

ASSIGNMENT FORMAT GUIDELINES

By

Student Name

Instructor's Name

Course Name

Date

Willingdon School of the Bible

ASSIGNMENT FORMAT GUIDELINES

This document is designed to help your written assignments at Willingdon School of the Bible. The most important point in this guideline is to properly and completely identify all the sources you used or consulted in thinking about and writing your paper.

GENERAL

- Use unlined 8 ½" x 11" white paper for academic papers.
- Does not use file folders or report covers. Simply staple your pages together in the upper left corner.
- Do not use right or full justification in academic papers
- It is preferable to type your papers. Whether typed or handwritten, all papers are to be double spaced on unlined paper. The text should be neat and must satisfy your instructor's expectations. Use a standard font such as Times New Roman or Arial with a font size of 12 point for the body of the paper and 10 point for footnotes.

COMPUTER USERS

Name and save files immediately. Choose auto-save and auto-backup options if available. Make templates for your title page, outline page, text and bibliography/reference list. Periodically backup your files. Use your spell checker, but do not trust it blindly since it will not identify errors such as 'top' when you meant to say 'tip'. Use a good quality printer if your instructor wants your paper to be submitted in hardcopy format instead of electronic format. MS Word is the only program acceptable for submission in electronic format.

TITLE PAGE (See the sample title page at the front of this document.)

- Double-space and centre all entries on the title page.
- The title of your paper should be positioned 2 inches from the top of the title page and should be in all capitals letters with no line longer than 4 ½ inches. If your title is more than one line in length, the first line should be 4 ½ inches. Additional lines should be formed into an inverted pyramid.
- Starting 5 inches from top of the title page, on two (double-spaced) lines type "by", your name. See the sample page.
- Finally, finishing 1 inch from the bottom of the title page, type on three (double-spaced) lines: your instructor's name; your class name, and the date on which the assignment is passed in (or due).

MARGINS

- There should be no margins on your title page. On all other pages:
 - Left hand margin- 1 ½ inches
 - All other margins- 1 inch

- Important Note: All pages should have a 1 inch top margin, except when the page includes a title such as “BIBLIOGRAPHY,” “REFERENCE LIST,” or “OUTLINE.” In these cases, the title is positioned 2 inches from the top of the page and the text begins on the third line after the title.

PAGE NUMBERS

- All page numbers should be centered and placed $\frac{3}{4}$ of an inch from the bottom of the page.
- The title page is considered page i; however, this number is not typed on it. The first outline page is ii. Do not put the page number (ii) on the first outline page unless you have more than one outline page.
- The first page of the main body of your paper begins with the Arabic number 1.
- Pagination should continue to the very end of your paper—your bibliography or reference list should continue your paper’s pagination.

THESIS STATEMENT

- A thesis statement is a sentence which identifies your position or stance on your topic. It typically appears as the last sentence of the introduction to your paper. A thesis statement identifies the claim you are seeking to establish. It typically has two components: a subject (the issue you are addressing) and a predicate (what you intend to prove about the issue you are addressing).
- **Substantive:** a thesis statement must be more than a simple declaration of your topic. It should be **substantive**, that is, it should make a claim that is interesting and important. Ask yourself, “Is this issue significant enough to hold my readers’ interest?”
- **Contestable:** a thesis statement should be **contestable** or debatable. Will it make your reader think, “You will have to persuade me to accept that claim?”
- **Explicit:** a thesis statement should be **explicit**. It should be highly focused and contain specific concept and claims.
Poor Thesis Statement: Socrates criticizes several people and ideas.
Improved Thesis Statement: Socrates’ attack on Polemarchus’s definition of justice is unsuccessful because Socrates erroneously assumes that justice is a craft.
- To summarize, your paper must have a specific thesis (or central argument) that you are trying to convince your readers to accept. Your paper as a whole should offer your readers convincing reasons to accept your thesis.

OUTLINE

(See the sample outline page at the end of this document.)

Your outline will typically follow your title page, Type “OUTLINE” 2 inches from the top of the page. Your thesis statement should begin on the third line below this. Type “Thesis:” and then enter your thesis statement. On the third line below your thesis statement, type your first major heading. Heading and subhead should be labeled as following: I.A.1.a) (1) (a) (i)

I. Major Point

A. Sub Point

1. Reason or Example

a) First Supporting detail for 1

(1) Expansion of a)

- Each level is indented so that A. goes under the first letter of the first word in level I.; the 1 goes under the first letter of the first word in level A, and so on. Periods and parenthesis should line up vertically, one directly under the other (watch out with Roman numerals!).
- Headings are capitalized in sentence style, that is, you should only capitalize first words, proper nouns, and proper adjectives.
- If all headings/subheadings are complete sentences you should place a period at the end of each one. If all headings are not complete sentences, do not put periods after any heading. Regardless of whether you choose to use phrase or complete sentences in your outline, all entries must have the same grammatical form: do not mix phrases with sentences or vice versa.
- You cannot have an “orphan” outline entry that is you cannot have an A. without a B., a 1. without a 2., etc.

HEADINGS AND SUBHEADINGS

The major headings of the paper (TITLE, OUTLINE, BIBLIOGRAPHY or REFERENCE LIST) are to be typed in capital letters and centered 2 inches from the top of the page. Begin typing the text on the third line below the heading.

Subheadings are not necessary in most college papers. If you subheadings, they should be placed on the third line below the final line of the previous paragraph. Continue the text on the second line below the subheading.

QUOTING SCRIPTURE

There are two ways to cite scripture:

(1) in the body of the text. Example:

In Matthew 5:8 Jesus says, “Blessed are the pure in heart, for they will see God.”

(2) within parentheses prior to the final period. Example:

“Blessed are the pure in heart, for they will see God” (Matt 5:8).

If study Bible notes are consulted, the study Bible must appear in the bibliography/reference list. Otherwise, do not include the Bible in your bibliography/reference list.

Indicate which version of the Bible you are using in your paper. Use either of the following methods:

(1) A footnote or endnote should indicate which version is used. Example:

All scripture citations are from the New Revised Standard Version (unless otherwise indicated).

or

(2) The first citation of scripture should indicate the English version in parentheses. Example:

“Jesus wept” (John 11:35 NIV)

Subsequent references need not note the version unless other versions are cited.

FOOTNOTE/ ENDNOTE- BIBLIOGRAPHY STYLE

- Footnotes should be written below a short separator line at the foot of the page. Most word processing programs will format this for you automatically. If you are entering a footnote manually, the separator line is 2 inches long and made with the underline key (not the hyphen). Add a blank line after the separator line. Begin with number 1 and continue in numerical order throughout your paper. Start each footnote on the same page as its notation number. If the single-spaced, with a blank line between entries. The first line of the entry has a superscripted notation number and is indented ½ inch from the margin.
- When typing your bibliography start a new page, type BIBLIOGRAPHY in capital letters, centered, and 2 inches from the top of the page. Bibliographic entries start on the third line below this. All entries are single-spaced, with a blank line between entries. The first line starts at the margin, all other lines of the entry are indented ½ inch (usually 5 spaces) from the left margin. The bibliography continues your paper’s pagination.
- In the examples which follow, the first entry is for the format to be used for a footnote. The second entry shows the format to be used in the bibliography.
- Note that the number found at the end of the footnote entry is the page number in the source on which the citation is found.

One Author

¹ Miroslav Volf, *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation* (Nashville, TN: Abingdon Press, 1996), 114.

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon Press, 1996.

Two Authors

² Brian J. Walsh and J.Richard Middleton, *The transforming Vision: Shaping a Christian World View* (Downers Grove, IL: InterVarsity Press), 1984.

Walsh, Brian J., and J.Richard Middleton. *Transforming Vision: Shaping a Christian World View*. Downers Grove, IL: InterVarsity Press, 1984.

Three Authors

³ Robert E. Clark, Joanne Burbaker, and Roy B. Zuck, *Childhood Education in the Church*, rev. and exp. (Chicago, IL: Moody Press, 1986), 96.

Clark, Robert E., Joanne Burbaker, and Roy B. Zuck. *Childhood Education in the Church*. Revised and expanded. Chicago, IL: Moody Press, 1986.

More Than Three Authors

⁴ Jaroslav Pelikan et al., *Religion and the University*, *York University Lecture Series* (Toronto: University of Toronto Press, 1964), 109.

Pelikan, Jaroslav, M.G.Ross, W.G. Pollard, M.N. Eisendrath, C. Moeller, and A. Wittenberg. *Religion and the University*. *York University Lecture Series*. Toronto: University of Toronto Press, 1964.

Note: You can either use “et al.” or “and others.”

Book In A Series

⁵ J. Ramsey Michaels, *1 Peter*, *World Biblical Commentary* (Waco, TX: Word, 1998), 87-91.

Michaels, J. Ramsey. *1 Peter*. *World Biblical Commentary*. Waco, TX: Word, 1998.

No Author Given

⁶ *The Lottery* (London: J. Watts [1732]), 20-25.

The Lottery. London: Watts, [1732].

Note: The date is in [square] brackets because it has been established by means other than the title page or copy write date. If no date can be determined, enter n.d.

Institution, Association, Or The Like, As “Author”

⁷ American Library Association, Young Adult Services Division, *Services Statement Development Committee, Directions for Library Service to Young Adults* (Chicago: American Library Association, 1978), 25.

American Library Association, Young Adult Services Division, *Services Statement Development Committee. Directions for Library Service to Young Adults*. Chicago: American Library Association, 1978.

Editor Or Compiler As “Author”

⁸ Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225. Von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Author’s Work Translated And/Or Edited By Author

⁹ Sigmund Freud, *An Outline of Psycho-analysis*, trans. and ed. James Strachey (New York: W.W. Norton and Company, 1969), 78.

Freud, Sigmund. *An Outline of Psycho- Analysis*. Translated and edited by James Strachey. New York: W.W. Norton and Company, 1969.

Edition Other Than First

¹⁰ Kenneth E. Eble, *The Craft of Teaching*, 2d ed., Jossey-Bass Education Series (San Francisco: Jossey-Bass Pub., 1988), 223.

Eble, Kenneth E. *The Craft of Teaching*. 2d ed. Jossey-Bass Higher Education Series. San Francisco: Jossey-Bass Pub., 1988.

Secondary Source of Quotation

¹¹ Roland Barthes, "La mort de l'auteur" (The death of the author), *Manteia*, vol. 5 (1968), trans. Stephen Heath in *Image/Music/Text* (New York: Hill and Wang, 1977), 147; quoted in Wayne C. Booth, *Critical Understanding: The Powers and Limits of Pluralism* (Chicago: University of Chicago Press, 1979), 372-73, n. 9.

Barthes, Roland. "La mort de l'auteur" (The death of the author), *Manteia*, vol. 5 (1968). Translated by Stephen Heath in *Image/Music/Text*. New York: Hill and Wang, 1977, 147. Quoted in Wayne C. Booth, *Critical Understanding: The Powers and Limits of Pluralism*. Chicago: University of Chicago Press, 1979.

Note: The "n." in the footnote/endnote entry is an abbreviation for "note"

Article In A Journal

¹² Bruce N. Fisk, "Eating Meat Offered to Idols: Corinthian Behavior and Pauline Response in 1 Corinthians 8-10 (A Response to Gordon Fee)," *Trinity Journal* 10 (Spring 1989): 54.

Fisk, Bruce N. "Eating Meat Offered to Idols: Corinthians Behavior and Pauline Response in 1 Corinthians 8-10 (A Response to Gordon Fee). *Trinity Journal* 10 (Spring 1989): 49-70.

Note: The "10" after the journal's name is the volume number; "49-70" indicates the page numbers of the entire article.

Article In A Magazine

¹⁴ Sharon Begley, "You're Ok, I'm Terrific: 'Self-Esteem' Backfires," *Newsweek*, 13 July 1998, 69.

Begley, Sharon. "You're Ok, I'm Terrific: 'Self-Esteem' Backfires." *Newsweek*, 13 July 1998.

Article in An Edited Volume

¹⁵ Mary Smith, "The Doctrine of God," in *Separate Worlds: Studies in Greek Thought*. Ed. Hanna Papanek, 110-38. Toronto: Skydome Press, 1962.

Smith, Mary. "The Doctrine of God." *In Separate Worlds: Studies in Greek Thought*, ed. Hanna Papanek, 110-38. Toronto: Skydome Press, 1962.

Unsigned Article In An Encyclopedia

¹⁶ Columbia Encyclopedia, 5th ed., s.v. "cold war."

Poem Or Short Story In An Anthology Or Collection of Multiple Authors

¹⁷ John Keats, "Ode to a Nightingale," in *Literature: An Introduction to Reading and Writing*, 5th ed., eds. Edgar Roberts and Henry E. Jacobs (Upper Saddle River, NJ: Prentice- Hall, 1998), 832.

Keats, John. "Ode to a Nightingale." In *Literature: An Introduction to Reading and Writing*. 5th ed. Edited by Edgar Roberts and Henry E. Jacobs. Upper Saddle River, NJ: Prentice-Hall, 1998.

Poem Or Short Story In a Collection By One Author

¹⁸ Joanne Gerber, "Black Lancaster," In *The Misleading Absence of Light*. Regina, SK: Coteau Books, 1997.

Class Notes

¹⁹ Daryl Kroeker, "The Canonization of the Bible". 110 Introduction to Biblical Studies class notes, Fall 2013.

Kroeker, Daryl. "The Canonization of the Bible." 110 Introduction to Biblical Studies class notes, Fall 2013.

Electronic Documents

Citations of electronic documents should follow the same general form as citations of printed materials. The same information is needed: author and title of the particular item; name and description of the source cited, whether CD-ROM, some other physical form, or an on-line source; city publication, if any; publisher or vendor (or both); date of publication or retrieval (or both); and the pathway needed to retrieve material.

Website

²⁰ Gunnare Tomasson, "Anne Hath a Way," Five Notes on Shakespeare, 25 Feb. 1996 [document on-line]; available from <http://www.globescope.com/ws/will4.htm>, accessed 5 Oct. 2004.

Tomasson, Gunnar. "Anne Hath a Way." Five Notes on Shakespeare. 25 Feb. 1996 [document on-line]. Available from <http://globe-scope.com/ws/will4.htm>, accessed 5 Oct. 2004.

CD-ROM

¹ Geoffrey Chaucer, *The Canterbury Tales*, English Poetry Full-Test Database, rel.2 [CD-ROM] (Cambridge: Chadwyck, 1993).

Chaucer, Geoffrey. *The Canterbury Tales*, English Poetry Full- Text Database. Rel. 2 [CD-ROM]. Cambridge: Chadwyck, 1993.

E-Mail

¹ Sheila Wu, "Giacometti's Sculpture," personal e-mail (4 August 2004).
Wu, Sheila. "Giacometti's Sculpture." Personal e-mail. 4 August 2004.

OUTLINE

Thesis: Willingdon School of the Bible is successful because the instructors are well trained scholars.

- I. First main point in support of your thesis
 - A. First argument in support of I
 - 1. First reason for I. A
 - 2. Second reason for I. A
 - B. Second argument in support of I
 - 1. First reason for I. B
 - 2. Second reason for I. B
- II. Second main point in support of you thesis
 - A. First argument in support of II
 - 1. First reason for II. A
 - 2. Second reason for II. A
 - B. Second argument in support of II
 - 1. First reason for II. B
 - 2. Second reason for II. B
- III. Third main point in support of your thesis
 - A. First argument in support of III. A
 - 1. First reason for III. A
 - 2. Second reason for III. A
 - B. Second argument in support of III
 - 1. First reason for III. B
 - 2. Second reason for III. B

BIBLIOGRAPHY

Begley, Sharon. "You're OK, I'm Terrific: 'Self-esteem' Backfires." *Newsweek*, 13 July 1998.

Clark, Robert E., Joanne Burbaker, and Roy B. Zuck. *Childhood Education in the Church*. Revised and expanded. Chicago, IL: Moody Press, 1986.

Eble, Kenneth E. *The Craft of Teaching*. 2d ed. Jossey-Bass Higher Education Series. San Francisco: Jossey-Bass Pub., 1998.

Fisk, Bruce N. "Eating Meat Offered to Idols: Corinthian Behavior and Pauline Response in 1 Corinthians 8-10 (A Response to Gordon Fee)." *Trinity Journal* 10 (Spring 1989): 49-70.

Freud, Sigmund. *An Outline of Psycho-Analysis*. Translated and edited by James Strachey. New York: W. W. Norton and Co., 1969.

Gerber, Joanne. "Black Lancaster." In *The Misleading Absence of Light*. Regina, SK: Coteau Books, 1997.

Michaels, J. Ramsey. *1 Peter*. *Word Biblical Commentary*. Waco, TX: Word, 1998.

Tomasson, Gunnar. "Anne Hath a Way." Five Notes on Shakespeare. 25 Feb. 1996 [document on-line]. Available from <http://www.globe-scope.com/ws/will4/htm>, accessed 5 Oct. 2005

Volf, Miroslav. *Exclusion and Embrace: A theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon Press, 1996.

Von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Walsh, Brian J., and J. Richard Middleton. *The Transforming Vision: Shaping a Christian World View*. Downers Grove, IL: InterVarsity Press, 1984.