

Response Paper Style Guide

Non-degree Papers:

Non-degree students will submit a one-page report which highlights the overall theme or principle communicated by the author. Include an introduction, supporting paragraphs and a conclusion.

Degree Papers:

Students in the associate's and bachelor's degree route will submit a three-page report.

Students in the master's degree route will submit a five-page report.

Students in the doctorate degree route will submit an eight-page report.

Our expectations as a college level course, is that papers will be written with an introduction, supporting paragraphs and a conclusion. Check for complete sentences, spelling and grammar prior to submitting.

As you write your paper, *communicate to the reader the overall theme or principle the author was trying to communicate with this book*. We are more interested in *your* interpretation and application of this reading material, rather than a spectacular book review. Include *your* thoughtful and critical analysis of some of the principles that stood out most to *you*. Include *your* response to the book and how can *you* apply some of the principles to your life and current or future ministries. Your paper should be a reflection of the authors' intent and application. Include a minimum of five citations.

Paper Formatting: format your paper according to the following specifications

Font Type: Times New Roman, Size 12 point

Line Spacing: Double

Margins: 1" on the top and bottom and 1.25" on each side

Title Page: Include your name, date, title of book and author

Page Numbers: no number on the title page, every page should include a page number

Below are quotation and citation directions. Citations from the book and biblical citations are sufficient, but you may include citations from other sources as desired. For more examples see: <https://style.mla.org/>

Quotations and Citations:

Quotations General Guidelines: When incorporating a direct quote from another author, use quotation marks and cite the source in a parenthetical citation after the closing quotation mark and before the final punctuation mark.

E.G., Grammar is more than an arbitrary set of rules that professors use to torment their students, it is necessary for successful communication: "the tools of grammar haven't survived for so many centuries by chance; they are props the reader needs and subconsciously wants" (Zinsser 235).

Block Quotations If the quotation fills more than four lines of your paper, it needs to be formatted as a block quotation. Use the same font size (12 point) and spacing (double spaced), but start the quotation on its own line and indent the entire quote an extra inch. No quotation marks are necessary, but a parenthetical citation must follow the quote. Though normal parenthetical citations go before the final punctuation mark, the citation for a block quote comes immediately after the final punctuation. Only the page number is included in the parenthetical citation because the author's name is used to introduce the quote. If the author's name is not mentioned elsewhere, his or her last name must be included in the the parenthetical citation.

Citations Every time you use a direct quotation, a paraphrase, or borrow the idea of another author, you must include a parenthetical citation in the text. **Note:** Even if you do not directly quote an author, if you are using information gleaned from a source, that source must be cited.

Citing Direct Quotes When citing a direct quote the parenthetical citation comes after the closing quotation mark and before the period or comma.

E.G., "Clear thinking becomes clear writing; one can't exist without the other" (Zinsser 9).

Formatting Citations The citation should be placed in parenthesis and should consist of the author's last name followed by the page number(s) of the quotation or content.

E.G., (Tripp 232-233).

For books with two or more authors, list each author and the page number.

E.G., (Chester and Timmis 92). E.G., (Blaising, Gentry, and Strimple 208-215).

If you cite more than one book or article by the same author, enter the author's last name followed by a comma, the title of the book (in italics), and the page number.

E.G., (Feinberg, *No One Like Him* 582). E.G.,
(Feinberg, *Continuity and Discontinuity* 87).

If you include the author's name or the book title in the content of your paper, you do not need to repeat that information, and the parenthetical citation should include only the page number(s).

E.G., According to William Zinsser, "good writing is lean and confident" (71).

Citing Bible References When citing Bible references, use parenthetical citations and include the abbreviated book title (See Appendix 2), the chapter, and the verse(s).

E.G., "In the beginning, God created the heavens and the earth" (Gen. 1:1).

When citing a biblical passage to support an argument, cite the verse(s) parenthetically at the appropriate place in the sentence or paragraph. Multiple references may be cited in a single parenthetical citation, but each should be separated by semicolon.

E.G., John's attire consisted of camel's hair and a leather belt (Mark 1:6), an ensemble reminiscent of Elijah (2 Kin. 1:8). John also had an interesting diet— locusts and wild honey (Matt. 3:4; Mark 1:6).

If your biblical citations are from the same translations, you do not need to specify the translation in the body of your paper (including parenthetical citations). You do, however, need to list that translation on the Works Cited page (see "Works Cited" below).

If you use more than one translation from the Bible in your paper, you must include the translation's abbreviation (see Appendix 3) after the verse reference in the parenthetical citation *for each verse that you cite*. Each translation must also be listed on the Works Cited page.

E.G., "Jesus wept" (John 11:35, ESV).
E.G., "Jesus wept" (John 11:35, NIV).
E.G., "Jesus wept" (John 11:35, NASB).

Works Cited Page Every source that is cited in the body of your paper must be included in the Works Cited page. Each entry must include the following:

- The author's first and last name.
- The title of the article, essay, book chapter, short story, or poem (if applicable—if every chapter, article, or essay in the book was written by the same author(s), you do not need to specify the chapter, article, or essay).
- The title of the book, magazine, or scholarly journal.
- The first and last name of the editor(s) (if applicable).
- The city of publication.
- The publishing company.
- The year of publication.

The Works Cited page should be organized alphabetically by the last name of each author. Each entry should begin along the left margin, but if the entry fills more than one line, each additional line should be indented an additional 1/2" from the margin. The Works Cited page should be double spaced between entries and within each entry. At the top of the first page of the Works Cited list, type the words "Works Cited" centered and in bold. Begin the list of works cited doubled spaced immediately below this title.

The Bible Although we believe that the Bible was divinely inspired, you do not need to (i.e., you should not) cite "God," "The Holy Spirit," "Jesus Christ," or "The Holy Trinity" as the author. Instead, omit the author and begin with the title of the translation you are citing.

FORMULA: *The Holy Bible: Name of Translation. City of Publication: Publisher, Year.*

E.G., *The Holy Bible: English Standard Version. Wheaton: Crossway, 2001.*

Source for Citations from *Eternity Bible College Style Guide, 2012.*

All Papers will be graded on the following:

1. **Thought and Understanding:** how effectively the student's ideas relate to the assignment (35 points)

2. **Supporting Evidence:** the selection and quality of evidence, how well the supporting evidence is integrated to support the student's ideas (35 points)
3. **Form and Structure:** a coherent, focused, shaped and concluded discussion in response to the assignment (10 points)
4. **Matters of Choice:** diction, syntactic structures and style (10 points)
5. **Matters of Correctness:** sentence construction, usage, grammar and mechanics (10 points)

I, _____, honestly declare that the work is what I have done. In circumstances when I have quoted a certain authority, I have clearly indicated what is a quote and the author.							
Critical/Analytical Response	1: Limited	2: Weakened	3: Maintained	4: Sustained	5: Enhanced	Weight	Total
Thought and Understanding: · how effectively the student's ideas relate to the assignment	Ideas are largely absent or irrelevant and/or do not develop the topic. Little comprehension of the literary text(s) and/or the topic is demonstrated.	Ideas are superficial and oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.	Ideas are thoughtful, demonstrating a well-considered comprehension of the literary text(s) and the topic. Literary interpretations are revealing and convincing.	Ideas are insightful, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.	7	/35
Supporting Evidence: · the selection and quality of evidence · how well the supporting evidence is integrated to support the student's ideas	Support is irrelevant, generalized, and/or lacking. The support, if present, is largely unrelated to any idea that may be present.	Support is often inappropriate or is a restatement of what was read, and/or may be repetitive, contradictory, and/or lacking. The connection to the student's ideas is unclear.	Support is adequate and general, but occasionally lacking in persuasiveness and consistency. A straightforward connection to the student's ideas is maintained.	Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained.	Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in an effective and judicious way. A strong connection to the student's ideas is maintained.	7	/35
Form and Structure: · a coherent, focused, shaped, and concluded discussion in response to the assignment	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and a conclusion is absent or obscure. A unifying effect or controlling idea is absent.	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that does not conclude deliberately. A unifying effect or controlling idea is not maintained.	A straightforward arrangement of ideas and details provides direction for the discussion that concludes functionally. The unifying effect or controlling idea is presented and maintained generally; coherence may falter.	A considered arrangement of ideas and details contributes to a competent, controlled discussion that concludes appropriately. The unifying effect or controlling idea is sustained and coherently presented.	An effective arrangement of ideas and details contributes to a fluent, controlled, and shaped discussion that concludes skillfully. The unifying effect or controlling idea is successfully sustained and integrated, and coherently presented.	2	/10
Matters of Choice: · diction · syntactic structures · style	Diction is generalized and/or inaccurate. Syntax is confused and uncontrolled. The writing is unclear. Lack of language choices contributes to a confusing composition with an ineffective voice.	Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. Inadequate language choices contribute to a composition with an undiscerning or uncritical voice.	Diction is adequate but may be lacking in specificity. Syntactic structures are generally clear, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with a matter-of-fact voice.	Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.	Diction is precise and effective. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.	2	/10
Matters of Correctness: · sentence construction, usage, grammar, and mechanics	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. The communication remains clear.	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.	2	/10
D. Sader, St. Jerome's Catholic School, Vermilion AB. <david.sader@ecacs16.ab.ca>						/100	