

# *The Student Handbook*

To be read in full by *every* new student

## *General Information*

Most of the information that is necessary for students 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 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 "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. There are two options concerning this class that students can choose from:

Option # 1: Simply take the class for credits and work it into your degree program (this option is *HIGHLY* recommended).

Option # 2: AUDIT THE CLASS—Pass the final exam.

This is simply a very important class to help students learn what it is that will be required of them for the writing of their term papers, theses, and dissertations. If students select Option # 1 and fail the exam, they may study for it and take it again (paying a second exam fee).

If you decide to take this class for credit, you must list the CES Writing Protocols in your LC as one of your classes

If you select *option number one*, then list the class as **WP-500 CES Writing Protocols 2 credits** if you are a master's student, or **WP-700 CES Writing Protocols 2 credits** if you are a doctoral student. If you are an undergraduate student, you will list it as **WP-300 CES Writing Protocols 4 credits**

If you select *option number two*, then list the class with the appropriate class number (as above) but instead of listing it for credits, you will list it as AUDIT, for example: **WP-500 CES Writing Protocols Audit.**

### *Class Materials Costs*

There is no charge for the class materials (i.e., audio tapes and *Study Guide*) since this information can be accessed online at <http://www.columbiaseminary.edu/forstudents/>

### **The Student is to Write the Learning Contract (LC)**

The Learning Contract (LC) is the student's list of curriculum and classes. An example LC is in this *Handbook as well as on line at <http://www.columbiaseminary.edu/forstudents/pdf/learningcontract.pdf>.* 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: “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*.”

After you have written your LC, send one copy by email to the school for approval. After the seminary has approved your LC, you will then send three copies (with your signature on each) to your mentor. Along with the LC, you will enclose an addressed, stamped envelope with the school’s name and address on it. The mentor will then sign the three LCs and send them all to the school (in the envelope that you have provided). Someone here will sign all three, and mail one back to the student, and one to the mentor, and keep one for CES records.

### **The Student is to Write the Syllabi**

Example syllabi are in this *Handbook*. Please find them (in this *Handbook*) 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 (you should archive your emails). 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, after that, all theses and dissertations must be approved by a second reader for academic style as well as content, grammar, punctuation, argumentation, etc.

### **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. CES students often spend more time with their advisors than that.

### **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 face-to-face feedback from your CES mentor as you might with an on-campus professor. However, CES students often spend more time with their mentors (via email and phone conversations) than most students do with their professors in traditional settings. 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 personal face-to-face meetings. You, as the student, are *responsible* to contact your mentor for phone conversations, e-mail, etc., so as to save the mentor from paying these costs. After all, *you are the one* who is earning the degree; it is *your* program.

### **The SASE (Postage)**

Furthermore, all course work that you send to your mentor shall contain a self addressed stamped envelope (SASE). Thus, when you mail a term paper, test, rough draft, or whatever to your mentor to be corrected and/or graded and the materials need to be mailed back to you, ***you must enclose a SASE with the material for the return shipping.***

Also, any time that you send information to the seminary and you expect to get a copy of the material back, or if it is to be returned to you, you must enclose a SASE; otherwise you will not receive your materials back, or you will be billed for the postage *and* handling. In addition, any further expenses beyond normal mailings are your responsibility.

### **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 wrong. If necessary, the student will be assigned another primary mentor. However, in most, if not all, cases, the student will have to pay certain 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 mail and/or email, supplemented as necessary with telephone calls or an exchange of 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, pastors, educators, authors, apologists, academicians, and scholars who are pursuing their educational and degree goals with CES.

# *Research Writing With Rhyme and Reason*

## *The CES Style Manual*

### **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 Manual*, has been prepared to provide general guidance to CES students in the writing of various term papers and their *Research Papers*. However, this *Style Manual* 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, 1987). Each student *must secure* a copy of this book. You can order this book from any large bookstore (and many small ones). *A Manual for Writers of Term Papers, Theses, and Dissertations* will give more guidance on CES-accepted standards for *Research Papers*.

However, and this is very important, wherever *The CES Style Manual* 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 *The CES Style Manual*, and, furthermore, in the ***CES Writing Protocols class***.

### **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 requires 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 pp of reading)
- Senior & Junior:** 175 pages per credit (4-credit class = 700 pp of reading)
- Master's:** 250 pages per credit (4-credit class = 1,000 pp of reading)
- Doctoral:** 350 pages per credit (4-credit class = 1,400 pp 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)

See <http://www.columbiaseminary.edu/forstudents/readwriterequirements.html>

**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*.

## Term Papers

Before discussing the *Research Paper* let's address the class term-papers that *all* students must complete from time to time. 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
- d. Main text
- e. Footnotes
- f. 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 in this *Handbook*.

**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.)

**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, 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 Manual*.

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 (or typewriter), 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 top right of each page, one inch from the edge of the paper, *except for the title page*. Each *title page* (i.e., the first page of each chapter and each section) must have the page number at the bottom center of the page, one inch from the edge of the paper.

Please Note: Rough drafts of the *Research Paper* submitted for mentor inspection and correction should be unbound. The final research paper shall be hard bound (more information about the binding is given below).

Students are advised to *keep copies of all 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. (Also, as stated above, all course work that you send must contain a SASE—self addressed stamped envelope. When you mail a term paper, rough draft, or whatever to your mentor or to the seminary and the materials need to be mailed back to you, you must enclose a SASE with the material for the return shipping. **Otherwise, you will be billed for postage and handling.**)

### **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.) and . 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 which 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 mail the completed work (**along with a SASE**) 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, the student should prepare a final copy for the school. For those students who wish to have a finalized and graded copy of their *Research Paper*, they may send additional copies *in addition* to the original. One copy will be placed in the CES library. The additional copy or copies will be graded and returned to the student. Some students select to have three copies hard bound: one for the school, one for themselves, and one for their mentors. The only one that is *required*, however, is the seminary’s copy.

### **Research Papers to be Hard Bound**

All *Research Papers* shall be hard bound . . . plastic and spiral bindings are not acceptable. Binding Guidelines:

- Bachelor’s Theses must be bound in Black
- Master’s Theses must be bound in brown
- Doctoral Dissertations must be bound in maroon (or scarlet)

The front cover must have the title of the *Research Paper* along with the student’s name, and the year that the paper was *accepted*. No degree titles or other titles shall be on the cover of the *Research Paper*. Your name should **not** appear with your degree titles after it, e.g., Mike Buchanan, M.A., nor should it say Dr. or Rev. Mike Buchanan. It should carry your name only, e.g., Mike Buchanan. You may place your full name on the cover if you desire, and add Jr. or II, III, etc., if it is appropriate, e.g., Michael Allen Buchanan Jr. Further examples of the unacceptable and acceptable are:

**Acceptable:** Mike Buchanan; Michael A. Buchanan III; Michael Allen Buchanan Jr.  
**Not acceptable:** Rev. Mike Buchanan; Dr. Mike Buchanan; Mike Buchanan, M.Div.

If you are uncertain about how your name should appear on the front cover of your *Research Paper*, please contact the seminary.

Also, we request that if the bound *Research Paper* is wide enough, you should have the paper’s title, your name, and the year it was accepted written on the spine. The letters should be written from left to right so that while the book sets upright, on end, one would read it, with his head tilted to the right, from the top to bottom. This is the same as almost all professionally bound and published books.

It is recommended that you contact the seminary for exact details before you have your *Research Paper* hard bound. Further, it is recommended that you engage someone at the seminary in conversation about the binding when you submit it for the seminary's final approval. Improperly bound *Research Papers* will be rejected.

Also, if the student would rather, the seminary can have it professionally bound. Of course the student will pay all expenses, but the seminary will take the responsibility for the binding should the student desire.

### **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

### **Let's go through them one by one:**

#### **1. The Initial Title Page**

Colleges, universities, and seminaries have their own preferred format for the initial title page. See sample pages below for the layout 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 below for the layout which shall 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. Also, the For information about the table of contents, 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*, 13th ed. (Chicago: The University of Chicago Press, 1982).

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 which 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 that writers sometimes 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.” Use “1 Corinthians 2:14” instead of “1 Cor. 2:14.” (You may abbreviate 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 in it.)
- 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 usually 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. (*See the samples below for footnotes.*)

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. (See the sample page below for an example of an acceptable bibliography. See also *A Manual for Writers of Term Papers, Theses, and Dissertations*).

### 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. Further, 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.

-Any questions about term paper or *Research Paper* submissions should be directed to the seminary.

-The following four pages give examples of format for the various parts of the papers that are

required by CES.

Example: Initial Title Page for *Term Papers (not a Research Paper)*

The name of the school should be two to three inches below the top of the page

---

COLUMBIA EVANGELICAL SEMINARY  
Longview, WA

Title of the paper should be two inches below the school name

Martin Luther's Reformation

Historic Theology 505

By  
Alex J. Princeton  
Seattle, Washington, U.S.A.

March, 2005

Professor: Marvin D. Fellow, Ph.D.

---

Example: Initial Title Page for *Research Papers*

The name of the school should be two to three inches below the top of the page

---

COLUMBIA EVANGELICAL SEMINARY  
Longview, WA

Title of the research paper should be two to three inches below school name

RESURRECTION: FACT OR FICTION

Double-space for subtitle -- if there is a subtitle

A Biblical, Historical, and Philosophical  
Defense of the Resurrection of Jesus Christ

---

Two inches below subtitle or title

A DISSERTATION SUBMITTED TO  
THE FACULTY OF  
COLUMBIA EVANGELICAL SEMINARY AND TO  
MENTOR'S NAME, PH.D.  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
DOCTOR OF THEOLOGY

---

Two inches below degree title

BY  
double-space ----->  
ALEX J. PRINCETON  
SEATTLE, WASHINGTON, U.S.A.  
double-space ----->  
March, 2005

---

**Example:** The page immediately following the title page for *Research Papers* should be BLANK, and then immediately following the BLANK page should be the student's *DECLARATION OF AUTHENTICITY & MENTOR SIGNATURE PAGE*.

The title, **Declaration of Authenticity**, goes about four inches from the top of the page

---

#### DECLARATION OF AUTHENTICITY

**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: Alex J. Princeton Date: March 21, 2005

Dissertation reviewed and accepted by: Richard MaCintosh, Ph.D.

Mentor's Name Signed: Richard MaCintosh, Ph.D. Date: March 21, 2005

Seminary Representative: Rick Walston, Ph.D. Date: March 21, 2005

---

**Example: Bibliography and Footnote example for all papers**

**BIBLIOGRAPHY SAMPLES**

**—BOOKS**

Fee, Gordon D. *Paul, the Spirit, and the People of God*. Peabody, MA.: Hendrickson Publishers, 1996.

Geisler, Norman L., and Feinberg, Paul D. *Introduction to Philosophy*. Grand Rapids, MI.: Baker Book House, 1988.

**—COMMENTARIES**

Barclay, William. *The Daily Study Bible Series*, revised paperback edition: *The Letters to the Galatians and Ephesians*. Philadelphia, PA.: The Westminster Press, 1976.

Bruce, F. F. gen. ed. *The New International Commentary on the New Testament*. Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co., 1977: *The Book of Acts*, by F. F. Bruce.

**—PERIODICALS**

A Position Paper, “The Kingdom of God as Described in Holy Scripture.” *Paraclete* 24, no. 3 (Summer 1990):13-18.

Klein W. W. “Noisy Gong or Acoustic Vase? A Note on 1 Corinthians 13:1.” *New Testament Studies* 32 no. 2 (April 1986):286-289.

**—REFERENCE WORKS**

Elwell, Walter A. ed. *Evangelical Dictionary of Theology*. Grand Rapids, MI.: Baker Book House, 1984.

Forrester, E. J. “Church Government.” In *The International Standard Bible Encyclopedia* 1:696-698. Edited by G. W. Bromiley. Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co., 1988.

**FOOTNOTE SAMPLES** (*Footnotes are to be single-spaced with a double-space between each footnote*)

**—BOOKS**

<sup>1</sup>Gordon D. Fee, *Paul, the Spirit, and the People of God* (Peabody, MA.: Hendrickson Publishers, 1996), p. 21.

<sup>2</sup>Norman A. Geisler and Paul D. Feinberg, *Introduction to Philosophy* (Grand Rapids, MI.: Baker Book House, 1980), p. 63.

<sup>3</sup>Rick Walston, *Divorce and Remarriage* (Springfield, MO.: Gospel Publishing House, 1991), p. 44.

**—ARTICLE**

<sup>4</sup>Douglas Groothuis, “The Hidden Dangers of Carl Jung,” *Christian Counseling Today*, 5, no. 1 (1997): 46.

**—DICTIONARY (note the different way dictionaries are cited)**

<sup>5</sup>*The American Heritage Dictionary of the English Language*, executive ed. Anne H. Soukhanov, s.v. “syndrome,” (Boston, MA.: Houghton Mifflin Company, 1992), p. 1821.

## THE FOLLOWING IS A SAMPLE LEARNING CONTRACT

All CES students shall—with the help of their mentors—write a Learning Contract (LC). This is the student’s proposed curriculum. Students may copy this sample LC word for word if they desire and change only those areas that apply to their specific programs. Or, for those who desire, they can use this sample LC as only a guide.

However, the materials that begin with the words, DEALING WITH PROBLEMS and continuing to the end of the page *including the section on DUE DATE* must be in every student’s LC word for word (changing only the dates to accommodate the student’s particular program).

---

**IMPORTANT NOTE:** Remember to put page numbers on your LC, just as you would any academic term paper.

Page one, i.e., “1” goes at bottom center, and all following pages, i.e., “2, 3, 4,” etc., go at the top right corner (just as you see in this *Student Handbook*). Also, no words go along with your page numbers. For instance, do not write “Learning Contract, Page 2.” Just put the numbers in their proper places.

*Please understand that anything with multiple pages that you, as a student, hand in to CES, must have proper pagination (page numbering system).*

School name should be one to two inches from the top of the page

---

**COLUMBIA EVANGELICAL SEMINARY**  
**Longview, Washington**

This is a Learning Contract (LC) between Joe Buckley (student) and CES (Columbia Evangelical Seminary) covering the work that will be required for a Doctor of Theology in systematic theology. This LC is written by the student.

### OVERTURE

I am going to research and study systematic theology through this doctoral program. I hope to grow personally and professionally through this study. I would like to be an expert in this field. To do so, I will need to take myself into some new directions.

First, I need to do course work in the area of theology. Although I bring to this study a strong background in religious studies, much of the studies that I will engage in throughout this program will be relatively new to me.

Second, I want to do constructive work in the field. This will mean the application of what I learn with the people I work with on a day to day basis.

Third, I will contribute new and significant knowledge to this field through the development of my dissertation. My topic, "Reaching the Happy Pagan of Postmodernism: An Apologetic Method of Reaching the Lost at the Dawn of the Twenty-First Century," is virtually new topic for theological consideration. Thus, I will be blazing new paths of intellectual pursuit. This program will be my opportunity to make a significant contribution to the knowledge of the fields of apologetics and theology.

Fourth, this program will allow me to work one-on-one with a mentor (Robert W. Morris, Ph.D.) who has an academic background in systematic theology as well as a practical background in pastoral and teaching ministries. Thus, with his expertise and my expertise in the apologetics field, I have the potential of developing an outstanding written work, in the form of a dissertation, and of helping people on a practical level through the ministry of Christian outreach.

### KNOWLEDGE ACQUISITION

Attaining a Doctor of Theology means acquiring and demonstrating mastery of a body of knowledge that is both theoretical and practical. I plan to demonstrate my grasp of the principles and theories of systematic theology through a series of readings, writings, and exercises. Mastery of the knowledge will be demonstrated by incorporating the knowledge gained through academic study into the dissertation, and, on a practical level, through my pastoral and outreach ministry.

It should be noted that I do not desire to restrict myself from other methods of acquiring or demonstrating this body of knowledge. I want to remain flexible for varying possibilities because

earning the Doctor of Theology will be a long and arduous process that simply cannot be definitively mapped out at this time, and I do not want to exclude any yet-unidentified opportunities for creativity. Therefore, I must leave the methods by which I will acquire and demonstrate the desired knowledge somewhat open-ended.

### PRIOR LEARNING

I bring to this study a background in formal education including, but not limited to:

### ACADEMIC

- Master of Theology, Trinity Evangelical Divinity School, Deerfield, IL.
- Master of Arts in Philosophy, Stanford University, Stanford, CA
- Master of Science in Geology, University of California, L.A.
- Bachelor of Science in Chemistry, University of California, L.A.

### PRACTICAL

Besides having pastored for 12 years, I established and am the Director of Apologetics Outreach, an organization dedicated to reaching the lost "intelligentsia." It is licensed as a nonprofit organization by the state of California-with a staff of seven full-time employees. I also have three published books, all having to do with theological and apologetic inquiry and how that relates to reaching the lost. I have also been engaged in seven public debates on the evidences, philosophical and scientific, for the existence of God and the ramifications of that truth: all of the debates were held at major universities.

### ASSUMPTIONS

As with all learning some things must be assumed. For without primary assumptions, one is left without a base from which to proceed. Thus, it is assumed that there is an orthodox theology that is correct and which I will accept as the basis of truth (in this regard, I accept the CES statement of faith). It is also assumed that there are subjects within theology that are open for discussion and debate. When I study areas that are debatable, I will critically evaluate the various philosophies, and decide for myself, after a thorough investigation, what I believe to be truth.

### OBJECTIVES

1. Learn truths, i.e., major premises, important concepts, and major writings within the fields of systematic theology.
2. To think critically about some of the varying philosophical and theological concepts that are debated within the realm of theology and by theologians and philosophers.

3. To arrive at my own conclusions about certain topics of theology and philosophy when those topics are peripheral to the Gospel of Salvation.

4. Incorporate the truths I learn into my outreach and pastoral ministry.

5. Devise a written work, i.e., dissertation, which will incorporate the truths learned and the conclusions to which I have arrived: all with a direction to reaching the lost.

### QUESTIONS TO GUIDE READINGS

1. Is the material under study orthodox theology or is it debatable?

2. If it is debatable, where do I stand on the issue?

3. How does this material relate to my ministry and to the dissertation I plan to write?

4. Is it practical or is it merely theoretical?

5. How can I apply this material to my ministry?

### ASSIGNMENTS

There will be eleven major components of my program: ten 4-credit classes, and one 8-credit doctoral dissertation.

1. TH-703 Introduction to Systematic Theology 4 semester hours

2. TH-807 Integrative Theology I 4 semester hours

3. TH-808 Integrative Theology II 4 semester hours

4. TH-809 Integrative Theology III 4 semester hours

5. AP-810 Advanced Historical Apologetics 4 semester hours

6. TH-709 Hamartiology 4 semester hours

7. TH-801 Soteriology 4 semester hours

8. AP-705 Science & Religion 4 semester hours

9. AP-707 Advanced Philosophical Apologetics 4 semester hours

10. AP-703 Advanced Scientific Apologetics 4 semester hours

11. TH-890 Dissertation -- 120 page minimum 8 semester hours

**Total Credits = 48 semester hours**

### THE COURSE-WORK

I will, as part of my research for the courses, develop syllabi with the help and tutelage of my mentor. Also, I may develop a mid-term and final exam for each of these courses for my own future use and that of CES.

## THE DISSERTATION

(IMPORTANT NOTE: All CES students are required to use the same writing text throughout the writing of the term papers, senior papers, thesis, and dissertations. The text is: *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian, published by The University of Chicago Press. However, all format, footnotes, and punctuation must follow the style described in the *CES Style Manual*.)

### **The Dissertation will follow the guidelines of:**

- Research the Topic Enough for Proposal
- Dissertation Proposal
- Submission of Proposal
- Rewrite and Resubmit, if necessary

### **Once the Proposal is accepted by the Mentor**

- Research the Topic
- Organize the materials
- Writing-Submission
- Revisions
- Final Submission

## DEALING WITH PROBLEMS

While neither party to this agreement expects there to be any problems in defining or evaluating the work to be done, we agree now to settle any problems that may arise over interpretation of this agreement in the following ways:

## MEDIATION

Any irreconcilable disputes or disagreements will first be dealt with through mediation by one or more administrators of CES.

## BINDING ARBITRATION

If mediation is not successful, both student and CES agree to abide by the results of binding arbitration. The Seminary reserves the right to make all final binding arbitration. The Seminary Representative, i.e., final arbitrator, shall be the President of the Seminary.

## DUE DATE

All my work for the Th.D. shall be completed and finalized (i.e., already handed in and graded) no later than April 15, 2009. If I need an extension beyond this time, I will request such by formal letter to Columbia Seminary at least two months before April 15, 2009. Also, there will be a quarterly fee (all extensions are for 3 months at a time). I will pay whatever is the extension fee at that time.

ACCEPTANCE

This agreement is accepted by the student, the mentor, and a Seminary representative upon signature of all the parties.

Date \_\_\_\_\_ Student \_\_\_\_\_  
Joe Buckley

Date \_\_\_\_\_ Mentor \_\_\_\_\_  
Robert W. Morris, Ph.D.

Date \_\_\_\_\_ CES Representative \_\_\_\_\_

***SAMPLE SYLLABI*** Below, for your convenience, we have produced sample syllabi: *Please develop your syllabi using these as your examples. Follow the general format exactly*, changing only those things that relate specifically to your course.

---

***A Freshman level class sample syllabus***

**Columbia Evangelical Seminary  
P.O. Box 847 — Longview, WA 98632 — © 2005**

**SYLLABUS**

Course: AP-103 Evidences for a Young Earth  
Term: May be taken at anytime throughout the year  
System: Semester  
Mentor: Bill Talbot, Ph.D.  
Student: Joe Buckley, Student # JB-F-300

Reading requirement: *500 pages minimum*

Primary Text: Bill Westman, *Evidences for a Young Earth*, Science Press, 2004 (315 pp)  
Ralph W. Kottler, *The Science of Creation*, Key Press, 2005 (125 pp)  
Susan E. Bails, *God in The Fossils*, CourtHouse Press, 2003 (154 pp)

Total Primary Reading Pages: 594

Collateral pages: *The New Science Journal*, various issues.

Description: Four hours credit. An overview of basic creationist apologetics with a special emphasis upon the scientific evidences for a young earth.

**Course Objectives:**

The student should:

1. Be conversant with the evidences for a young earth.
2. Be aware of some of the arguments against the young earth view.
3. Have a general overview of God's creation of the earth.

**Learning Activities:**

The student will participate and learn by—

1. Reading all of the primary texts.
2. Writing a term paper (3 to 5 pages) on the subject.
3. Using collateral texts for reference and for quotations for the term paper.

**Specific Course Requirements:**

— Writing a term paper (3 to 5 pages)

Grade Evaluation: Term paper 100 points

---

Grade Scale: 100 - 92 = A; 91 - 84 = B; 83 - 74 = C

The provisions of this syllabus may be added to, deleted from, or changed, if in the opinion of the mentor it becomes necessary to achieve the objectives of the course. The student will be notified of any such changes.

Some mentors may want the following material to be in all syllabi

**MAILING OF STUDENT'S WORK:** The student is responsible for the postage and mailing of any and all assignments both to and from the mentor. When sending multiple assignments, using a larger envelope is preferred and recommended. The student is also responsible for all costs of mailing: this includes postage and envelopes, both to and from the mentor. Thus, the student must enclose with the materials sent to the mentor a S.A.S.E. (self addressed stamped envelope) for the return shipping. If the student desires, the mentor will hold all of the completed work and mail it in bulk rate at the end of the course. Contact the mentor to set up the most effective means of payment and shipping.

**MAKING COPIES OF WORK:** It is rare, but sometimes the mail does go astray. Making *copies* of assignments will help insure that the assignments will be received and graded. Mail only the originals and keep the copies for your records. Also, copies will aid in addressing potential questions or discussions by phone.

*A Junior level class sample syllabus*

**Columbia Evangelical Seminary**  
**P.O. Box 847 — Longview, WA 98632 — © 2005**

SYLLABUS

Course: BI - 301 New Testament Studies  
Term: May be taken at anytime throughout the year  
System: Semester  
Mentor: Steven Franklin, Ph.D.  
Student: Roger Peterson, Student # RP-J-300

*Reading requirement: 700 pages minimum*

Primary Texts:

Steven H. Torkel, *A Survey of the New Testament*, Baker Book House, 2005 (225 pp).  
Randy Shusoux, *New Testament Theology*, Academic Press, 2004 (213 pp)  
Branski Keys, *New Testament Topics*, Sundean Publishers, 2005 (276 pp)

Total Primary Reading Pages: 704

Collateral: The entire *New Testament*

Description: 4 credits. An overview of all of the books of the New Testament

Course Objectives:

The student should be able to—

1. Name all of the books of the New Testament
2. Name each book's author
3. Have a general overview of the New Testament

Learning Activities:

The student will participate and learn by—

1. Reading all of the primary text
2. Reading all of the New Testament
3. Writing a term paper (5 to 10 pages) on the subject.
4. Using collateral texts for reference and for quotations for the term paper.

Specific Course Requirements:

— Writing a term paper (5 to 10 pages)

Grade Evaluation: Term paper 100 points

-----  
Grade Scale: 100 - 92 = A; 91 - 84 = B; 83 - 74 = C

The provisions of this syllabus may be added to, deleted from, or changed, if in the opinion of the mentor it becomes necessary to achieve the objectives of the course. The student will be notified of any such changes.

*A Senior level class sample syllabus*

**Columbia Evangelical Seminary**  
**P.O. Box 847 — Longview, WA 98632 — © 2005**

**SYLLABUS**

Course: PM-400 Developing Apprentices (The Beatitudes)  
 Term: May be taken at anytime throughout the year  
 System: Semester  
 Mentor: Bob Marsdon, D.Min.  
 Student: Mike Stevens, Student # MS-B-609

*Reading requirement: 700 pages minimum*

**Primary Texts:**

William Frey, *The Dance of Hope*, Water Brook Press, 2003 (209 pp)  
 Cameron Lee, *Unexpected Blessing*, InterVarsity Press, 2004 (204 pp)  
 John Stott, *Developing Spiritual Character*, InterVarsity Pres, 1998 (75 pp)  
 Jim Forest, *The Ladder of The Beatitudes*, Orbis Books, 1999 (150 pp)  
 Phillip Yancy, *Soul Survivor*, Galilee, 2003 (330 pp)

Total Primary Reading Pages: 968 pp

**Description:** Four hours credit. An eight-part sermon series including PowerPoint presentations, facilitator notes, and cell group handouts.

Course Objectives: The student should be able to:

1. Teach discipleship applications to students.
2. Measure spiritual development from attitude and behavioral changes.
3. Create discussion groups based on functions taught in Beatitudes.

Learning Activities: The student will participate and learn by:

1. Studying the Beatitudes from Matthew chapter five.
2. Studying commentaries and articles.
3. Preparing and delivering eight sermons from Matthew chapter five.
4. Preparing handout materials for sermon based cell groups.

Specific Course Requirements:

1. The student will develop and teach a study related to the subject of the Beatitudes.
2. Student will prepare PowerPoint presentations and handouts for sermon-based cell groups.

Grade Evaluation: Sermons (50 points), PowerPoint presentations (30 points), and Handouts (20 points).

Grade Scale: 100 - 94 = A; 93 - 86 = B; 85 - 75 = C

The provisions of this syllabus may be added to, deleted from, or changed, if in the opinion of the mentor it becomes necessary to achieve the objectives of the course. The student will be notified of any such changes.

*A Master's level class sample syllabus*

**Columbia Evangelical Seminary**  
P.O. Box 1189 - Buckley, WA 98321 - © 2003

**SYLLABUS**

Course: BI-506 New Testament Exegesis  
Term: May be taken at anytime throughout the year  
System: Semester  
Mentor: Ronald Faraston, D.T.S.  
Student: Kevin North, Student # KN-M-298

**Reading requirement:** 1000 pages minimum

**Primary Texts:**

Gordon D. Fee, *New Testament Exegesis*, Westminster John Knox Press, 2002 (185 pp)

Walter C. Kaiser Jr., *Toward An Exegetical Theology*, Baker Books, 1981 (239 pp)

David Allen Black, *Using New Testament Greek in Ministry*, Baker Book House, 1993 (102 pp)

D. A. Carson, *Exegetical Fallacies*, Baker Books, 1996 (127 pp)

Gordon D. Fee, *Listening to the Spirit in the Text*, William B. Eerdmans Publishing Company, 2000 (172 pp)

**Collateral:** Grant R. Osborne, *The Hermeneutical Spiral*, InterVarsity Press, 1991 (395 pp)

**Description:** Four hours credit. This course is designed to provide a general understanding of important exegetical concepts as they relate to the New Testament.

**Course Objectives:** The student should

1. Be conversant with important exegetical concepts and the various issues and principles involved in understanding the meaning of the biblical text.
2. Begin to lay a foundation for further learning and study on the topic.
3. Be able to research select portions of scripture through the use of some reference tools and commentaries.

**Learning Activities:**

1. Reading **all** primary texts
2. Submitting a 15-page exegetical term paper.

Grade Evaluation: Term Paper 100 points

---

Grade Scale: 100 - 94 = A; 93 - 86 = B; 85 - 75 = C

*A Doctoral level class sample syllabus*

**Columbia Evangelical Seminary**  
**P.O. Box 1189 - Buckley, WA 98321 - © 2003**

**SYLLABUS**

Course: TH 702 Old Testament Biblical Theology

Term: May be taken throughout year

System: semester

Mentor: Steven Borman, D.C.Phil.

Student: Thomas Ellison, Student # TE-D-398

**Reading requirement:** 1,400 pages minimum**Primary texts:**A.B. Davidson, The Theology of the Old Testament, Charles Scribner's Sons, 1907 (522 pp)George Knight, A Christian Theology of the Old Testament, SCM Press LTD, 1959 (358 pp)Walter Kaiser, Toward an Old Testament Theology, Baker Book House, 1981 (247 pp)\_\_\_\_\_, The Messiah in the Old Testament, Zondervan Publishing House, 1995 (235 pp)Douglas Stuart, Old Testament Exegesis, The Westminster Press, 1984 (136 pp)Harold Duster, Old Testament Exegesis, Zondervan Publishing House, 2006 (600 pp)

Total Primary Reading Pages: 1,956

**Collateral research texts:**Gerhardus Vos, Biblical Theology, W.B. Eerdmans Publishing Company, 1954Odil Hannes Steck, Old Testament Exegesis: A guide to Methodology, Society of Biblical Literature, 1995Patrick Fairbairn, Typology of Scripture, Kregel Publications, 1993R. Laird Harris, Gleason Archer, and Bruce K. Waltke, Theological Wordbook of the Old Testament, Moody Press, 1981

**Description:** Four hours credit. Within the context of the study of God's progressive revelation of redemption in the Old Testament, there will be an in depth examination of Christology as revealed in the book of Job.

**Course Objectives:**

1. Arrive at a deeper understanding of the revelation of the divinity of Jesus Christ in the Old Testament, with an emphasis on Christ's person and work in the book of Job.
2. Clearly state what he has learned through readings and exegetical work.
3. Write an exegetical paper on God's revelation of Christ in the book of Job.

**Learning activities:**

1. Read primary texts and other assigned material.
2. Teach or lecture on the revelation of Christ in the book of Job.

**Specific Course Requirements:**

1. Develop and teach a study outline on the revelation of the divinity of Christ in Job.
2. Research and write a 17 to 20 page exegetical paper on the above theme.

Grade Evaluation: Term paper 100 points

Grade Scale: 100 - 94 = A; 93 - 86 = B; 85 - 75 = C

The provisions of this syllabus may be added to, deleted from, or changed, if in the opinion of the mentor it becomes necessary to achieve the objectives of the course. The student will be notified of any such changes.

## *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 Manual*. Whereas the *CES Style Manual* says to always place a comma before the coordinating conjunction separating two (or more) independent clauses, *Turabian* says that no comma is necessary if 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<sup>1</sup>). 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

---

<sup>1</sup>Letters are considered “formal” when they have an inside address.

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 Always 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 Always 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 (or PC-Talk)—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 uses 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).