title page. See sample pages on the CES website, which shall be used by all CES students (see also *A Manual for Writers of Term Papers, Theses, and Dissertations*).

2. Blank Page

Following the initial title page, there shall be a blank page.

3. Student's Declaration of Authenticity & Mentor's Signature

All Research Papers shall contain a signed, dated declaration on the page after the blank page, which reads:

I declare that all material presented to Columbia Evangelical Seminary is my own work, or fully and specifically acknowledged wherever adapted from other sources. I understand that if at any time it is shown that I have significantly misrepresented material presented to Columbia Evangelical Seminary, any degree or credits awarded to me on the basis of that material may be revoked.

Student's Signature _____ *Date* _____

Below this will be a space for the mentor's signature:

See sample pages on the CES website for the layout to be used by all CES students.

4. Acknowledgments

This is an optional portion of the Research Paper, but those who wish to express their gratitude to their family members, mentors, colleagues, seminary, etc., may do so in this portion of the paper. (For more information about this, see *A Manual for Writers of Term Papers, Theses, and Dissertations*).

5. Abstract

The abstract can be from a couple of sentences to a few paragraphs long (from as few as 100 words to as many as 1500 words). It gives the reader a complete (albeit generalized) idea of what the work is about. Abstracts often delineate the topic and scope of the work, give a concise statement of the problems, questions, and theories, clearly describe the procedures or methods used, and may even give speculation about implications and further questions and topics for study. However, not all of the aspects described above have to be in the abstract.

The key to a good abstract is that it should present a complete, accurate, and concise description of the work. An abstract should clearly indicate what the author's research questions were and what work was done. For more information, see *A Manual for Writers of Term Papers, Theses, and Dissertations*.

6. Table of Contents

The table of contents shall replicate the *exact titles* (word for word) and subtitles as found for chapter titles and subtitles throughout the work. For more information, see *A Manual for Writers of Term Papers, Theses, and Dissertations*.

7. Introduction

The introduction can be from couple of paragraphs to as many as twenty pages. The introduction to a *Research Paper* typically presents the historical, conceptual, and personal background on which the work is based. This includes definitions of key words, terms, and concepts. It should also include the student's theological presuppositions, and thus the methods to be used. If in the introduction ideas are borrowed from other writers, or if quotations are used, footnotes should be used just as

they would be in the body of the work. For more information, see *A Manual for Writers of Term Papers, Theses, and Dissertations*.

8. The Body of the Research Paper (also called the Text)

All written material should use correct spelling, grammar, and punctuation. All written material should have a pleasant, clear, expository style. Guidance on CES-accepted standards for written materials can be found in *A Manual for Writers of Term Papers, Theses, and Dissertations*. For further reference and study (but this is optional), the student may want to purchase *The Chicago Manual of Style*. (Chicago: The University of Chicago Press).

The length of *Research Papers* may vary depending on the amount of credit selected, the subject matter, type of work done, style of presentation, and other factors. However, there is a guiding rule for *minimum length*. CES requires that a *Bachelor's Thesis* be a *minimum* of 40 pages; a *Master's Thesis* a *minimum* of 80 pages; and a *Doctoral Dissertation* a *minimum* of 120 pages. A Research paper *may* be longer than the minimum required pages, depending on the level of the degree and subject matter. However, length is not necessarily an indication of quality. A paper may be short if the subject matter can be adequately addressed in fewer pages. On the other hand, a short paper that is superficial shall not be accepted. At the other extreme, a work should not be long simply because it is poorly written and unorganized. The key to a good research paper is quality: quality in research, quality in style, quality in mechanics, and quality in execution.

A FEW WRITING PITFALLS TO AVOID

In the body of the work, the student should be careful of a few pitfalls:

—Do not use first person personal pronouns: Never say "I" or "my" or "me" or "mine" or "us" or "our" or "we."

—Do not address your reader. Never say "you," "your," or "yours" in direct conversation to the reader. For example, do not say something like, "You should consider the three major types of . . ."

—Do not ask questions. This is another way writers address their readers. For example, do not say something like, "Have you considered the three major types of …?"

—Rather than asking questions, just **STATE AND DEFEND**. State your case, and then defend it. *It is vitally important that students realize that their job in writing a Research Paper is simply to STATE and DEFEND. This is much the same as you would see in a scientific report or a news report. For examples of this, read articles in professional newspapers. The author never refers to himself nor does he address his readers.*

—Do not use contractions. In other words don't use "don't." Use, "do not" instead.

—Do not abbreviate words and titles in the body of the paper. For example, do not abbreviate book titles from the Bible. Spell out "Revelation 3:10" instead of "Rev. 3:10." (You may abbreviate Bible book titles in the footnotes, however.)

—Do not start sentences with a numeral. For example, do start a sentence with "1 Corinthians 2:14." Rather, spell out the word, e.g., "First Corinthians 2:14," or place it

later in the sentence with the numeral. Example, "Paul speaks of this in 1 Corinthians 2:14 . . ."
—Do not write in the passive voice.
—Do not have extraordinarily long sentences. (A sentence is considered long when it has 16 to 20 words.)
—Do not use allegorical writing. Just write in direct prose (i.e., ordinary speech or writing, without metrical structure or allegorical terminology).
-Example of bad: Martin Luther's raging fire consumed the wood, hay, and stubble of the religious forest of the era.
-Example of acceptable: Martin Luther's teaching and preaching exposed the error in the false teachings that were prevalent in the Catholic Church at that time.

For more information about the Body of the Research Paper, see *A Manual for Writers of Term Papers, Theses, and Dissertations*.

—In academic writing, the writing style is not folksy, chummy, or conversational. Avoid cutesy or trendy phrases, and never use clichés.
—*Be sure to have a Conclusion*. Each chapter *may* have its own conclusion (and it may be titled Conclusion), which pulls together the various ideas presented and draws the theories or research to a close. However, the research paper in general should have a final conclusion (this may be the last chapter) for the work as a whole.

The conclusion reports what has been done and answers questions. A good paper and a good conclusion will often present new questions that have been raised in the course of the research and writing but were not answered. These unanswered questions are thus indicated to be subjects of further, future research beyond the scope of the present work. Please note that these questions are not addressed to the reader. Rather, a question in the conclusion would simply be a question that was raised *about the topic at hand*, and not a personal question to the reader.

9. Appendix

See *A Manual for Writers of Term Papers, Theses, and Dissertations*.

10. Footnotes and Bibliography

Footnotes are important for establishing sources and authorities for ideas and quotations, and for connecting the student's work to other scholars in the field. ***Footnotes are numbered consecutively throughout the paper.*** They can either be a reference citation, or footnotes can be used by the author to make explanatory comment. Footnotes should appear at the bottom of the page on which the ideas to which it refers occur. Each footnote includes the name of the author from whom the quotation or idea was obtained, the title of the book or article, the page or location in the work, the publisher, and the date and place of publication.

The **bibliography** is an alphabetical list of books and other sources from which the student gathered, quoted, and presented information. The bibliography appears at the very end of the research paper.

A Final Word about Academic Style

An academic Research paper represents a lot of work. Doing the research alone takes many hours and preparing the final written report takes many more. There are several reasons why students are expected to invest so much time and effort in a research paper. The primary reason is to allow the student the opportunity to demonstrate his/her knowledge and accomplishment in a certain field of study. Further, an excellent research paper supports the goal of the student to acquire the necessary research skills for ongoing, lifelong, self-education. It demonstrates that the student can follow directions, do research, and employ proper presentation techniques to communicate in standard academic format. Furthermore, it is the belief of the faculty and staff of Columbia Evangelical Seminary that students who can express themselves in this manner will be better able to express themselves in other areas of communication in which they will be engaging for the rest of their lives.

General Rules of Punctuation

Always place a comma . . .

1. Always place a comma after three or more words in a series, and before "and" or "or." *Turabian*, 3.68, explains this well. **Example:** "Peter, James, and John were in the class."

Special Note: The AP (Associated Press) style does not use a comma after the coordinating conjunction in this particular construction. **AP Example:** "Peter, James and John were in the class."

Some students who read this construction in their local newspapers may question the accuracy of the rule *Always place a comma after three or more words in a series, and before "and" or "or."* However, AP style *is not* academic style. Academic term papers, theses, and dissertations are not newspapers. Term papers, theses, and dissertations do not follow AP style; they follow academic style.

Once again: When you have a series of three or more elements, these elements must be separated by commas, and a comma must be placed before the coordinating conjunction.

Example: "I bought bananas, apples, and pears."

2. Always place a comma after an introductory *dependent clause* in a *complex sentence*. See *Turabian* (3.79).
Example: Until Jesus returns, the Church must continue to evangelize the lost.

3. Always place a comma before the coordinating conjunction separating two (or more) independent clauses.
Examples: "The light shines in the darkness, but the darkness has not understood it" (John 1:5). "Whoever believes in him is not condemned, but whoever does not believe stands condemned already" (John 3:18). The man ate the entire bucket of chicken, and then he got sick.

Note: This is a point on which Turabian differs from the ***CES Style Guide***. Whereas the ***CES Style Guide*** says to always place a comma before the coordinating conjunction separating two (or more) independent clauses, Turabian says that no

comma is necessary is the two independent clauses are very short. This, however, is not acceptable to CES academic standards. Therefore, Always place a comma before the coordinating conjunction separating two (or more) independent clauses no matter their length.

4. Always place a comma around non-essential, non-restrictive words, phrases, and clauses. See *Turabian*, 3.72.

—> "Which" always introduces a non-restrictive clause. (must have commas)

—> "That" always introduces a restrictive clause. (*do not* use commas)

Example: Bob's dog, which barks constantly, is three years old. (must have commas)
Example: Bob's dog that barks constantly is three years old. (*do not* use commas)
The only difference here is the use of the word *which* or *that*. It shows what the author's intent is. In the first sentence, using a non-restrictive clause, the author is implying that Bob has only one dog. In the second sentence, it is implied that Bob has more than one dog, and it is the one that is constantly barking that is 3 years old.

5. Always place a comma after an introductory participial phrase.
Examples: "Ignoring what they said, Jesus told the synagogue ruler, 'Don't be afraid; just believe'" (Mark 5:36). (The word "Ignoring" is a participle, and "Ignoring what they said" is the participial phrase.) Walking through the park, he found a diamond ring.

6. Always place a comma after a second introductory prepositional phrase.
Example: In the book of Acts, Luke records that some Christians spoke in tongues. "In the book" is the first prepositional phrase and "of Acts" is the second prepositional phrase. These two are joined together to introduce the main clause.
Second Example: Of the men who were at the game, he was the shortest.
Note: You do not need a comma after an introductory prepositional phrase with only one preposition. Example: In the book Luke records that some Christians spoke in tongues.
"In the book" is the first and only prepositional phrase in this sentence, and a comma is not necessary. Some people prefer to place a comma even after an introductory prepositional phrase with only one preposition. If this is your style, that is fine. However, you must be consistent in your style. Thus, do not have a comma at the end of an introductory prepositional phrase with only one preposition in some cases and not in others.

Note the preference and the exception: The CES preference is that no comma is used after an introductory prepositional phrase with only one preposition *UNLESS* that introductory prepositional phrase with only one preposition is four or more words long.

Example: In the year that he came home, the transit bus system was initiated.

7. Always place a comma after an introductory interjection, an independent element, a direct address.
Example: Oh, that's the one. No, I will not go. Dave, hand me the Bible.

8. Always place a comma between coordinate adjectives. (Adjectives are coordinate if they can be reversed and if you can insert "and" between them.)
Examples: The bright, intelligent man was wearing a flashy tie. He was a kind, considerate child.

You may place a comma: (but you don't have to—select your personal style, and then be consistent)

a. You may place a comma after introductory adverbs.
Example: Suddenly, the band began to play.

b. You may place a comma after an introductory single prepositional phrase.
Example: At the table, he ate his meal.

c. You may place a comma after short sentences in a series, three or more.
Example: *She danced, she laughed, and she cried*. Important Note: This is actually a run on, but because they are short sentences, the commas are acceptable. You do not have to use the comma because periods and semicolons would work as well. Commas make you pause, semicolons make you pause longer, and periods make you stop. In the three brief sentences, "*She danced, she laughed, and she cried*" it would seem that semicolons or periods would be too heavy. Therefore, commas may be used to separate these short sentences.

The key to the use of the comma in these three examples is consistency. Choose a style, *and stick with it*. If you are not consistent throughout your paper or article, your reader will notice it. Inconsistency in style is the mark of an amateur.

Use a semicolon: See *Turabian* (3.84 ff).
1. **Use a semicolon** after elements in a series when the elements have commas.
Example: The list of students included the following: Bob Jones, 37, of 1318 NE 6th St.; Susan West, 24, of 1244 Florence Ave.; and Steve Turk, of 114 West Minx Blvd.

2. **Use a semicolon** between independent clauses to show that they are closely related when no coordinating conjunction is present.
Examples: "He himself was not the light; he came only as a witness to the light" (John 1:8). "For the law was given through Moses; grace and truth came through Jesus Christ" (John 1:17). She danced all night; her legs were tired. He turned off the lights; the room went dark.
Note: Do not use a semicolon and a coordinating conjunction (unless the clauses of the compound sentence are long and have commas in them). See *Turabian*, 3.85.

Use a colon: See *Turabian* (3.88 ff).
1. **Use a colon** after salutations in a letter (in formal letters). Example: "Dear Dr. Thomas:"

I have seen letters in which people use a semicolon after the salutation, e.g., "Dear Dr. Thomas;" This is incorrect. If it is not a formal letter—if it is a letter to a

friend for example—you may use a comma, but do not use a semicolon. Example: "Dear Sue,"
2. **Use a colon** to introduce more than one item. (see the example in #1 under **Use a semicolon).**
3. **Use a colon** after an attribution that introduces a direct quotation of more than one sentence. Example: Dr. Thomas said: (what follows should be two or more sentences of direct quote from Dr. Thomas).
4. **Use a colon** between the chapter and verse in a Scriptural reference. Example: John 3:16

Also, the traditional method of showing several verses *when those verses are consecutive* would look like this, John 3:16-21 and not as John 3:16, 21. John 3:16, 21 means that the reference is to only two verses, John chapter three, verse 16 and verse 21.
Please learn this:

John 3:16 —> Means John chapter three and verse sixteen.

John 3:16-21 —> Means John chapter three and verses sixteen *through* verse twenty-one.

John 3:16, 21 —> Means John chapter three and verse sixteen and verse twenty-one.

Also, when showing reference to more than one chapter of the same book and verses, it would have a semicolon between the chapter numbers: John 3:16, 21; 4:3-7; 5:1-2, 8.

Use a dash: (Do not over dash!) See *Turabian* (3.91 ff).
There is a difference between the — dash and the - hyphen.
The dash is an elongated hyphen called a "two-em dash." See *Turabian*, 3.91 for more about this. Some typing keyboards have a dash, and others do not. When a keyboard does not have the dash, you can make a dash by typing in two hyphens. Examples: Dash "—" Double-hyphen dash "--"

One consistent error that people make with the dash is that they often put spaces before and after the dash. There should be no spaces.
Examples Wrong ——> The Bible is the best selling book of all time — if you can call it just a book.

Right ——> The Bible is the best selling book of all time—if you can call it just a book.

Use a dash to show dramatic contrast or emphasis.
Example: The Bible is the best selling book of all time—if you can call it just a book.

I was eating lunch—at precisely one o'clock—when the house caught on fire.

The over use of the dash is a sign of an inexperienced writer. You should use dashes *very rarely*. **The Dash Rule-of-Thumb for college students: *Do not use the dash more than twice per term paper (no matter its length).***

Use a hyphen: (not to be confused with the longer dash)
1. Use a hyphen between compound adjectives.

Adjectives are compound when both or several adjectives cannot stand independently with the noun.

Example: He gave her a diamond-studded ring. Max is a four-year-old dog. Notice that Max is not a four dog. He is not a year dog. He is not an old dog. Thus, these adjectives must be hyphenated as four-year-old. Thus, Max is a four-year-old dog.
2. Use a hyphen between compound nouns. **Example:** They are bird-lovers.
3. Use a hyphen between adverbs and adjectives unless the adverb ends in "ly."

Example: It is a well-constructed house. It is a newly constructed house.

IMPORTANT: How to Use Periods and Commas with Quotation Marks: See Turabian, 3.106.

Periods and Commas <u>Always</u> Go Inside The Quotation Marks.

Examples: Bob said, "Yes." Notice that the period is *INSIDE* the quotation marks. "If I go to the park," said Bob, "I am not coming back." Notice that the comma and the period are both *INSIDE* the quotation marks. The last thing he said was, "Goodbye." Note: *ALWAYS* means *ALWAYS*—thus, *Periods and Commas <u>Always</u> Go Inside Quotation Marks*.

Some authors from other countries, for example the United Kingdom and Canada, place their periods and commas outside the quotation marks. But in America, we ALWAYS, ALWAYS, ALWAYS, put the periods and commas inside quotation marks ALWAYS. **See *Turabian*, 5.17.**

How to Use Question Marks, Semicolons, and Colons with Quotation Marks
See *Turabian*, 3.106.

Place question marks and exclamation marks inside or outside the quotation marks depending on whether they are part of the quoted material or not. If they are part of the quoted material, they go inside. If they are not part of the quoted material, they go outside.

Examples:
Not part of the quoted material: Did he really say, "I am the best teacher in this school"?
Part of the quoted material: He asked, "Do you think I am the best teacher in this school?"

Not part of the quoted material:	I can't believe she said, "You're overweight"!
Part of the quoted material:	She screamed, "You're fat!"

Place **semicolons and colons** outside the closing quotation marks.
Example: I have never read Jim Tate's journal article "The Truth of Time"; in fact, I have never even heard of it. **See *Turabian*, 3.106.**

Contractions — Don't use 'em!
Do not use contractions in your academic papers. Some examples of contractions and their counterparts are:

it's = it is	don't = do not	doesn't = does not	shouldn't = should not
can't = cannot	won't = will not	haven't = have not	didn't = did not

Politically Correct (PC) Terminology—Issues for Today's Academics

Nowadays, there are many voices speaking about things being "PC" (politically correct). Our language has come under much scrutiny in the last decade, as people try to root out offending terminology that would exclude women from general dialog. There are those who say that we should no longer use the masculine, singular, third-person, personal pronouns in a generic (or inclusive) sense. In other words, some say that it is *inappropriate* for one to use the pronoun "he" (his, him) to represent all people. Thus, a benign sentence like this becomes an offense: "As a person grows in his theology, he will discover more and more unanswerable questions." The "offense," so we are told, is that the use of "his" and "he" in this sentence is "exclusive." It excludes all women. Thus, we are told, it is far better to simply put the sentence in a pluralized form: "As people grow in their theology, they will discover more and more unanswerable questions."

In this example, switching from the singular to the plural is easy. However, sometimes the subject is within a larger context that would make the pluralization of the subject illogical or incongruent with the larger context. In this instance, when the singular must be employed, some people argue that we should write something like this: "As a person grows in his or her theology, he or she will discover more and more unanswerable questions." However, this is unnecessarily bulky and cumbersome. In fact, this sort of writing will not be accepted by CES.

Also, no better is the use of the slash: "As a person grows in his/her theology, he/she will discover more and more unanswerable questions." The slash is not acceptable academic punctuation.

Then, we have noted, some writers will occasionally shift from masculine to feminine pronouns. So, we might be reading something like this: "As a person grows in her theology, she will discover more and more unanswerable questions." The problem with this, however, seems clear. While the use of the masculine pronoun has *for centuries been used in a generic sense to include all people*, male and female, the use of the feminine pronoun has not been so used. Thus, the nuance of the feminine use is that only women find more and more unanswerable questions, which is certainly not the conclusion that the writer wants to express.

Furthermore, this PC-talk has become so out-of-hand that there are new "gender-neutral" Bible translations coming out which do not refer to God as "he." Even though the Hebrew and Greek masculine pronouns are used, "translators" are somehow avoiding the masculine pronouns so as to remove the "offensive" "he," "his," and "him" when referring to God. Note clearly that this is not an issue of translation. The Hebrew and Greek use the masculine personal pronouns: thus, this is not a translation, but a "PC-talk police action."

Now, it seems obvious to many, including CES, that all people, regardless of race, sex, or religion, should be equal and no one should be considered sub-class. However, making this "statement" through PC-talk in theological, academic papers is not the "open market" where this will be heard.

This is true in other written media as well. Note this use of the generic "he" to include all people:

"If a worker tells the boss he needs time off because he is 'depressed and stressed,' then a 'reasonable accommodation' should be made." (*Reader's Digest*, September 1997, p. 126, quoting James Brady's summary of government regulations in *Crain's New York Business*.) Shall we conclude from this statement that only men should have this reasonable accommodation?

Note this inclusive use of the term *his*. "During the 22 minutes an average person spends grocery shopping each week, 70 percent of his purchasing decisions are made in the store." (*Chicago Tribune*, July 29, 1996, Sec 4, p. 1). Shall we conclude then that women do not grocery shop?

And, finally, a little closer to home: ". . . every college professor doesn't need to put his main energy into expanding the frontiers of knowledge." (*US News and World Report*, December 30, 1996, pp. 45-47).

It seems rather obvious that if non-academic public publications like the *Reader's Digest*, *Crain's New York Business*, *Chicago Tribune*, and the *US News and World Report* can use the masculine, singular, third-person, personal pronouns in a generic (or inclusive) sense, then certainly an academic, not-for public consumption term paper or *Research Paper* can also. Therefore, *do use* the masculine, singular, third-person, personal pronouns in a generic (or inclusive) sense in you papers.

Consistent Number?

There are even some, now, who advocate the acceptance of bad grammar (inconsistent number) for the sake of political correctness. Some advocate using the plural pronoun *their* with single, indefinite pronouns! *Everybody*, *everyone*, *anybody*, and *anyone* are all singular, indefinite pronouns and must (grammatically) be used in conjunction with singular, personal pronouns. Thus, the grammatically correct, "Everyone must submit his term paper by Friday" becomes the grammatically incorrect, "Everyone must submit their term papers by Friday." This sort of grammatical error will not be accepted by CES.

Wrong: "The preacher was saying that each Christian was told that they must learn to study the Bible." Each is singular, and they is plural. So, we shifted number here.

Correct: "The preacher was saying that each Christian was told that he must learn to study the Bible."

Wrong: "Everyone should learn what it is that God wants them to do." Everyone is singular, and them is plural.

Correct: "Everyone should learn what it is that God wants him to do."

And, now, since CES does not accept the cumbersome " he (or she)" or "him or her," etc., the solution is simply the singular, masculine pronoun *in a generic sense to represent all people*: "Everyone should learn what it is that God wants him to do."

An academic paper is to be a function of good logic, good theology, and good (grammatical) writing; it is not about making a political statement (unless that is the topic of the paper).