



# TRINITY COLLEGE AND THEOLOGICAL SEMINARY

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## “Welcome!”

**This Orientation Manual will introduce you to your Trinity faculty, your resources, and your support group.**



*Learning at a distance does not mean you are alone. At Trinity, learning at a distance means convenience, online resources at your fingertips, and committed staff and faculty dedicated to assisting you toward progression and completion of your degree program.*



**TRINITY COLLEGE  
AND THEOLOGICAL SEMINARY**

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# Trinity's Faculty and Staff Welcome You as a Trinity Student!

*This Trinity Orientation Manual is designed  
to help you succeed in your program.*

**Trinity College and Theological Seminary**

4233 Medwel Drive  
Newburgh, IN 47630-2528  
United States of America

Telephone: 812-853-0611 Fax: 812-858-6403

Email: [contact@trinitysem.edu](mailto:contact@trinitysem.edu)

Website: [www.trinitysem.edu](http://www.trinitysem.edu)

## IMPORTANT INFORMATION

### **TO ORDER YOUR BOOKS:**

Required textbooks may be conveniently ordered through the Trinity Virtual Bookstore online at [mbsdirect.net](http://mbsdirect.net) or purchased from a favorite book seller. Students may refer questions about the Trinity Virtual Bookstore to the Support Services Department via email at the following address: [supportservices@trinitysem.edu](mailto:supportservices@trinitysem.edu).

### **REGIONAL, ONLINE, AND DVD COURSES:**

Regional, Online, and DVD Courses are three learning options provided by Trinity. You are invited to participate in one or more of these exciting and innovative learning alternatives. On the basis of our observations, Trinity students who participate in these venues are more likely to complete their course work in a timely manner. For course listings and locations, visit our website at <http://www.trinitysem.edu/TrinityDifference/Seminars.html>. You may also call 1-800-545-3306 or 1-812-858-3484 for more information.

### **RW 001 TRINITY TUTORIAL:**

**You will receive your “Trinity Tutorial” enrollment key via email to access your Trinity Tutorial course in the Trinity Online Learning Center (TOLC). Additional course enrollment keys may be requested via email to Support Services at [supportservices@trinitysem.edu](mailto:supportservices@trinitysem.edu).**

#### **First Time Users of the TOLC:**

You will need to set up your user account by going to the following web address and following the step-by-step instructions on the right side of the screen.

**<http://mytolc.com/>**

If you need technical assistance, you may contact Trinity's tech support hotline at 1-800-473-0307 Monday through Friday, from 8:00 a.m. to 8:00 p.m., Central Standard Time. You may also contact Trinity's tech support by sending an email to [techsupport@trinitysem.edu](mailto:techsupport@trinitysem.edu).

Please . . .

Request your  
*official*  
transcripts  
now.

In order to verify program prerequisites and transfer credits (if applicable), official transcripts are required within 90 days of enrollment. Copies or student-issued transcripts may be used during the enrollment process for preliminary evaluation; however, they are not considered official. To be considered official, transcripts must be sent directly to Trinity via postal mail by the previous educational institution. If the educational institution sends the official transcript to the student in a sealed envelope, the student may send the sealed envelope to Trinity. *If the seal is broken before arriving at Trinity, the transcript will not be considered official.* Trinity makes every effort to maximize the prior education of every student as it relates to Trinity's requirements.

Students who fail to ensure that all official transcripts have been forwarded to Trinity may not be allowed to continue in a particular Trinity degree program or may be required to take additional course work. See *Request for Official Transcript* form.



TRINITY

College and Theological Seminary

4233 MEDWEL DRIVE  
NEWBURGH IN 47630-2528

www.trinitysem.edu

Email: contact@trinitysem.edu • Fax: 812-858-6403 • Telephone: 812-853-0611

## REQUEST FOR OFFICIAL TRANSCRIPT

### DIRECTIONS FOR STUDENTS:

The purpose of this form is to aid you in requesting your official transcripts from educational institutions previously attended. If you are requesting transcripts from more than one institution, please make copies of this form as needed. ***Please print or type.*** Submit the completed form to the Registrar or Records Office at the institution that you list below, ***not Trinity.***

*For your information, usually there is a processing fee involved to send **official** transcripts.  
Check with your applicable institutions for details.*

***I am requesting my official transcript from the following educational institution.***

To: \_\_\_\_\_ Registrar or Records Office  
Educational Institution: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Fax: \_\_\_\_\_ Email: \_\_\_\_\_

***I am furnishing the following information to assist in locating my records.***

Name while enrolled: \_\_\_\_\_  
Current name (if different): \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Social Security #: \_\_\_\_\_ Student ID Number (if applicable): \_\_\_\_\_  
Year(s) of Attendance: \_\_\_\_\_ Date of Graduation (if applicable): \_\_\_\_\_

***I hereby authorize the release of my official transcript to Trinity College and Theological Seminary.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Student's Street Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Email: \_\_\_\_\_ Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_  
(circle)

### DIRECTIONS FOR EDUCATIONAL INSTITUTION:

Please forward an official copy of the student's transcript in ENGLISH, along with a copy of this form, to Trinity's Registrar at the mailing address above. *Transcripts sent by fax or email are not considered **official**.*

**THANK YOU!**



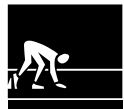
# Steps To Success



*You know that in a race all the runners run but only one wins the prize, don't you?  
You must run in such a way that you may be victorious. 1 Cor. 9:24*

**Instructions:** Use the following steps to quickly get into and confidently complete your program. Please keep this page handy and just follow the steps.

## **Step 1 – Getting to the Line:**



Go to Tab 8 in the Trinity Orientation Manual to find directions to access the course Study Guide(s) as listed on your Registration. Enrollment keys for your first few courses will be sent to you via email. Follow the instructions in the email to access the course materials, including the Study Guide, in the Trinity Online Learning Center (TOLC). A good runner knows the race route, especially if there are many stages to the “course.” Please take a few moments to read the Study Guide(s). Note the *Study Guide Code/Date/Version* on the first page. You will reference this code/date/version when you submit lessons. Next, take time to read the *Course Purpose and Course Objectives* to get a feel for the professor’s expectations. Following those sections of the Study Guide, you should find the *Materials* and *Course Requirements* sections. The *Materials* section is helpful to double-check the materials needed for the course, and the *Course Requirements* section is a good checklist of the assignments you have to do for the course. On the next pages in your Study Guide, take time to read the *Specific Submission Instructions for Course Assignments* and *Lesson Grading Scale and Criteria*. These sections will help you understand more of what the professor expects for the course. Toward the end of the Study Guide, professors occasionally include additional materials for the assignments.

***Before going to the next step,  
please refer to the Listing of Contents,  
and then look through all Tabs.***

***It is important  
to be familiar with what forms and resources  
are immediately available in the manual.***

**Step 2 – On your mark . . . get set . . . GO!** Go to Tab 1 and use the Sample Course Assignment Schedule and the Course Schedule Planner to schedule the assignments for your first listed course. The immediate and vital goal is to submit your first lesson right away within the next 30 days. This will connect you with your professor to begin communication and feedback on your studies. The first course usually takes a little longer to complete, so schedule plenty of time to go from one assignment to the next. At this point, if you need help understanding the material and/or scheduling, please do not hesitate to contact us. *See Tab 2.*

**Step 3 – Running the Race:** Applying 1 Cor. 9:24 as mentioned above, the student who wins the prize and comes away victorious is the one who finishes! Therefore, you need to concentrate on running YOUR race. Once you have completed your first lesson and your first course, you should have a good idea of how the Trinity system works and how the studies will impact your life. Next, please use the Sample Course Assignment Schedule and Course Schedule Planner in Tab 1 to help you complete the rest of your registered courses.



***Remember, plan your work . . . then work your plan.***

***Stick to it, and finish your race!***

*Therefore, having so vast a cloud of witnesses surrounding us, and throwing off everything that hinders us and especially the sin that so easily entangles us, let us keep running with endurance the race set before us... Heb. 12:1*

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# TRINITY ORIENTATION MANUAL

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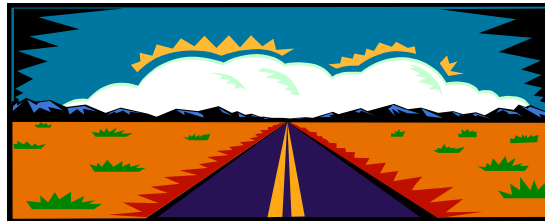
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*Trinity's goal is to help students . . .*

## **Stay on T. R. A. C.**

Trinity  
Retention  
Achievement  
Completion



### **THE T. R. A. C. TO ENHANCED SERVICE**

Over the years, Trinity has developed numerous student services designed to follow you, the student, from your initial inquiry with Trinity to your graduation and beyond. Trinity's student services activities are organized under four process teams that have the responsibility to coordinate the efforts of the entire Trinity organization. These process teams are carefully constructed to meet the needs of self-directed adult learners who are studying to complete their degrees.

## **Let your journey begin!**

# Trinity's Student Services Teams

## I.

### Enrollment Team

Careful examination of your initial inquiry by the Enrollment Team ensures that you have been provided with the latest information regarding the degree programs that have been developed and implemented at Trinity. Now that your program and financial arrangements have been explained to you and after careful evaluation and review by Trinity's Admissions Committee for approval, you have been accepted into the program. You have made a personal commitment to move forward to begin your program. Your Registration has been prepared and you are now on your way!

## II.

### Matriculation Team

Welcome! Here you are, a new Trinity student receiving a packet of information specially designed by the Matriculation Team. You might be feeling information overload at this moment. You can be assured that Trinity has in place the resources and support necessary for you to start and complete your degree program. Your first objective is to obtain *Matriculated Status* for the degree program displayed on your Registration. This is accomplished when:

- 1) your official transcripts have been received, evaluated and approved;  
AND,
- 2) your first lesson has been received at Trinity.

## III.

### Degree Completion Team

As you progress through your program, you will find the caring staff and faculty team members needed to answer your questions, facilitate learning, and help you circumvent obstacles and complete your degree program. Academic Advisors are trained to assist you with a myriad of issues. Advisors are co-mentors; they serve as a conduit for academic information as well as advisory support for your needs and concerns. The Degree Completion Team's focus is to ensure that you will have the necessary instruction and support to properly navigate Trinity's distance learning system as you work toward your degree goal.

## IV.

### Graduation Team

Your journey will lead you successfully to graduation. Through careful examination of your academic and financial file by the Office of the Registrar, every effort is made to ensure that you will meet all graduation requirements. Your file will then be reviewed, and approved by the Faculty Senate.

The Graduation Team is in place to assist you through your graduation event, aiming at making this a satisfying and gratifying experience.

CONGRATULATIONS will be in order when you reach your degree goal!

October 12, 2007

Dear Trinity Student,

Greetings in the wonderful name of our Lord and Savior, Jesus Christ!

As we move into the 21<sup>st</sup> century, advances in technology are bringing about numerous changes in the way institutions of higher learning do business. In addition, these technological advances are having a major impact upon education, and distance education in particular. Trinity College and Theological Seminary is not exempt to these developments.

The course in which you have just enrolled is a prime example. It is available in an electronic classroom that can be easily accessed through the Trinity Online Learning Center (TOLC). All materials for courses, with the exception of textbooks or videos, can be accessed through the TOLC classrooms. These electronic classrooms contain audio files, study guides, and other course specific information. Moreover, the audio files are downloadable permitting you to save them to your computer.

To access the TOLC classroom for your course, simply click on the link that was emailed to you after enrolling, login, and enter your enrollment key. Once you are in the classroom you are ready to begin working. The advantage of TOLC classrooms is that, other than the Proctored Summation, you are permitted to complete all required course work online. In addition, once you are ready to submit a completed lesson, you can do so via the lesson upload link available in your course classroom. Not only is this convenient for you but it can reduce the amount of time it takes to get a graded lesson back. Consequently, TOLC classrooms permit you to get through your course work much faster, thereby reducing the time it takes you to complete your degree program.

Online delivery of distance education is the trend of the future. At Trinity, the future has arrived. Should you have any technical difficulty accessing the online classrooms, contact [techsupport@trinitysem.edu](mailto:techsupport@trinitysem.edu). If you do not have access to a computer and need audio recordings or hard copies of Study Guides, please contact the Support Services at 812-858-6587. In the meantime, may God richly bless you!

Robin R. West, M.Ed., M.S., Ph.D.(c)

Dean of Curriculum Development  
Trinity College and Theological Seminary

November 8, 2006

Dear Trinity Student:

Welcome to the Trinity family of scholars!

Our prayer is that we will challenge and bless you because of your decision to pursue God's will through your degree program at Trinity. The information included here is intended to answer the majority of your questions. Please take the time to read each section. You will find helpful information regarding:

- Tips on Getting Started Quickly
- Detailed Instructions About Submitting Lessons
- Required Forms
- Student Handbook Access

Whether or not your tuition is paid in full, an initial set of course materials is provided for you. We provide materials for the first few courses only so you will not be overwhelmed. However, you may request *all* the materials required for the courses on your current Registration. You may contact [supportservices@trinitysem.edu](mailto:supportservices@trinitysem.edu) to order your next materials.

You will find access to digital research and course resources at the Trinity website, [www.trinitysem.edu](http://www.trinitysem.edu). Within Trinity's online resources, you will be able to get help with being a distance learner, lessons and research, contacting other Trinity students and faculty, and much more!

Again, welcome to the worldwide student body currently earning degrees through Trinity. The Trinity faculty and staff are available to assist you. We remain committed to serving you with Christian concern, support, and instruction during your Trinity tenure as a student – and afterward as an alumnus. Should you need help or have a question, please refer to Tab 2 for contact information.

Blessings,

Steve Selby, M.A., M.Div.  
Associate Vice President for Student Services

## Sample Course Assignment Schedule

Example: A student has just begun studying with Trinity. The student has registered for 5 courses to be completed in the two year (24 month) time period and is planning for course Bible Doctrine I. The student has to complete Assignment One, Assignment Two, an Elective Assignment, and the Proctored Summative for a total of 4 submissions. Below is how the student would figure the time needed to complete **each course** by the end of the registration period.

SAMPLE

Sample		Your's
24 months	First, determine the deadline to finish all courses by, in months: New registration is 24 months.	
5 courses	Second, enter the number of courses you have to complete on that registration.	
<ul style="list-style-type: none"> <li>• 24 mo. ÷ 5 courses = 4.8 months per course</li> <li>• 4.8 mo. x 30 days = 144 days per course</li> </ul>	Third, divide the time-period in the first box with the number of courses you have. This number is the months you have to complete <b>each course</b> . Now convert it to days by multiplying by 30.	
4 submissions	Fourth, in order to determine the time you have to complete each assignment within a course, you will count the <b>number of submissions</b> you will make for <b>one course</b> (including the Proctored Summative).	
144 days ÷ 4 submissions ≈ 36 days per submission	Now you can figure the number of days needed for <b>each submission for a course with 4 submissions</b> by dividing.	
<i>Course Schedule Planner</i> <small>(see next page)</small>	Finally, create a schedule where you will complete one submission every 36 days to complete your first course on time. Then simply do the same thing for your remaining courses by simply changing the number of submissions to match the course.	

# Example

## EXAMPLE of Course Schedule Planner

*Course Names: Your Course I and Your Course II*

*You can use this space to make notes about your course and/or assignments.*

Course Assignments	Starting Date	Due Date	Grade
<b>Your Course I</b>			
Assignment One	04/9/07	05/14/07	
Assignment Two	05/15/07	06/19/07	
Assignment Three	06/20/07	7/25/07	
Proctored Summation	7/26/07	8/30/07	
Notes:			
<b>Your Course II</b>			
Assignment One	8/31/07	10/5/07	
Assignment Two	10/6/07	11/10/07	
Assignment Three	11/11/07	12/15/07	
Proctored Summation	12/16/07	1/20/08	
Notes:			

10-12-07

# Example

## Course Schedule Planner

*Course Name:*

Course Assignments	Starting Date	Due Date	Grade

Notes:

- 1) Copy this page for each course on your Registration.
- 2) Using your personal calendar, schedule the assignments for each course.
- 3) Complete a course schedule planner for each course.



## HOW TO CONTACT TRINITY

Trinity has an email address in place whereby all questions may be asked through this one email address. Based upon the content of the question(s), the email will be directed to the appropriate person(s). Please email us anytime: [contact@trinitysem.edu](mailto:contact@trinitysem.edu).

**Trinity College and Theological Seminary**  
4233 Medwel Drive  
Newburgh, Indiana 47630-2528

**Email:** [contact@trinitysem.edu](mailto:contact@trinitysem.edu)  
**Fax:** 812-858-6403  
**Telephone:** 812-853-0611

## TRINITY SERVICE AREAS

### **Academics**

[contact@trinitysem.edu](mailto:contact@trinitysem.edu)  
Fax: 812-858-6403  
Telephone: 812-853-0611

### **Financial Services**

[contact@trinitysem.edu](mailto:contact@trinitysem.edu)  
Fax: 812-858-3242  
Telephone: 812-858-3233

### **Library Services**

#### **Information Specialist**

[librarian@trinitysem.edu](mailto:librarian@trinitysem.edu)  
Fax: 763-533-3799  
Telephone: 763-533-3799

### **Online Services / TechNetronics**

#### **Technical Support** M-F 8 am - 8 pm CST

[techsupport@trinitysem.edu](mailto:techsupport@trinitysem.edu)  
Fax: 812-858-6419  
Telephone: 800-473-0307 (U.S.)  
812-858-6415 (outside U.S.)

### **Seminar Services**

[seminars@trinitysem.edu](mailto:seminars@trinitysem.edu)  
Fax: 812-858-3488  
Telephone: 800-545-3306

### **Support Services**

(Course Materials)  
[supportservices@trinitysem.edu](mailto:supportservices@trinitysem.edu)  
Fax: 812-858-5154  
Telephone: 812-858-6587

## VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEPARTMENT CHAIRS

### **Vice President for Academic Affairs**

Dr. W. Stephen Williams  
[swilliams@trinitysem.edu](mailto:swilliams@trinitysem.edu)

### **Biblical Counseling**

Chair: Dr. Jeffery Forrey  
[jforrey@trinitysem.edu](mailto:jforrey@trinitysem.edu)

### **Biblical Studies**

Chair: Dr. Lars Kierspel  
[lkierspel@trinitysem.edu](mailto:lkierspel@trinitysem.edu)

### **Biblical Leadership and Ministry**

Chair: Dr. Elbert Elliott  
[eelliott@trinitysem.edu](mailto:eelliott@trinitysem.edu)

### **Theology**

Chair: Dr. Ron Clutter  
[rclutter@trinitysem.edu](mailto:rclutter@trinitysem.edu)

## CONTACTS AND QUESTIONS

### **Student Orientation**

Janine Williams, Student Orientation Specialist  
[jwilliams@trinitysem.edu](mailto:jwilliams@trinitysem.edu)

### **Academic Advising and Registrations**

[contact@trinitysem.edu](mailto:contact@trinitysem.edu)

### **Continuances**

Nathan Kiegel, Retention and Progression Specialist  
[nkiegel@trinitysem.edu](mailto:nkiegel@trinitysem.edu)

### **Course Materials / Enrollment Keys**

Christie Bartlett, Supervisor, Support Services  
[cbartlett@trinitysem.edu](mailto:cbartlett@trinitysem.edu)

### **Dissertations, Major Writing Projects, Capstone Research Projects, Theses**

Sheryle Knight, Director of Academic Services  
[sknight@trinitysem.edu](mailto:sknight@trinitysem.edu)

### **Exams**

Ruth Kauk, Exam Coordinator  
[rkauk@trinitysem.edu](mailto:rkauk@trinitysem.edu)

### **Financial Services**

Dana Schoenbaechler, Agent, Abetment Services  
[djo@trinitysem.edu](mailto:djo@trinitysem.edu)

### **Grades**

Email: [grades@trinitysem.edu](mailto:grades@trinitysem.edu)

### **Online Lesson Submissions**

Rachelle Boop, Online Lessons Coordinator  
[rboop@trinitysem.edu](mailto:rboop@trinitysem.edu)

### **Postal Lesson Submissions/Core Competency Assessment**

Sharon Hicks,  
Postal Lessons and Core Competency Coordinator  
[shicks@trinitysem.edu](mailto:shicks@trinitysem.edu)

### **Transcripts, Graduation, Omicron-Psi Honor Society Registrar's Office**

Brenda Martin, Registrar  
[bmartin@trinitysem.edu](mailto:bmartin@trinitysem.edu)

## CONCENTRATION DIRECTOR CONTACT GUIDE FOR STUDENTS

NAME OF CONCENTRATION	CONCENTRATION DIRECTOR	TELEPHONE / FAX	EMAIL ADDRESS
Biblical Counseling	Dr. Jeffery Forrey	812-853-0611	jforrey@trinitysem.edu
Biblical Studies	Dr. Lars Kierspel	812-853-0611	lkierspel@trinitysem.edu
Christian Education	Dr. Mark Simpson	812-853-0611	msimpson@trinitysem.edu
Christian Management and Leadership	Dr. Ray Parker	812-853-0611	rlparker@trinitysem.edu
Christian Philosophy and Apologetics	Dr. Ed Martin	Prefers Email	emartin@trinitysem.edu
Christian Women's Studies	Dr. Katheryn Webb	812-853-0611	kwebb@trinitysem.edu
Conflict Management	Dr. Ingrid Buch-Wagler	740-432-3214	ibuchwagler@trinitysem.edu
Pastoral Ministry	Dr. W. David Hendrix	706-643-1110	dhendrix@trinitysem.edu
Pulpit Communication and Expository Preaching	Dr. Elbert Elliott	812-853-0611	eelliott@trinitysem.edu
Theology	Dr. Ron Clutter	812-853-0611	rclutter@trinitysem.edu

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# ONLINE LESSON SUBMISSION INSTRUCTIONS

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Before sending your lesson, follow any specific instructions listed in your Study Guide, and check to see that you have completed each of the following guidelines.

## TIPS

1. Lessons submitted online must be in a Microsoft Word or Microsoft Word compatible format using a .doc extension.
2. Answers to audio recording questions should provide **complete and concise responses** to each question. Moreover, they should not aimlessly ramble on indefinitely. Therefore, good judgment must be exercised in determining what constitutes a response of adequate length. As a general rule, and depending on the nature of the question, questions that simply require the regurgitation of facts should not exceed 2 paragraphs; questions requiring analytical and critical thinking should not exceed 250 words (unless the question directs otherwise).
3. **Proofread** your work before submitting your lesson. Take a break and review your lesson again even after you think you have made all of the corrections.

## FORMATTING

*A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian is to be used as the default writing style manual where students do not receive explicit instructions from Trinity materials. Any specifications from the Trinity Course Study Guide take precedence over Turabian or any other Trinity materials.

Online lesson submissions must adhere to the layout shown on the **Submission Page Format** which is included in Tab 3 of the Trinity Orientation Manual. Also, the layout is in the Frequently Used Forms section of the Appendix in the Student Handbook.

1. Single-space and double-space appropriately:
  - Type the assignment word for word from your Study Guide, single-spaced.
  - Type and underline the question number and question single-spaced.
  - Double-space, then type your answer double-spaced.
2. Use font and margins appropriately:
  - Use Times New Roman size 12 point or equivalent font.
  - Use 1 inch top and bottom margins, 1½ inches left margin, and 1 inch right margin.
  - Begin typing on the first line or space below the top margin.

Pay careful attention to the audio recording and question number. Include the question number (Example: Question 3 continued) when an answer continues on additional pages.

3. Place the **page number** in the center at the bottom of the page by adding and formatting the page number via your word processing program. Do not hand type page numbers as the formatting may change during the uploading process. If the lesson includes front or back matter, divide the lesson into three sections with *section one* including the cover page and title page if applicable; *section two* including the body of the lesson; and *section three* including the bibliography if applicable. Only section two would need page numbers. To insert a cover page, title page, and back matter such as a bibliography without page numbers, using Microsoft Word, insert section breaks before and after the main body of the lesson by following the steps below.
  - Go to **Insert**, then **Break**, then **Section Break (next page)**, then click OK.
  - Go to **View**, then **Headers & Footers** and center the cursor in the footer of section two. Go to the “header and footer” toolbar and click the button that says “same as previous.” The section two footer should go from saying “same as previous” to nothing at all.
  - With the cursor still in the footer box go to **Insert**, then **Page Numbers** (aligned to center), then click **Format**, and change the “Page numbering” from ‘Continue from previous section’ to ‘Start at,’ and set the number to one. Then click okay.
4. When **quoting** material of eight lines or more—including Scripture verses—indent four spaces from the left margin and type single-spaced.

## SUBMISSION

1. Lessons submitted online must be in a Microsoft Word or Microsoft Word compatible format. More recent word processors, including Apple Write, Microsoft Works, and Open Office, will allow the user to save in a Microsoft Word compatible format. By saving in a **Microsoft Word compatible format**, you will preserve the formatting of the document without the possibility of a file translation error on Trinity’s end. **The file ending must be .doc.** Plain text and Word Perfect documents cannot be accepted. Microsoft Word 2007 documents with a file ending of .docx cannot be processed at this time.
2. Save your file with a name that conforms to the following **naming convention**.
  - First type the entire **course number** (without spaces) as listed on the first page of the Study Guide. For example: CM526SR0703S1 or OT410DE0003 or BEM710PH0003.
  - Next type “**a**” for assignment followed by the **assignment number** as listed on the Study Guide. “Assignments” were previously referred to as “modules.” For example: a3, or a1.
  - Next type “r” for **recording** or “p” for **project** when this applies (applies for most British Model courses), followed by the audio recording number(s) or the project(s) number. For example: r7. If audio recording or project does not apply, move to the next step.
  - The next three characters will be your initials. If your name is John Alexander Doe, you would put “jad.”
  - The file extension should be .doc.

- If you have named your file correctly it will resemble the file names listed below.
    - For a typical course – CM526SR0703S1a3jad.doc
    - For a course with audio recording questions two through eight – OT410DE0003a1r2-8jad.doc
    - For an Accelerated Learning Model course – BEM710PH0003r7jad.doc
3. Each online lesson submission must have a **Cover Sheet** which is available at the site where the lesson is uploaded. When you complete a Cover Sheet, you must include your first and last name, student identification number, email address, the course name and course number, the assignment identification in the Study Guide (for example, Assignment One), the Study Guide Code/Date/Version (found on the first page of the Study Guide), your degree program, and your current address and telephone number. If you fail to include these items on each Cover Sheet, you run the risk of not receiving credit for your lesson submission.
  4. Each lesson submission should be submitted as **one file**. See “Specific Submission Instructions for Course Assignments” in your Study Guide.
  5. Please allow a **turnaround time of ten business days** for each online lesson submission. Ten business days is the usual turnaround time; however, sometimes there are extenuating circumstances which may cause a longer turnaround time. If a grade for a lesson is not received by the expected return date, an inquiry will be sent to the faculty member. Consequently, if you do not receive a grade within an additional five business days, you may contact the Online Lessons Coordinator at [contact@trinitysem.edu](mailto:contact@trinitysem.edu).
  6. To protect yourself against possible loss, **please keep copies of all your lesson submissions**. Please remember that **credit cannot be given** for lesson submissions that do not reach Trinity.

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# POSTAL LESSON SUBMISSION INSTRUCTIONS

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*See also Online Lesson Submissions Instructions.*

As a Trinity student, you may eliminate paper, envelopes, and postage charges by sending your lessons online. An online lesson will usually be graded and returned within **ten business days** of the time received. For complete instructions on how to submit your lessons online, visit our website, [www.trinitysem.edu](http://www.trinitysem.edu) and find Online Lesson Submissions in the Students section.

## TIPS

1. Answers to audio recording questions should provide **complete and concise responses** to each question. Moreover, they should not aimlessly ramble on indefinitely. Therefore, good judgment must be exercised in determining what constitutes a response of adequate length. As a general rule, and depending on the nature of the question, questions that simply require the regurgitation of facts should not exceed 2 paragraphs; questions requiring analytical and critical thinking should not exceed 250 words (unless the question directs otherwise).
2. **Proofread** your work before submitting your lesson. Take a break and review your lesson again even after you think you have made all of the corrections.

## FORMATTING

*A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian is to be used as the default writing style manual where students do not receive explicit instructions from Trinity materials. Any specifications from the **Trinity Course Study Guide** take precedence over Turabian or any other Trinity materials.

Postal lesson submissions must adhere to the layout shown on the **Submission Page Format** which is included in Tab 3 of the Trinity Orientation Manual. Also, the layout is in the Frequently Used Forms section of the Appendix in the Student Handbook.

1. Single-space and double-space appropriately:
  - Type the assignment word for word from your Study Guide, single-spaced.
  - Type and underline the question number and question single-spaced.
  - Double-space, then type your answer double-spaced – *International Students except UK students may single-space their answers.*
2. Use font and margins appropriately:
  - Use Times New Roman size 12 point or equivalent font.
  - Use 1 inch top and bottom margins, 1½ inches left margin, and 1 inch right margin.
  - Begin typing on the first line or space below the top margin.

Pay careful attention to the audio recording and question number. Include the question number (Example: Question 3 continued) when an answer continues on additional pages.

3. Place the **page number** in the center at the bottom of the page. If the lesson includes front or back matter, divide the lesson into three sections with *section one* including the cover page and title page if applicable; *section two* including the body of the lesson; and *section three* including the bibliography if applicable. Only section two would need page numbers. To insert a cover page, title page, and back matter such as a bibliography without page numbers, using Microsoft Word, insert section breaks before and after the main body of the lesson by following the steps below.
  - Go to **Insert**, then **Break**, then **Section Break (next page)**, then click OK.
  - Go to **View**, then **Headers & Footers** and center the cursor in the footer of section two. Go to the “header and footer” toolbar and click the button that says “same as previous.” The section two footer should go from saying “same as previous” to nothing at all.
  - With the cursor still in the footer box go to **Insert**, then **Page Numbers** (aligned to center), then click **Format**, and change the “Page numbering” from 'Continue from previous section' to 'Start at,' and set the number to one. Then click okay.
4. When **quoting** material of eight lines or more—including Scripture verses—indent four spaces from the left margin and type single-spaced.

## SUBMISSION

1. Each Postal Lesson Submission must have a **Cover Sheet**. There is *one* blank master copy of the Cover Sheet included in Tab 3 of the Trinity Orientation Manual and the Frequently Used Forms section of the Appendix in the Student Handbook. This master copy may be duplicated for your use. When you complete a Cover Sheet, you must include your first and last name, student identification number, email address if available, the course name and course number, the assignment identification in the Study Guide, (for example, Assignment One), the Study Guide Code/Date/Version (found on the first page of the Study Guide), your degree program, and your current address and telephone number. If the assignment identification does not list an audio or project number, place “NA” (for *not applicable*) instead of an audio or project number. If you fail to include these items on each Cover Sheet, you run the risk of not receiving credit for your lesson submission.

Please allow an average of four to six weeks turnaround time for each postal lesson submission. To reduce the turnaround time for lesson grading please view the Online Lesson Submission instructions found in Tab 3 of the Trinity Orientation Manual or on our website [www.trinitysem.edu](http://www.trinitysem.edu) in the Students section.

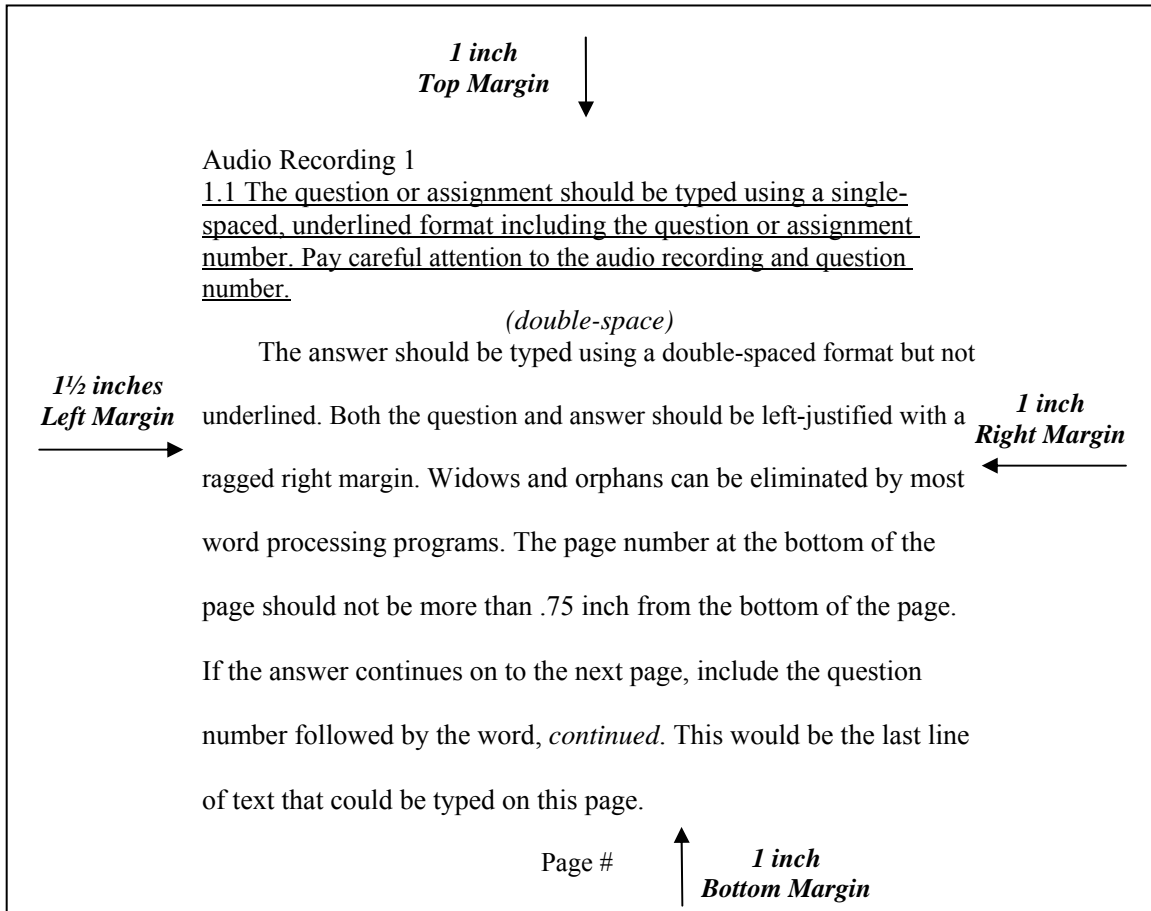
2. Always staple the pages of your lesson submission together in the upper left corner. For larger lesson submissions, you may use a binder clip. For dissertations, major writing projects, capstone research projects, and theses, rubber bands are acceptable. Remember that a Cover Sheet must be attached to each copy of the lesson submission.

3. Lesson Submissions should not be faxed except under special circumstances and as approved through the Academic Department. Contact the Postal Lessons Coordinator at [contact@trinitysem.edu](mailto:contact@trinitysem.edu). Use the following mailing guidelines.
- **United States Students** will send completed lesson submissions to **Trinity College of the Bible and Theological Seminary, 4233 Medwel Drive, Newburgh, Indiana 47630-2528 U.S.A.** When sending a completed lesson submission to Trinity, always attach a self-addressed envelope of **sufficient size**. This will be used to return your lesson submission. *Return envelopes must include prepaid postage. Students will be charged shipping and handling for insufficient size envelopes and/or postage. Refer to the Fee Schedule in the Student Handbook.* Since different faculty members may evaluate lesson submissions from different courses, it will be necessary for you to provide a different self-addressed stamped envelope for each lesson submission bearing a different course name and number.
  - **United Kingdom Students** will send completed lesson submissions to **Dr. Oliver Rice, Post Office Box 20704, London, E3 2XQ, England.** When sending a completed lesson submission to Dr. Rice, always attach a self-addressed envelope of **sufficient size**. This will be used to return your lesson submission. *Your return envelope must include prepaid postage.* Since different faculty members may evaluate lesson submissions from different courses, it will be necessary for you to provide a different self-addressed stamped envelope for each lesson submission bearing a different course name and number.
  - **All International Students Except UK Students** will send completed lesson submissions to **Trinity College of the Bible and Theological Seminary, 4233 Medwel Drive, Newburgh, Indiana 47630-2528 U.S.A.** When sending a completed lesson submission to the United States, always attach a self-addressed envelope of **sufficient size**. This will be used to return your lesson submission. Trinity will provide United States postage and charge your account for the postage required plus any additional shipping and handling costs. *Students will be charged shipping and handling for insufficient size envelopes. Refer to the Fee Schedule in the Student Handbook.* Since different faculty members may evaluate lesson submissions from different courses, it will be necessary for you to provide a different self-addressed envelope for each lesson submission bearing a different course name and number.
4. To protect yourself against possible loss, **please keep copies of all your lesson submissions** before mailing them to the Trinity academic office. Please remember that **credit cannot be given** for lesson submissions that do not reach Trinity.



## SUBMISSION PAGE FORMAT FOR LESSONS

*Sample Page – Note: (1) Page and margins not drawn to scale. (2) Border not required.*



The diagram illustrates the required page format within a rectangular border. At the top, a downward arrow is labeled "1 inch Top Margin". On the left, a rightward arrow is labeled "1½ inches Left Margin". On the right, a leftward arrow is labeled "1 inch Right Margin". At the bottom, an upward arrow is labeled "1 inch Bottom Margin". The text content is as follows:

Audio Recording 1

1.1 The question or assignment should be typed using a single-spaced, underlined format including the question or assignment number. Pay careful attention to the audio recording and question number.

(double-space)

The answer should be typed using a double-spaced format but not underlined. Both the question and answer should be left-justified with a ragged right margin. Widows and orphans can be eliminated by most word processing programs. The page number at the bottom of the page should not be more than .75 inch from the bottom of the page.

If the answer continues on to the next page, include the question number followed by the word, *continued*. This would be the last line of text that could be typed on this page.

Page #

- Begin typing on the first line or space below the top margin.
- Pay careful attention to the audio recording and question number.
- Type and underline the question or assignment using a single-spaced format.
- The answer should be typed using a double-spaced format but not underlined.
- The page number should be centered at the bottom of the page.



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**COVER SHEET**  
**FOR LESSONS SENT BY POSTAL MAIL**

**LESSON SUBMISSION CHECKLIST:**

- ☐ I have reviewed and followed the Submission Instructions for Course Assignments in my Study Guide.
- ☐ I have reviewed and followed the Lesson Submission Instructions in the Trinity Orientation Manual.
- ☐ I have numbered each page except the Cover Sheet and the bibliography.
- ☐ I have typed the assignment. Note: The assignment is simply the instructions included in the Study Guide for any given assignment.
- ☐ I have typed and underlined each question number and question.
- ☐ I have double-spaced my answers. Exception: All international students - except UK - submitting postal lessons may single-space their answers.
- ☐ I have attached a completed Cover Sheet to each lesson submission.
- ☐ I have included a self-addressed envelope (SAE) of sufficient size for my postal lesson submission. It is necessary to provide a different SAE for each lesson submission bearing a different course name and number.
- ☐ I have included sufficient postage. This applies to students mailing from the United States. This also applies to UK students sending lesson submissions to Dr. Oliver Rice.

⇒ If you have a question about lesson submissions, please email your question to contact@trinitysem.edu or call 812-853-0611.

Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Course Name: \_\_\_\_\_ Course #: \_\_\_\_\_

Assignment Number: \_\_\_\_\_ Audio Number: \_\_\_\_\_ Project Number: \_\_\_\_\_

\*\* The Assignment Number, Audio Number (if applicable), and Project Number (if applicable) must be accurate in order to process the lesson and record the grade. The correct information is stated in the Course Study Guide.

**Study Guide**

**Code/Date/Version:** \_\_\_\_\_ **Degree Program:** \_\_\_\_\_

*See the first page of the Study Guide*

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

☐ ***Please update my student file with the above information. (Check if applicable.)***

**For Office Use Only – DO NOT WRITE BELOW THIS LINE**

Date Received in Trinity Office: \_\_\_\_\_



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**SAMPLE LESSON**  
**AS AN**  
**ONLINE SUBMISSION**

*The following is a sample lesson as an online submission.*

Name: (Enter First and Last Name)  
Student ID Number: (Enter Student ID Number)  
Email Address: (Enter Email Address)  
Course Name: A Biblical Theology of Christian Education  
Course Number: CE 470  
Assignment Number: 1  
Audio Number: 1  
Project Number: N/A

\*\*The Assignment Number, Audio Number (if applicable), and Project Number (if applicable) must be accurate in order to process the lesson and record the grade. The correct information is stated in the Course Study Guide.

-----  
Study Guide Code/Date: 05/29/03  
(The Study Guide Code/Date is found in the upper right-hand corner of Study Guide)  
Degree Program: Bachelor of Arts in Christian Education  
Address: (Enter Address)  
City: (Enter City)  
State: (Enter State)  
Zip: (Enter Zip)  
Country: (Enter Country)  
Telephone: (Enter Telephone)  
-----End of Coversheet-----

PLEASE TYPE THE REQUIREMENTS FOR THIS LESSON SUBMISSION AS  
THEY APPEAR IN YOUR STUDY GUIDE HERE.

**INSTRUCTIONS:** Listen to Audio Recording #1 and respond to the questions found in this Study Guide. Submit the answers to Audio Recording #1 for approval. Upon receiving approval for Audio Recording #1, submit the answers to Audio Recordings 2-4 and submit them for approval.

### 1.1 What are the twin revelatory foundations of Christian education?

God has revealed Himself to mankind in general revelation (the creation) and special revelation (the revealed word). Psalms 19:1-3 states, “The heavens declare the glory of God; and the firmament shows His handiwork. Day unto day utters speech, and night unto night reveals knowledge. There is no speech nor language where their voice is not heard.” These verses indicate that creation has an inherent language that mankind can hear. The fingerprints of God are all over His creation and He has endowed man with the ability to perceive this reality. Also, Romans 1:19-20 declares that God’s eternal power and attributes can be clearly observed in the creation. On a limited level, mankind can both hear and see God in His creation, however, to experience God’s promised salvation one must be exposed to special revelation.

Exploration into the general revelation of God in nature and the natural order can help us learn about how humans interact, perceive and learn. As a result of studying God’s general revelation, we can draw some conclusions about the individual learner’s aptitude, learning style, and motivations. General revelation contributes to Christian educators’ understanding of how we learn, think, and how we are best taught to develop skills and gain knowledge.

Special revelation is found in God’s message to mankind: the Bible. The Bible maintains that its origin is from God. In Paul’s second pastoral letter to Timothy he affirms that all scripture is inspired by God and is useful for teaching (see 2 Timothy 3:16). All true Christian education must have its foundation and subsequent development in the revealed word of God. As we look for clues about people’s abilities to learn from general revelation, our knowledge must always be understood from the framework of special or biblical revelation.

### 1.2 What are the twin disciplinary foundations for the proposed biblical theology of Christian education?

The twin disciplinary foundations for the proposed biblical theology of Christian education are Christian educational theory and Christian educational philosophy. I must admit that I have listened to the recording several times and I am still uncertain if I got this one right. Please excuse me if I am chasing rabbits here. One of the theories is that of biblical theology – exactly what does the Bible teach about certain subjects related to education?

Education theory is concerned with learning theories: linguistic, nonlinguistic, or affective; categories of learning or learning domains: cognitive, affective, psychomotor and various learning styles. Philosophy of education is the study of such questions as what education is and what its function is or should be, the nature of human perception, and the question of the association between education and society. Basically educational philosophy is concerned with the why, who, what, when, and where of the educational process.

### 1.3 What is the liberal viewpoint regarding whether or not biblical theology is a worthwhile or conceivable task?

The liberal viewpoint is that there is no unifying theme to develop a biblical theology upon. Liberal theologians argue that biblical theology deals in the abstract, ambiguous, vague, or undefined concepts of scripture. They view biblical theology as selective and thus subjective to the particular dogma and doctrine of individuals and groups. No discernible unifying theme is apparent and scripture is relegated to irreducible diversity. From this, prospective biblical theology would seem to be a futile or meaningless endeavor.

#### 1.4 What is the evangelical perspective regarding the task of biblical theology?

Exegetical reading of text will provide the reader with its own unifying theme. We must let the text speak for itself. There are clear and undeniable unifying focal points that run through the text. The biblical text possesses a cohesive undercurrent that is observable to anyone willing to trace it out. From this perspective the task of biblical theology is not only a worthwhile task but one that should be recommended.

#### 1.5 What are the four main types of biblical theologies cited by Kaiser in his *Toward an Old Testament Theology*?

1. Structural Type—basic outline of OT thoughts and beliefs. Units borrowed from the study of systematic theology and sociology.
2. Diachronic Type—explores successive time periods, and how revelations develop and change across time.
3. Lexical Graphic Type—groups of biblical man and their special vocabulary.
4. Biblical Themes Type—encompasses the consolidation of words around key themes.

#### 1.6 What are the strengths of Kaiser's covenant-promise theme as a unifying center for Old Testament theology?

He has encouraged us to go back to the text to discover a dominant theme and no doubt this theme is the covenant. The Old Covenant revealed Israel, the Old Covenant community is definitely bounded to the New Covenant revealed by Jesus to the Church, which is the New Covenant community.

### 1.7 What is the identified weakness in Kaiser's view?

He fails to understand that with the promise/covenant comes the obligation of the proclamation or witnessing task of Israel. Israel was to become a channel of God's blessing to the nations by proclamation of God's holiness and truths.

### 1.8 How does Richardson's missiological orientation help broaden Kaiser's covenant-promise perspective?

God has revealed Himself to mankind. The general and special revelations are to work together to bring men to God. Proclamation of the special revelation of scripture is needed for salvation, and for this reason those who possess knowledge of special revelation are required and compelled to proclaim it to individuals who do not possess it.

### 1.9 What are some of the major unifying approaches to the relationship between the testaments?

**Salvation-Historic:** understanding the text's focus within the panorama of the unfolding history of salvation, and the events and revelatory deeds of God within this context of history. Israel's national experiences and history as well as individual representatives within this history pointed forward to the coming day of the Messiah. Paul explains Israel's history as it relates to the New Covenant Community.

Now all these things [Old Testament history] happened to them as examples, and they were written for our [New Testament believers] admonition, upon whom the ends of the ages have come. (1 Corinthians 10:11)

**Typographical:** Understanding the shadows and types of the Messiah's redemptive work from the Old Covenant /Mosaic Covenant expressions. For example, the tabernacle of Moses with its sacrificial system was a prefiguring of both heaven itself and the many



## Question 1.9 continued

aspects of Jesus' redemptive work on behalf of mankind. Among numerous typographical depictions in his writings, Paul clearly equates Jesus to the Pascal lamb:

Clean out the old yeast so that you may be a new batch, since you are unleavened. For Christ our Passover has been sacrificed. (I Corinthians 5:7)

**Promise-Fulfillment:** Jesus stated in Matthew 5:17, "Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfill." Paul's letters in general and the book of Hebrews specifically are full of references to the better promises which have been obtained since the coming of the Messiah. The Old Testament provided the seed while the New Testament revelation of Jesus provides the fruit. Regarding promise and fulfillment Augustine says, "In the Old Testament the New lies hid; in the New Testament the meaning of the Old becomes clear." Paul the Apostle reasoned with the Jews from the Old Testament regarding its fulfillment in Jesus. Jesus Himself related His life as the fulfillment of the Old Testament:

And he said unto them, These are the words which I spake unto you, while I was yet with you, that all things must be fulfilled, which were written in the law of Moses, and in the prophets, and in the psalms, concerning me. (Luke 24:44)

### 1.10 How is the covenant God made with Israel related to her mandate to witness?

From the very establishment of her existence as a nation, Israel had the task of conveying her divinely imparted truth to the neighboring nations. Included in the Abrahamic covenant, Israel was called to be a blessing to all nations (Genesis 12:3). The missiological obligation to bless the nations is apparent throughout the Old Testament text. The obligations of the covenant included God's dealings with Israel, which always had the intended purpose of communicating His attributes, such as his power, righteousness, and holiness, to the nations round about Israel.

### 1.11 How was ancient Israel to function as a "light to the nations"?

Israel was to declare God's character and mighty deeds. Verbal proclamation of what God had said and what God had done on behalf of Israel served as a light to the gentiles living in ignorance of God's truth.

### 1.12 In what way was the "light" dimmed?

An individual, group, or national testimony or witness is validated by their character or integrity. Israel's perpetual dearth of holiness resulted in her unproductive witness. Without holiness the true nature of God could not be revealed. Loss of God's favor as a result of covenantal disobedience resulted in the loss of an effective witness. God intended Israel's witness to be supported by her holiness. God admonished the people of Israel in Leviticus to be a holy people.

For I am the LORD your God: ye shall therefore sanctify yourselves, and ye shall be holy; for I am holy. (Leviticus 11:44a)

### 1.13 In the restored Israel under the New Covenant, what role did the Holy Spirit play in Israel's witness?

God promises through the Old Testament prophets of a new day in which Israel will be restored and will again become a light to the nations. The poured out Spirit would enable or empower Israel to once again become a light to the nations. The term "pouring out" indicated an increased measure of something already possessed by the covenant people of God. This is an interesting parallel to the promise of the Spirit given to and received by the early Church. There seems to be a dual or parallel prophecy regarding both communities' witnessing task.

#### 1.14 What is the role of "paradigm"?

Paradigm is a theoretical framework within which theories, principles, generalizations and the experiments performed in support of them are formulated. A paradigm can be explained as a mental picture which governs our perception and understanding of reality. It offers and establishes implication of theories and practices as well as adding consistency and structure. It will serve as a guide for development and evaluation of Christian education.

#### 1.15 How can this biblical theology be used as a paradigm for Christian education practice?

It assists by providing an organization or arrangement of the methods, processes, and approaches to education as presented in the biblical text. These combined elements of the teaching and learning process can be integrated into Christian educational practices.

#### 1.16 How could such a comprehensive biblical theology of Christian education benefit you as a Christian education practitioner?

A comprehensive biblical theology of Christian education can benefit me in several ways. It will help me plan instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place. It allows for critical evaluation of a Christian educational program to determine its effectiveness. This can be applied to the modern task analysis, design, implementation, and evaluation of a Christian educational program.



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**SAMPLE LESSON**  
**AS A**  
**POSTAL SUBMISSION**

*The following is a sample lesson as a postal submission.*



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**COVER SHEET**  
**FOR LESSONS SENT BY POSTAL MAIL**

**LESSON SUBMISSION CHECKLIST:**

- ☒ I have reviewed and followed the Submission Instructions for Course Assignments in my Study Guide.
- ☒ I have reviewed and followed the Lesson Submission Instructions.
- ☒ I have numbered each page except the Cover Sheet and the bibliography.
- ☒ I have typed the assignment. Note: The assignment is simply the instructions included in the Study Guide for any given assignment.
- ☒ I have typed and underlined each question number and question.
- ☒ I have double-spaced my answers. Exception: All international students - except UK - submitting postal lessons may single-space their answers.
- ☒ I have attached a completed Cover Sheet to each lesson submission.
- ☒ I have included a self-addressed envelope (SAE) of sufficient size for my postal lesson submission. It is necessary to provide a different SAE for each lesson submission bearing a different course name and number.
- ☒ I have included sufficient postage. This applies to students mailing from the United States. This also applies to UK students sending lesson submissions to Dr. Oliver Rice.

⇒ If you have a question about lesson submissions, please email your question to contact@trinitysem.edu or call 812-853-0611.

Name: \_\_\_\_\_ (Print Name) Student ID Number: \_\_\_\_\_ (Print ID #)

Course Name: \_\_\_\_\_ Biblical Archaeology Course #: \_\_\_\_\_ OT 605

Assignment Number: \_\_\_\_\_ 3 Audio Number: \_\_\_\_\_ N/A Project Number: \_\_\_\_\_ N/A

\*\* The Assignment Number, Audio Number (if applicable), and Project Number (if applicable) must be accurate in order to process the lesson and record the grade. The correct information is stated in the Course Study Guide.

**Study Guide Code/Date:**

*if there is a code/date* \_\_\_\_\_ 3/18/03 Degree Program: \_\_\_\_\_ Master of Arts in Theology

*The Study Guide Code/Date is found in the upper right corner on the first page of the Study Guide – if there is a code/date.*

Address: \_\_\_\_\_ (Print Address)

City: \_\_\_\_\_ (Print Address) State: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_

Telephone: \_\_\_\_\_ (Print Telephone #) Email: \_\_\_\_\_ (Print Email Address)

☐ **Please update my student file with the above information.** (Check if applicable.)

**For Office Use Only – DO NOT WRITE BELOW THIS LINE**

Date Received in Trinity Office: \_\_\_\_\_

Assignment Three: Write a 10 page paper comparing and contrasting Alfred Hoerth's book *Archaeology and the Old Testament* with one other book of your choice about Biblical Archaeology. Discuss how “liberal” or “conservative” each author seems to be. Discuss how the archaeological evidence in each book seems to have been interpreted in light of the author's theological position. Discuss especially areas where you may disagree with the content of each book. Include a bibliography and footnotes (or endnotes) written according to proper academic style (using Turabian, Manuel for Writers of Theses and Dissertations, 5th or 6th editions.)

My goal in this paper is to compare and contrast *Archaeology and the Old Testament* by Alfred J. Hoerth and *Archaeology of the Bible* by Mangus Magnusson. The most obvious comparison is in subject matter and arrangement of contents. Both books cover the archaeology that touches on the Old Testament Scriptures. Even though Mr. Magnusson's title is *Archaeology of the Bible*, he ends the book with a chapter entitled “The End of the Old” and he does not go into the New Testament books. On the other hand, Mr. Hoerth's book is called *Archaeology and the Old Testament*, and he does emphasize the Old Testament books, but his last chapter is “Into the New Testament” and he does cover some archaeological evidence from the New Testament books.

Both books are arranged from Genesis to the end of the Old Testament, but Mr. Hoerth's book is almost twice as long and is much more detailed than Mr. Magnusson's book. While Mr. Hoerth's book is meant to be a text book, Mr. Magnusson wrote his for the general public.

Another interesting comparison that I found was the fact that Mr. Hoerth quotes often from three works edited by James B. Pritchard while Mr. Magnusson dedicated his book to James B. Pritchard, Director of the University Museum of the University of Pennsylvania. James Pritchard also wrote the forward to *Archaeology of the Bible*.

The first contrast that I quickly became aware of was that Hoerth accepts Scripture as giving us factual information while Magnusson does not. For this reason, I

### Assignment Three continued

would consider Mr. Magnusson much more liberal in his interpretation of events in the Bible than Mr. Hoerth. Early in both books, the story of Abraham is discussed. Hoerth says, “Abraham probably was born in Ur of the Chaldeans.”<sup>1</sup> He continues to speak of Abraham as an actual historical person, saying things like, “Abraham was born shortly after 2000,”<sup>2</sup> and “The typical house in Abraham's day was two stories tall,”<sup>3</sup> and “When Abraham was an adult, a king named Lipit-Ishtar came to the throne of Isin.”

On page 25 of *Archaeology of the Bible*, Magnusson says, “Abraham is presented in the Bible as the archetypal ancestor, the progenitor of the Children of Israel, the father of the people...and according to the received wisdom of Biblical scholarship until now, with Abraham we are supposed to enter the realm of actual history.” And again on page 39, “Was Abraham a historical figure at all?” He then proceeds to discuss two books that “take a hard scholarly look at the traditional view that Abraham represents or sums up a nomadic tradition that is reflected in documents of the Middle Bronze Age – and they both – independently of one another, come to the conclusion that he does not...(T)hey point out the innumerable inconsistencies in the Biblical account, and argue strongly against the “fundamentalist” view that the Biblical narratives can be used to reconstruct the history of the Middle East in a manner comparable to the archives of Mari or anywhere else and vice versa.”<sup>4</sup>

Although the account of the Creation has no archaeological evidence for or against, both books offer comments on the creation story in Genesis. The way each author deals with the topic of creation gives us insight into their handling of other topics

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<sup>1</sup> Alfred Hoerth, *Archaeology and the Old Testament* (Grand Rapids: Baker Books, 1998), 59.

<sup>2</sup> Ibid., 60.

<sup>3</sup> Ibid.

<sup>4</sup> Magnus Magnusson, *Archaeology of the Bible* (New York: Simon and Schuster, 1977), 39-40.

### Assignment Three continued

in Scripture. Each man comes to the Bible with a preconceived assumption that is evident in the words he chooses to use and the “tone” of voice that comes through to the reader from each author.

Hoerth is at least willing to consider the Genesis account as factual. He discusses some of the other creation stories that we have from peoples contemporary with Moses and some who lived before Moses’ time. He quotes from a couple that were known in Egypt at the time and at length from the *Enuma Elish* from Mesopotamia. Hoerth admits that there are similarities, but says that “they can be explained as expected coincidences in two works on the same theme.”<sup>5</sup> Later in the same paragraph, he says, “Viewed only as a creation story, Genesis is not unique, but viewed in comparison with these other stories, Genesis is lucid and complete.”

On the other hand, Magnusson, in his comments, has as a decidedly skeptical tone. When he says, “So how does our growing recognition of how we began – man as child of the universe – match the image presented in the Bible,”<sup>6</sup> we get the impression that when “modern scientific” ideas disagree with the Bible, he will drop the Biblical account or regulate it to the realm of myth in preference to the more “modern” position.

Still speaking of the creation account, Magnusson says, “For the Sumerians recorded the oldest myths known to us – stories about the creation that would be echoed many centuries later in the creation myths of Genesis.”<sup>7</sup>

The next big Biblical event is Noah’s Flood. Again, a story with no archaeological finds either for or against, yet both men spend time discussing it. Here again, the men show differences in how they approach this controversial event.

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<sup>5</sup> Hoerth, 187.

<sup>6</sup> Magnusson, 7.

<sup>7</sup> Ibid., 21.



### Assignment Three continued

Magnusson, speaking about Gilgamesh (the Sumerian Noah), “The story he told is so clear in its details that the Biblical Flood story was obviously borrowed directly from that much earlier Sumerian original.”<sup>8</sup> A few pages later he says, “The quest for Noah’s ark is self-evidently futile because the Flood story in the Bible is obviously a legend, and a borrowed and garbled one at that.”<sup>9</sup> Notice his two usages of the word, “obviously.”

In *Archaeology and the Old Testament*, while Hoerth does not directly say that he believes the flood was an actual world-wide event, he certainly leaves that possibility open. In speaking of the Gilgamesh Epic and the theory that the Bible got its material from Gilgamesh, he says, “Equally plausible, if one accepts an inspired Bible, is that the similarities result from a common inheritance.”<sup>10</sup> “He also makes a comment about the abundance of flood stories from allover the world. He notes, “All sophisticated cultures would be expected to need a creation story – but not a flood story – in their “beginnings.” The popularity of the flood theme can be used to argue for the historicity of the event.”<sup>11</sup>

As can be seen from the above quotes, there is a definite difference in the “tone” of these two books. Hoerth speaks in a somewhat detached manner. His sentences are factual and to the point. The tone of the passages is scholarly. Magnusson is more emotional; his tone is sometimes sarcastic and arrogant and sometimes patronizing. He talks about people who “may find it unpalatable that the Old Testament text, ‘Holy Writ’ as it were, should be questioned at all.”<sup>12</sup> His attitude is definitely condescending when he elaborately tell why the cave at Hebron that is shown to pilgrims as Abraham and Sarah’s burial place cannot possible be the cave because it is a man-made cistern, and

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<sup>8</sup> Ibid.

<sup>9</sup> Ibid., 23.

<sup>10</sup> Hoerth, 196.

<sup>11</sup> Ibid.

<sup>12</sup> Magnusson, 41.

### Assignment Three continued

closes his remarks with the sentence: “But does that make the slightest difference to the religious convictions of those who believe in their god?”<sup>13</sup>

Just one more quote to show the position on Scripture that Mr. Magnusson takes. When he speaks about the story of baby Moses, he says, “The story is quite obviously a folk-tale, for it echoes almost word for word the birth legend of King Sargon the Great, who founded the dynasty of Addad a thousand years earlier. The similarity is astonishing.”<sup>14</sup>

Since I am a Bible-believing “fundamentalist,” I find myself disagreeing with a lot of what Mr. Magnusson says. It seems to me that he would prefer to believe anything except what the Bible says which leads me to question why he does what he does. I am not angry or offended with his writings, but I do admit to being puzzled. I find Mr. Hoerth much easier to read.

Both books cover the major archaeological finds of the Old Testament. This paper will examine a few of the different accounts that the two men discuss and compare the way the two books interpret the artifacts and ruins found there. The first archaeological site we shall look at is Jericho. Mr. Magnusson begins from the position that the Israelite conquest of Canaan probably didn’t happen at all. He offers several alternate theories: a gradual takeover of “peaceful infiltration” by groups from various locations or a “peasant’s revolt” against the large Canaanite cities.<sup>15</sup> When discussing Jericho in particular, he gives the background of the early attempts to find the “walls of Jericho.” He talks about John Garstang who went to Jericho in the 1930’s and found four successive building stages, the last of which had been “violently destroyed and burned,

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<sup>13</sup> Ibid., 42.

<sup>14</sup> Ibid., 58.

<sup>15</sup> Ibid., 95-96.

### Assignment Three continued

perhaps by a combination of earthquake and fire.”<sup>16</sup> Garstang dated this to around 1400 BC (which is about the date of the conquest according to the early exodus date). Dame Kathleen Kenyon is the 1950’s excavated Jericho and decided that the walls that Garstang dated to the 1400’s had actually been destroyed a thousand years earlier. She concluded that Jericho was already an abandoned ruin when Joshua and the Israelites entered Canaan.<sup>17</sup> Magnusson seems to find this position acceptable, although he does include the opinion of Dr. Yigael Yadin who disputes this and feels that there was a small occupation on the site at this time. Magnusson tells his readers that Yadin’s argument is a “complex technical argument that involves a difference of interpretative method, and it shows how few certainties there can be in archaeology.”<sup>18</sup>

Alfred Hoerth’s book was published in 1998, over 20 years after Magnusson’s book. Mr. Hoerth relates the same history of the Jericho site as Mr. Magnusson does, but goes on to say that Dame Kenyon’s final publications were in the 1980’s and these led Bryant Wood to conclude that the walls of City IV had been destroyed about 1400 just as Garstang had said. “If Wood is correct,” wrote Hoerth, “then there is evidence at Jericho to support the early date of the exodus.”<sup>19</sup>

The next archaeological site is Ai. Both Hoerth and Magnusson agree that Ai presents archaeologists with a problem. The problem being the fact that there doesn’t seem to be any evidence of an occupied city on the site accepted by almost everyone as the Biblical city of Ai during the years of the Israelite conquest of Canaan. The difference in the two books is in the way the two authors convey this information to their readers.

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<sup>16</sup> Ibid., 92.

<sup>17</sup> Ibid., 94.

<sup>18</sup> Ibid., 95.

<sup>19</sup> Hoerth, 210.

### Assignment Three continued

Mr. Hoerth presents the facts as they are known and concludes with, “The solution to the ‘Ai problem’ continues to be elusive.”<sup>20</sup> Magnusson says, “It looks very much as if the Ai story is one that was created by later generations to explain the presence of formidable ruins at a site, in terms of a remembered folk hero.”<sup>21</sup> The difference here seems to me to be that Mr. Hoerth recognizes a problem, but allows that an acceptable solution might well be found in the future while Mr. Magnusson’s attitude is the problem is solved if we acknowledge that the Bible is wrong and the people saw some ruins and just made up a story to account for them.

The third area that we will look at is the period of the Judges. The way each author covers this time period is interesting. Mr. Hoerth devotes half of a chapter to the time of the Judges with several of the judges singled out for more in-depth recognition. He says at one point, “The history in the Book of Judges can be accepted as completely accurate.”<sup>22</sup> The arrival of the Sea People is briefly discussed in this chapter also as the people of Israel interacted with them. When we turn to *Archaeology or the Bible*, we see that Mr. Magnusson ignores the judges altogether and focuses the whole chapter covering this time period on the Philistines. He does bring Samson into the picture, but not as a real human being. He is rather, “the legendary guerrilla leader, Samson.”<sup>23</sup> He quotes from Judges 13:1-5 and then says, “And thus, suitable embellished with theological exhortations, Samson enters the Bible story. Samson is an archetypal saga figure.”<sup>24</sup> Magnusson goes on to relate the Samson story with his typical attitude. He explains how it would have been impossible for Samson to pull down the small Philistine temple and

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<sup>20</sup> Ibid., 212.

<sup>21</sup> Magnusson, 91.

<sup>22</sup> Hoerth, 226.

<sup>23</sup> Magnusson, 108.

<sup>24</sup> Ibid., 109.

### Assignment Three continued

kill so many Philistines. He also explains how the “story” came about. He says that a pottery cult vessel was found in the ruins of the Tel Qasile temple. “It is a cylindrical incense stand with two tiers; each tier has a series of ‘windows’ separating pillars. Between the pillars of the upper tier, in each of the four windows there stands the figure of a man with his arms extended sideways against the pillars . . . it is not too fanciful, perhaps, to see in a cultic vessel like this the germ of a folktale.”<sup>25</sup>

So according to Mr. Magnusson, as the Israelites came across vessels like this, memories of the great Egyptian temples merged with the idea of a great hero, and so the legend was born.

When we move on in Biblical history to the time of King David and King Solomon, we see that once again, Mr. Magnusson has difficulty accepting as history anything that comes from Scripture. In telling how David came to Saul’s court he writes something truly strange. “Once again, the Bible gives three conflicting and irreconcilable versions of how David rose to a position of influence in Saul’s court. In one, David, the youngest son of Jesse of Bethlehem, is summoned to court as a skilled harpist to soothe Saul’s troubled spirits whenever an evil spirit from the Lord troubled him. In another, David was secretly anointed by Samuel as king-to-be as part of his (and God’s) rejection of Saul. The third version is the most celebrated one: David the shepherd boy emerges as a folk hero by volunteering to take on the giant Philistine champion, Goliath, in single combat and killing him with a well-aimed sling-stone. This encounter, which is said to have taken place in the Valley of Elah some thirty kilometers west of Jerusalem, saved the Israelite army from annihilation, kindled the love of Saul’s son Jonathan for David, and sowed the first seeds of Saul’s jealousy. But it is a typical saga situation, folk-tale

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<sup>25</sup> Ibid., 113.

### Assignment Three continued

exalted into history.”<sup>26</sup> After describing the reigns of David and Solomon, Mr. Magnusson makes much of the fact that nothing has remained of any of the writings of that time. He says, “Unfortunately, not a scrap of all this presumed official literature has survived; indeed, the Gezer calendar is the only example of Hebrew writing from the time of Solomon that has yet been found. This possible objection to the theory is countered by the argument that all the court archives must have been written on papyrus, which is perishable, rather than clay tablets.”<sup>27</sup> He goes on to say, “Even more disconcerting is the fact that there is not a single contemporary reference to David or Solomon in the many neighboring countries which certainly were keeping written records in the tenth century. At a time when the Bible tells us that Solomon created a major empire in the Middle East, none of his contemporaries, not even the Phoenicians, apparently noticed the fact. Without the Biblical accounts, history would be totally unaware of the very existence of the twin founders of the tenth-century expansion of Israel/Judah into a major power, and archaeology would have been able to do a little to indicate that it had ever taken place.”<sup>28</sup> His own personal feeling is that the Jews of the exile, while in Babylon, wrote all of the stories of the Judges and the early kings. Because they needed a national history to look back to, and something to draw them together, they exaggerated and embellished the tales of their early history as a nation, and this is what we have in the Bible.

Mr. Hoerth, on the other hand, treats the Biblical accounts of the reigns of David and Solomon as historical, valid, kingships. He spends a whole chapter on David and another whole chapter on Solomon. Much of this is spent in telling the Biblical stories as

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<sup>26</sup> Ibid., 122.

<sup>27</sup> Ibid., 155.

<sup>28</sup> Ibid., 156.

### Assignment Three continued

he, too, tells us that there is little written verification of what we read in the Bible. He does give several drawings of the temple, Solomon's gates at three different cities, "Solomon's stables" at Meddigo, and maps of Jerusalem during the reign of each king.

I think that one more comparison is called for before we conclude this paper. I noticed on the end piece of the jacket on Magnus Magnusson's book this quote by the author: "The Bible does not exist in a vacuum. It was written long after the early events it purports to record, and only by understanding the culture context in which it was written, and the society for which it was written, can we gain a clearer understanding of the work as a whole." Contrast that with a quote by Alfred Hoerth in the preface of his book: "For those who delve deeper, be aware that the majority of articles and publications relevant to Old Testament archaeology treat the Bible no differently than any other ancient document. Their authors will sometimes present their conclusions as "serious" and "scholarly" and label a more conservative position as "simplistic" and "unsophisticated." At other times their critical orientation is more subtle. Such scholars consider themselves truly objective, seldom admitting that everyone brings his or her own bias to the biblical text. One should not reject such critical writings outright but should mine them for what is useful, while recognizing when their assertions are in tension with the biblical text."

This assignment has been very enlightening to me. I thought it was difficult, but in the end very rewarding. I think Mr. Hoerth expressed my feelings as well. I will not throw Mr. Magnusson's book away for there is much in it to admire. At the same time, I recognize that his view of Scripture is not my view of Scripture and will keep that in mind also.

## Bibliography

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Magnusson, Magnus. *Archaeology of the Bible*. New York: Simon and Schuster, 1977.



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3. Internet information is posted by many different sources. Be aware that, for the most part, you will need to search for resources that come from recognized names in the field of your work or for articles that come from scholarly journals. Help for understanding how to discern what "the right stuff" is, may be found in the files referred to above.

### **"Doing Research Help Files" (see #2 above)**

These files (located in the "Library" section of the Trinity website) reflect the research process. Look these files over while doing your research as they will answer many of your questions. Should you be new to online research, please note the file "First Help" and take advantage of using the tutorial.

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# INTRODUCTION TO INFORMATION RESOURCES ON THE INTERNET

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## **Search Engines**

The Internet offers varied ways to search for your needed information. The easiest and most available method is to use a “search engine” commonly known as “Yahoo, Google, etc.”

Each one has peculiar ways to help enhance your search, but knowing about them can be a challenge. There are:

1. *metasearch engines* – searches a number of engines with one query,
2. *subject search engines* – devoted to a particular subject,
3. *directory search engines* – searches directories on a theme.

Google is currently the most popular, but Dogpile is suggested as well.

## **Bibliographies**

Bibliographies are simply a list of citations that deal with whatever it is you are searching for. Citations are the complete details you need to locate any item of information.

If you needed information on “The Gospel of John” and wanted a list of books (usually) about it, just add the word “bibliographies” to your search query.

## **Annotated Bibliographies**

Annotated bibliographies go a step further and add a summary or an annotation about each item it lists.

## **Subject Bibliographies**

Subject bibliographies deal with whatever topic is in your query/search statement and are sometimes separate from regular query postings that you may get with a general search without using the word “subject.”

## **Listings of Your State/Local and Public/Academic Libraries**

These libraries are sometimes a great resource for you, depending on where you live. Here is the website address to locate them.

<http://lists.webjunction.org/libweb/>

## **International listings for all types of libraries** (over 135 countries)

<http://lists.webjunction.org/libweb/>

## **International Listing of Online Library Catalogs**

Search by country name and ‘keyword,’ then go where you want at this website:

<http://www.libdex.com>

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## A WALK THROUGH THE HAROLD F. HUNTER THEOLOGICAL LIBRARY

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Trinity has provided many varied resources for your research needs. The Hunter Theological Library is ready to serve you with multiple resources accessed via the Trinity website at: [www.trinitysem.edu](http://www.trinitysem.edu). Once you are into the website, click on “Student,” and then note the tabs at the top of the next page and click on “Library.”

### **Trinity’s Online Databases**

#### **FirstSearch**

Online Computer Library Company (OCLC) is the publisher/vendor for a large database of smaller individual databases for your use called **FirstSearch**. There are two tutorials needed in order to understand how to use/navigate your way through and search in all the databases in FIRSTSEARCH. They are here in your folder, but should you lose them; look for the words, “How to Navigate and Search in FirstSearch” as this is the name of the tutorial. Download (print off) these files in order to have them in hand before you get into FirstSearch. With your tutorials in hand, try searching this great resource. If you find yourself having trouble and you’ve consulted the tutorials and are still in a quandary, don’t hesitate to contact The Information Specialist.

#### **Religious and Theological Abstracts (RTA)**

RTA is not your usual database with citations or full text. It has citations with a summary of the item you are seeking. Click on “O.K.” to enter the database.

### **Doing Research Help Files**

The files listed here reflect the research process with basic help files immediately at the top of the list. Within these files, is a huge file titled “**Research Routings.**” **Look for it near the end of the list.** This file has a plethora of URLs or websites listed from general to very specific. There are resources in these files that *can be very useful* for your individual informational needs.

Should this be your first attempt to do online research, please make use of the “First Help” files and choose one of the tutorials listed. If you need assistance, please contact the Information Specialist.

If you need general, contextual, historical background, all or any of the first four postings listed are helpful. Take your time and see all that is there and available for you. Then arrow down and browse the rest of the topically arranged resources to see all the places you have searching opportunities. If you encounter any dead sites, please contact TechNetronics or the Information Specialist.

“Doing Research Files” will answer very key questions. You will find Bloom’s Taxonomy (2001), information on how to write a research paper, listed websites for major seminary libraries, how you can get to dissertations by fellow Trinity students, locating other dissertations, and suggested discipline specific sites, etc.

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# USING OCLC FIRSTSEARCH

## BASIC TUTORIAL

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FirstSearch is a web-based information system for searching online databases. A database is a collection of related resources on a specific topic or from a specific source. Each entry in a database is called a record.

### Parts of the screen

FirstSearch screens are divided into three main areas: *Navigation Menu* (on the left vertical column), *Control Panel* (horizontally across the top of the page), and the *Action/Task Area* (the rest of the page). Use the Navigation Menu to move between functions such as selecting databases, searching and using results. Check the Control Panel for status information, tips, and specialized tools such as online help. Use the action/task area to enter searches, view search results, or perform other actions. There is also a “HELP” button (little blue icon with white question mark) to browse the context-sensitive online help in a pop-up-window.

### Searching

#### Basic Search

The Basic Search screen provides up to three search indexes and a single search box. Use the Basic search if you are new to online searching or if you need quick results using a simple search statement. The screen always opens at the Basic search level.

#### Advanced Search

The Advanced Search screen lets you construct more complex search statements. Up to three search strings and three indexes can be combined using Boolean operators (AND, OR, and NOT) selected from drop-down menus. More search limits are available at this level.

#### Expert Search

The Expert Search screen is designed for experienced searchers who prefer to enter logical search strings. Reference information on constructing a search is displayed at the bottom of the search. A list of indexes and index labels is provided in a single drop-down menu. To search for all resources related to *coffee* that are written by *Elizabeth Alston*, you can enter **alston elizabeth and kw: coffee** (“kw” meaning keyword) and select the author index from the drop-down menu. The author index will apply only to the unlabeled terms *alston elizabeth*.

Other search features:

- Browse the indexes to verify the correct spelling or format for any search terms. Click the **Index button** (blue icon with up/down arrowheads and lines like stacked paper) to access the Browse Index feature.
- Browse subject headings to find additional terms that may apply to your search. Click the **Subjects button** (blue icon with what looks like a capital “A” – really shows connectivity) to access the Subject Headings list. This feature is available only in certain databases.
- Use **relevance ranking** to organize the results of your search. The most relevant records display at the top of the results lists. Moving down the list, records become less and less relevant to the key search terms entered.

If you would like more information on how to create search statements please request it via the “Research Librarian” mailbox on TDELTA or email at [librarian@trinitysem.edu](mailto:librarian@trinitysem.edu).

### **Selecting a database**

In the Navigation Menu, FirstSearch provides three options for selecting a database under the **Databases** link. The *List Databases by Topic* screen groups databases by topic area while the *List All Databases* screen displays a merged list of all databases. If you need help selecting a database, use the *Suggest Best option* to scan databases for your key search term(s). You can then select the databases that contain the highest estimated results for your key term(s).

### **The Database list**

Select – Click the checkbox in front of each database you would like to search (up to three). A default database may be pre-selected. If you do not want to include the default database in your search, click the checkbox in the first column to de-select it.

Est. Results – Displays estimated results for key terms (appears only in the Suggest Best screen).

Database – Displays the name of the database. Click to search in just one database.

Description – Displays a short description of the database.

Info – Click the Info button (blue icon with white “i”) to view detailed information on the database.

Full – text – Displays the Full Text icon (gold icon with stack of papers) if online full text is available

### **Using search results**

Viewing a detailed record – To view a detailed record from the List of Records screen, click on the record title. To return to the **List of Records** screen, click the List of Records link in the Navigation Menu.

Sorting records – Click the **Sort** button (blue icon with lines in triangle on lower left) to select sort options for a set of results containing 200 or fewer records. Available sort options will vary by database.

Expanding and limiting a search – To find more records similar to those you have already found, click the **Expand button** (blue icon with pointer going up). To select a subset of the records you have already found, click the **Limit button** (blue icon pointing down).

Marking a subset of records – Mark records to work with a smaller subset of a results list. Click the checkbox for each record you would like to mark. Use the **Mark All** button to mark all records on a page or the **Clear Marks** button to unmark all records on the list. Click the **Marked Records** link in the Navigation Menu to view, email or save to disk the records you have marked.

Viewing full text – The **Full Text** button (blue icon with stack of papers in a box) and full text format information appear with any record for which full text is available online. Click either the button or the format information to see the full text.

Printing – Click the **Print** button (blue icon with tiny printer) to reformat a page of results you would like to print. Reformatting will temporarily remove the Navigation Menu Control Panel. Use your browser’s

print function to print the reformatted screen (the “print” button on the button bar across the very top of your screen). Click the **Return** button (blue icon with arrow pointing to left) to return to the original format.

Emailing – Click the **Email** button (blue icon with mailing envelope) to email records, holdings, information, or full text copy.

Library Ownership Information – The **Libraries** button (blue icon with a building with pillars) to view a list of libraries that hold a particular library resource.

Interlibrary loan – DOES NOT APPLY TO TRINITY STUDENTS with this authorization number. *Only your home library where you have a card can do this for you.* The information found here can be printed and given to your friendly public/other graduate institutional reference librarian for them to locate the book(s)/materials for you.

Please read the next tutorial (How to Do a Search With the New OCLC FirstSearch Tutorial II). If you need further help you may contact Trinity’s Information Specialist, Ruth Dalman, [librarian@trinitysem.edu](mailto:librarian@trinitysem.edu).

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## HOW TO DO A SEARCH WITH THE NEW OCLC FIRSTSEARCH TUTORIAL II

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### Database Selection

Before you perform your search, FirstSearch can help you locate the best database by scanning subject groupings of available databases and reporting the estimated number of matches in each.

At the FirstSearch Home screen:

- Type in your word or phrase in the “Suggest best database” search box.
- Select the index you want to search.
- Choose a database topic area.
- Click “List.”

FirstSearch quickly scans each database for your search terms and displays a ranking based on the estimated number of postings. From this list, you may select up to three databases to search simultaneously.

If you know which database you want to search:

- Select the database in the “Search a database” box.
- Choose the index you want to search.
- Enter your word or phrase in the search box.
- Click “Search.”

You can also click on the Databases link in the Navigation Menu for more information on FirstSearch databases and to select a database to search.

## Searching

Once you select a database, a basic search screen displays. The Basic Search is the quickest way to search for information you need.

- Type in the word or phrase in the search box.
- Select the index you want to search.
- Indicate what search limits you want (these vary by database and found below the entry).
- Choose how you want your results ranked.
- Click “Search.”

The Advanced Search gives you more options, allowing you to structure a more precise search.

- Use Boolean (AND, OR, and NOT) operator(s) to search up to three indexes simultaneously.
- Limit search results by category, such as publication, date, language, library holding code, and document type (These vary by database).
- Choose how you want your results ranked.
- Click “Search.”

An Expert Search mode is also provided for users who prefer command-line searching.

## Search Results

Search results are shown in a numbered list of records in abbreviated form.

- Browse the results by scrolling up and down the pages.
- Click on the title to view a full record.
- Click on the “full-text” icon, *if available*, to see the article online.
- Mark records in the box to view a subset of the full list of results, email a set of records, print a set of records or save a set of records to disk.
- Print the record or article from the screen or email to an Internet address.

For more information on searching FirstSearch, click the Searching link in the Navigational menu and then click the Help button.

Take a special guided tour of the new OCLC FirstSearch to learn more.

**[www.oclc.org/oclc/fs\\_new/guided/tour/index.htm](http://www.oclc.org/oclc/fs_new/guided/tour/index.htm)**

**\*\*If more explanation for anything above is needed, contact the Information Specialist via the “Research Librarian” mailbox on Trinity’s website or by email at [librarian@trinitysem.edu](mailto:librarian@trinitysem.edu).**



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# IMPORTANT THINGS YOU NEED TO KNOW ABOUT ONLINE ENVIRONMENTS

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Serving the Trinity community is a privilege and a joy. We need, however, to share some information concerning the nature of the environment surrounding online information access. Please be aware of the following:

1. Websites and address changes – Websites disappear or move at any given time. Please report dead links to TechNetronics via email at techsupport@trinitysem.edu or by telephone at: 812-858-6415.
2. Regarding Interlibrary loans (ILL)
  - a. You can use ILL via at your local academic or public library. ILL is a service provided by that library for any card-holding patron.
  - b. ILL is a service provided between participating libraries. Trinity does not currently participate as a contributing member to ILL.
  - c. Reference librarians will be glad to help you locate and suggest places close to your geographic location listing the required material in their library catalog. The Trinity librarian can help you locate materials as well.
  - d. Lending institutions (public, academic, special libraries) set up their own lending and borrowing policies; so there can be no real guarantee that any library is willing to lend to any large/small public library. It is solely at the lending institution's discretion.
3. Magazine article coverage
  - a. Because standardized computer (digital) conversion of data is fairly recent, one must expect that back (retrospective) coverage of any title will not usually be found prior to the 1980's.
  - b. There are always exceptions and many prestigious magazines keep going back further to convert. Please know this as you ask for retrospective (back) coverage of magazine articles.
4. Non-book materials – Be aware that few libraries lend non-book materials outside their usual service area.
5. All things to all men
  - a. Most libraries are service-oriented and desire to fill your informational needs. There are, however, always exceptions. We tend to function under the assumption that information will be provided when it is asked for and that any online search will produce useful results. But please realize that as the attempt is made to "be all things to all men" it is sometimes not possible.
  - b. It may be good to remember that even though we handle each request as the only one we have at the time we are serving you, there are other students you will not see/know about needing help. If you have a lengthy request, you may be asked to break it into sections or limit them and come back later with the rest.
6. Tutorials – There are tutorials written by the Information Specialist presently available at the Student Research Link site (which is hyperlinked directly to Trinity's homepage: [www.trinitysem.edu](http://www.trinitysem.edu)). These tutorials will teach you how to do beneficial searches in each database available.

*This statement and disclaimer has been prepared by and is endorsed by Trinity's Information Specialist and Trinity's Academic Department.*



**TRINITY COLLEGE  
AND THEOLOGICAL SEMINARY**

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**TRINITY'S GUIDE  
TO  
WRITING  
AND  
BASIC  
RESEARCH SKILLS**

September 2006

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## TRINITY'S WRITING STANDARDS

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Writing skills are crucial to educational success at all degree levels. Academic writing differs from other forms of writing in that it usually:

- Is appropriately narrow in focus;
- Presents an argument based on sound critical thinking;
- Draws upon and properly acknowledges the work of others;
- Presents new understanding in an organized fashion.

Those students who do not meet the basic minimal writing standards, which are commensurate with their degree level, will be asked to take remedial courses or seminars.

All writing in Trinity classes will be evaluated on the basis of standard English, especially in terms of quality, creativity, effectiveness of argumentation, and accuracy of information. In addition, academic writing will be evaluated on the selection and use of appropriate supporting material. All information not original to the student must be cited in a recognized format as found in the current edition of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Use of information or material from outside sources without proper citation is considered plagiarism and is grounds for disciplinary action.

In following good practices established for institutions of higher education, Trinity allows only typewritten work to be submitted (unless otherwise noted). Trinity encourages the use of the Trinity Online Learning Center. Trinity students who cannot utilize this technology can receive their study materials by postal mail. They can also submit all of their lessons in the same manner. In addition, they can interact with faculty and staff by telephone and also access limited research materials through the use of Trinity's Information Specialist.

### **Academic Integrity**

Trinity assumes that all of its students desire to pursue all academic work with honesty and scholarly integrity. Breaches of academic honesty and integrity are infringements of the mutual faith and trust essential to the academic enterprise.

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of activities include, but are not limited to, the following definitions.

1. Cheating – Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. *Examples: using a cheat sheet in an exam; altering a graded exam and resubmitting it for a better grade, and so on.*
2. Plagiarism – Using the ideas, data, or language of another without specific and proper acknowledgement. *Examples: misrepresenting another's work (paper, report, article, or*

*computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate, and so on.*

3. Fabrication – Submitting contrived or altered information in any academic exercise. *Examples: making up data, fudging data, citing nonexistent or irrelevant articles, and so on.*
4. Multiple Submissions – Submitting, without prior permission, any work submitted to fulfill another academic requirement. *Example: submitting the same paper for two different classes without the instructor's express prior approval.*
5. Misrepresentation of Academic Records – Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to Trinity. *Examples: forging a Registration Form or a grade report; tampering with computer records, and so on.*
6. Facilitating Academic Dishonesty – Knowingly helping or attempting to help another violate any provision of this code. *Example: working together on an exam or others' assignments intended to be an individual project without the instructor's express or prior approval.*
7. Unfair Advantage – Attempting to gain unauthorized advantage over fellow students in an academic exercise. *Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam etc.*
8. Computer Crimes – Damaging or modifying computer programs without permission. *Examples: piracy of copyright protected software; hacking; constructing viruses; knowingly introducing viruses into a system; copying programs and data belonging to others, and so on.*

Those students whose work definitely can be shown to breach academic honesty or scholarly integrity will face academic investigation. Sanctions will be imposed, ranging from course failure to dismissal from Trinity.

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# HOW TO THINK LOGICALLY

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Base your writing on logical thinking. Learn to use inductive and deductive reasoning in your writing. Avoid common fallacies.

**INDUCTIVE REASONING:** When you reason inductively, you begin with a number of instances (facts or observations) and use them to draw a general conclusion. Whenever you interpret evidence, you reason inductively. The use of probability to form a generalization is called an inductive leap. Inductive arguments, rather than producing certainty, are thus intended to produce probable and believable conclusions. As your evidence mounts, your reader draws the conclusion that you intend. You must make sure that the amount of evidence is sufficient and not based on exceptional or biased sampling. Be sure that you have not ignored information that invalidates your conclusion (called the “neglected aspect”) or presented only evidence that supports a predetermined conclusion (known as “slanting”).

**DEDUCTIVE REASONING:** When you reason deductively, you begin with generalizations (premises) and apply them to a specific instance to draw a conclusion about that instance. Deductive reasoning often utilizes the syllogism, a line of thought consisting of a major premise, a minor premise and a conclusion; for example, *All men are foolish* (major premise); *Smith is a man* (minor premise); *therefore, Smith is foolish* (conclusion). Of course, your reader must accept the ideas or values that you choose as premises in order to accept the conclusion. Sometimes premises are not stated. A syllogism with an unstated major or minor premise, or even an unstated conclusion, needs to be examined with care because the omitted statement may contain an inaccurate generalization.

**THE TOULMIN METHOD:** Another way of viewing the process of logical thinking is through the Toulmin method. This model is less constrained than the syllogism and makes allowances for the important elements of probability, backing, or proof for the premise and rebuttal of the reader’s objections. This approach sees arguments as the progression from accepted facts or evidence (data) to a conclusion (claim) by way of a statement (warrant) that establishes a reasonable relationship between the two. The warrant is often implied in arguments, and like the unstated premise in the syllogism, needs careful examination to be acceptable. The writer can allow for exceptions to a major premise. Qualifiers such as *probably*, *possibly*, *doubtless*, and *surely* show the degree of certainty of the conclusion; rebuttal terms such as *unless* allow the writer to anticipate objections.

**FALLACIES:** A deductive argument must be both valid and true. A true argument is based on generally accepted, well-backed premises. Learn to distinguish between fact (based on verifiable data) and opinion (based on personal preferences). A valid argument follows a reasonable line of thinking.

Fallacies are faults in premises (truth) or in reasoning (validity). They may result from misusing or misrepresenting evidence, from relying on faulty premises or omitting a needed premise, or from distorting the issues. The following are some of the major forms of fallacies:

**Non Sequitur:** A statement that does not follow logically from what has just been said; in other words, a conclusion that does not follow from the premises.

**Hasty Generalization:** A generalization based on too little evidence or on exceptional or biased evidence.

**Ad Hominem:** Attacking the person who presents an issue rather than dealing logically with the issue itself.

**Bandwagon:** An argument saying, in effect, "Everyone's doing or saying or thinking this, so you should too."

**Red Herring:** Dodging the real issue by drawing attention to an irrelevant issue.

**Either...Or:** Stating that only two alternatives exist when in fact there are more than two.

**False Analogy:** The assumption that because two things are alike in some ways, they must be related in other ways.

**Equivocation:** An assertion that falsely relies on the use of a term in two different senses.

**Slippery Slope:** The assumption that if one thing is allowed, it will be the first step in a downward spiral.

**Oversimplification:** A statement or argument that leaves out relevant considerations about an issue.

**Begging the Question:** An assertion that restates the point just made. Such an assertion is circular in that it draws as a conclusion a point stated in the premise.

**False Cause:** The assumption that because one event follows another, the first is the cause of the second. Sometimes called *post hoc, ergo propter hoc* ("after this, so because of this").

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## STYLE GUIDE

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Trinity requires the use of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, for all written work submitted to Trinity. Directions regarding style are to be followed first as they appear in the Study Guide, next according to Trinity's Lesson Submission Instructions, and finally as written in the Turabian manual. The Study Guide always takes precedence.

Use a one and a half inch left margin along with one inch right, top and bottom margins. Twelve point Times New Roman font should be used throughout. No color print should be used.

Turabian allows for three kinds of notes: footnotes, endnotes, and parenthetical notes. When footnotes and endnotes are used, a bibliography is required. When parenthetical references are used, a reference list is required. The formatting differs according to each style.

Full spellings for the books of the Bible are preferable for assignments at Trinity.



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# HOW TO OUTLINE

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Working from an outline helps you structure the logic of your paper. It identifies main ideas, defines subordinate ideas, disciplines your writing, maintains the continuity and pacing, discourages tangential excursions, and points out omissions.

A structured outline uses indentation and numbers to indicate various levels of subordination. Thus, it is a kind of graphic scheme of the logic of your paper. The main points form the major headings, and the supporting ideas for each point form the subheadings.

## I. Major idea

### A. Supporting idea

1. Example or illustration for supporting idea
2. Example or illustration for supporting idea
  - a. Detail for example or illustration
  - b. Detail for example or illustration

### B. Supporting idea

## II. Major idea

### A. Supporting idea

1. Example or illustration for supporting idea
2. Example or illustration for supporting idea
  - a. Detail for example or illustration
  - b. Detail for example or illustration

### B. Supporting idea

etc.

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# HOW TO WRITE CORRECT SENTENCES

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Master the essentials of the sentence as an aid to clear thinking and effective writing. Writing a good sentence is an art, and you can master that art by developing your awareness of what makes a sentence work. As you become more familiar with the relationships among sentence elements, you will strengthen your writing skills and will be better able to make your meaning clear to your reader (i.e., your grader!).

The most common sentence problems in student writing are: comma splice and fused (or run-on) sentence, sentence fragment (or incomplete sentence), agreement, and shifts. If you are unfamiliar with these terms and others such as subject, verb, object, complement, phrase, main clause, independent clause, subordinate clause, coordinating conjunction, number, person, etc., you are strongly encouraged to research their meanings and application in a standard English grammar book. Please see the list of recommended books in this Survival Manual or consider enrolling in a local or distance writing course.

Keep a few simple principles in mind:

## **COMMA SPLICE AND FUSED (OR RUN-ON) SENTENCE**

Do not link two main (independent) clauses with only a comma (comma splice) or run two main clauses together without any punctuation (fused sentence). Examples:

Comma Splice: The wind was cold, they decided not to walk.

Fused Sentence: The wind was cold they decided not to walk.

To correct comma splices and fused sentences: 1) Place a period after the first main (independent) clause and write the second main clause as a sentence; 2) use a semi-colon to separate main clauses; or 3) insert a coordinating conjunction (and, but, or, for, nor, so, yet) after the comma; or 4) make one clause subordinate to the other.

Revisions:

The wind was cold. They decided not to walk.

The wind was cold; they decided not to walk.

The wind was cold, so they decided not to walk.

The wind was so cold that they decided not to walk.

## **SENTENCE FRAGMENT**

Avoid sentence fragments. The term fragment refers to a group of words beginning with a capital letter and ending with a period. Although written as if it were a sentence, a fragment is only a part of a sentence – such as a phrase or a subordinate clause.

Examples:     Larry always working in his yard on Saturdays.  
                  Because he enjoys his flowers and shrubs.  
                  Which help to screen his house from the street.  
                  For example, a tall hedge with a border of petunias.

Eliminate fragments by making them into complete sentences or by connecting them to existing sentences. One way to eliminate many sentence fragments is to be sure that each word group has at least one subject and one predicate.

Corrections: Larry always works in his yard on Saturdays.  
He enjoys the flowers and shrubs.  
OR: He enjoys the flowers and shrubs that help to screen his house  
from the street – for example, a tall hedge with a border of petunias.

## AGREEMENT

Make a verb agree in number with its subject; make a pronoun agree in number with its antecedent.

A singular subject takes a singular verb, and a plural subject takes a plural verb.

Singular: The **car** in the lot **looks** shabby. [*car looks*]  
Plural: The **cars** in the lot **look** shabby. [*cars look*]

When a pronoun has an antecedent (an antecedent is the noun to which the pronoun refers), the noun and pronoun should agree in number.

Singular: A **dolphin** has **its** own language. [*dolphin – its*]  
Plural: **Dolphins** have **their** own language. [*dolphins – their*]

## SHIFTS

Avoid needless shifts in person and number.

Shift: If a **person** is going to improve, **you** should work harder. [shift from third person to second person]

Better: If **you** are going to improve, **you** should work harder. [second person]  
OR: If **people** are going to improve, **they** should work harder. [third person]  
OR: If **we** are going to improve, **we** should work harder. [first person]

## GENDER REFERENCES

Avoid awkward “his/her” and “he/she” gender constructions.

Awkward: The client is usually the best judge of his or her counseling.

Better: The client is usually the best judge of the value of counseling. [Omit gender referents.]  
OR: Clients are usually the best judges of the value of the counseling they receive. [Change to plural]  
OR: The best judge of the value of counseling is usually the client. [Rephrase the sentence.]

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# HOW TO WRITE GOOD PARAGRAPHS

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**A GOOD PARAGRAPH IS A MINI-ESSAY. IT SHOULD DEMONSTRATE THREE COMPONENTS:**

1. *Introduction*, i.e., a topic sentence
2. *Body*, i.e., supporting details
3. *Conclusion* or a transitional sentence to the paragraph that follows

**A GOOD PARAGRAPH IS CHARACTERIZED BY UNITY, COHERENCE, AND ADEQUATE DEVELOPMENT.**

- Unity:* State the main idea of the paragraph in a clearly constructed topic sentence. Make sure each sentence is related to the central thought.
- Coherence:* Arrange ideas in a clear, logical order. Provide appropriate transitions to the subsequent paragraph.
- Adequate development:* Develop your paragraphs with specific details and examples.

## **STRATEGIES FOR ADEQUATE DEVELOPMENT**

- Elaborate:* Spell out the details by defining, or by clarifying and adding relevant, pertinent information.
- Illustrate:* Paint a verbal picture that helps make or clarify your point(s). Well illustrated pieces are easier to read and follow than those on a high level of abstraction.
- Argue:* Give the reasons, justifications, and rationales for the position or view you have taken in the topic sentence. Draw inferences for the reader and explain the significance of assertions or claims being made.
- Narrate:* Relate the historical development of the phenomenon at issue.
- Process:* Describe how something works.
- Describe:* Observe without preconceived categories.
- Classify:* Organize phenomena or ideas into larger categories that share common characteristics.
- Analyze:* Divide phenomena or ideas into elements.
- Compare and Contrast:* Show similarities and differences between two or more phenomena or ideas.
- Relate:* Show correlations and causes. (Beware of logical fallacies, however!)

A paragraph should be neither too short nor too long. A good paragraph in a Trinity exercise should be 5-6 sentences long. As a general rule, avoid single-sentence paragraphs. If your paragraphs run longer than a page, you are probably straining the grader's thought span. Look for a logical place to make a break or reorganize the material. Indent each new paragraph five spaces.

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# HOW TO WRITE A WHOLE COMPOSITION

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The following is a general structure to follow for many kinds of writing. Adapt it to specialized assignments as appropriate.

## I. INTRODUCTION

The introduction is intended to draw the reader into the body of material to follow. It should begin with a general statement or question, sometimes called the "thesis statement" or "thesis question," followed by a quick narrowing down to the main theme to be developed in the body. Set the stage quickly, give appropriate background, then move right into a transition sentence that will set up the reader for the body.

## II. BODY (ARGUMENT)

The body of a written piece is where you elaborate, defend, and expand the thesis introduced in the introduction. The body should support your main contention with supporting evidence and possible objections. A good body presents both sides of a case, pro and con. As you make your case, save your best argument for last. When presenting contrary views, be sure to set forth the strongest arguments so you can avoid being charged with erecting a "straw man." The body includes three components:

- Elaboration:* Spell out the details by defining, or by clarifying and adding relevant, pertinent information.
- Illustration:* Paint a verbal picture that helps make or clarify your point(s). Well illustrated pieces are easier to read and follow than abstract ones.
- Argumentation:* Give the reasons, justifications, and rationales for the position or view you have taken in the introduction. Draw inferences for the reader and explain the significance or assertions or claims being made.

When moving from one sub-point or argument to another, use connecting or transitional words and phrases that enable your reader to easily follow the flow of your thinking. The following is a partial list of logical connectors that you can use:

- exceptions* - but, alas, however, etc.
- illustrations* - for instance, for example, etc.
- conclusions* - thus, so, therefore, consequently, etc.
- comparisons* - similarly, by contrast, etc.
- qualifications* - yet, still, etc.
- additions* - moreover, furthermore, etc.

## III. CONCLUSION

Make your final appeal to the reader, a finishing, all-encompassing statement that wraps up your presentation in a powerful or even dramatic fashion. Normally a single paragraph, brief and concise, will suffice. The purpose of the conclusion is to leave the reader with an idea or thought that captures the essence of the body while provoking further reflection and consideration.

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# HOW TO MASTER DICTION, RHETORIC, AND STYLE

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## **DICTION**

Diction refers to precision and clarity in word choice as well as appropriate levels of usage. Make certain that every word means exactly what you intend it to mean. Eliminate ambiguity and avoid informal, colloquial, regional, dialectical, nonstandard, archaic, and cliché expressions.

## **RHETORIC**

Rhetoric is the art of using language effectively. Rhetoric involves the writer's purpose, the consideration of audience, the arrangement and organization of thought, smoothness, clarity, logic, and economy of expression.

**Purpose.** The clearer your purpose, the better your writing is likely to be. The purposes of nonfiction writing may be classified as expressive, expository, and persuasive. These purposes are often combined in an extended piece of writing. Expressive writing emphasizes the writer's subjective feelings and reactions. Expository writing focuses the reader's attention on the objective world. Persuasive writing is intended to influence the reader's attitudes and actions. Most writing is to some extent persuasive; however, it is usually called persuasive if it is clearly arguing for or against a position.

**Audience and Occasion.** Keep in mind the audience and the occasion for which you are writing. Your understanding of audience and occasion will determine your choice of words, examples, details, and tone. Tone is a reflection of your attitude toward your subject. It must be appropriate to your purpose, audience, and occasion.

**Arrangement and Organization of Thought.** Thought units—whether single words, a sentence or paragraph, or longer sequences—must be orderly. You must aim for continuity in words, concepts, and thematic development from the opening statement to the conclusion so that readers (i.e., graders) will understand what you are presenting.

Continuity can be achieved in several ways. Punctuation marks contribute to continuity by showing relationships between ideas. They cue the grader to the pauses, inflections, subordination, and pacing normally heard in speech. Neither over use nor under use one type of punctuation, such as commas or dashes.

Continuity is also achieved through the use of transitional words. A pronoun that refers to a noun in the preceding sentence serves as a transition and also helps avoid repetition. Other transition devices are time links (then, next, after, while, since); cause and effect links (therefore, consequently, as a result); or contrast links (however, but conversely, nevertheless, although, whereas).

**Smoothness, Clarity, and Logic of Expression.** Aim for clear and logical communication. Sometimes when you spend much time close to your own material, you lose objectivity and may not see certain problems, especially inferred contradictions. Avoid setting up ambiguity, inserting the unexpected, omitting the expected and suddenly shifting the topic, tense, or person. These devices can confuse or disturb graders.

**Economy of Expression.** Say only what needs to be said. Tighten overly long papers by eliminating redundancy, wordiness, jargon, evasiveness, circumlocution, and clumsiness. Weed out overly detailed descriptions, gratuitous embellishments, elaborations of the obvious, and irrelevant observations or asides. Use no more words than are necessary to convey the meaning. Direct, declarative sentences with simple, common words are usually best. Short words and short sentences are easier to comprehend than long ones (although variety in sentence length can be helpful for readers). Similar precautions apply to paragraph length. Single-sentence paragraphs may be abrupt. New paragraphs provide a pause for the grader – a chance to store one step in the conceptual development before beginning another. If your paragraphs run longer than a page, you are probably straining the grader's thought span. Look for a logical place to make a break or reorganize the material.

## **STYLE**

Style is the author's individual choice and arrangement of words, sentence structures, and ideas as well as less definable characteristics, such as rhythm and euphony. To a limited extent, style can be thought of as the written expression of a writer's personality and quality of thought. In academic writing, personality may need to be subordinated to clarity, simplicity, orderliness, and sincerity.

## **SOME STRATEGIES TO IMPROVE YOUR WRITING**

1. Write from an outline. Sometimes coming up with an outline might prove difficult. In those cases, simply write on a piece of paper *whatever* comes to mind regarding a topic—questions, impressions, feelings, reservations, etc. From this free-style exercise, you should note how various thoughts might be rearranged into an outline. Then write your essay from this initial outline. At this stage do not be concerned about punctuation, spelling, or diction. Then go to suggestion #2.
2. Put the paper aside and reread it later. If you read the paper aloud, you have an even better chance of finding problems. After this, proofread the essay to correct spelling and grammar. Change sentences around as needed to make your paragraphs clearer.
3. Get critiques from one or two colleagues.
4. Hire professional editorial help if necessary.

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# HOW TO USE HEADINGS

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A system of levels of headings and subheadings can be used to correspond to the levels of subordination in an outline (i.e., the major ideas in your outline can be given a first level heading, the supporting ideas can be given a second level heading, and so on). Organizing your work in levels of subordination that are identified with appropriate levels of headings will make it easier for you to write your paper and will make it easier for your grader to understand your points.

Trinity requires students to use the headings style of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. However, some study guides might specify how your essay should be formatted. Any specifications from the study guide take precedence over Turabian.

## KATE TURABIAN STYLE LEVELS OF HEADINGS

**Level 1:** Centered Heading, Underlined or in Boldface, Capitalized Headline Style

**Level 2:** Centered Heading, Not Underlined or in Boldface, Capitalized Headline Style

**Level 3:**

Side heading underlined or in boldface, capitalized sentence style

**Level 4:**

Side heading, not underlined or in boldface, capitalized sentence style

**Level 5:**

Heading indented and run into (at the beginning of) a paragraph and underlined or in boldface, capitalized sentence style.



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## HOW TO USE OUTSIDE SOURCES

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Writing a research paper usually takes much more time than writing an essay based on what you already know. The distinctive feature of a research assignment is that it requires you to develop a subject in depth by drawing upon outside resources and acknowledging these sources responsibly.

You have several options for including material from other writers. You may quote their exact words, paraphrase them, or summarize them. Whatever option you choose, make sure that you use resources responsibly. Words or ideas taken from other writers should not be distorted in any way, and credit should be given whenever appropriate.

**PLAGIARISM.** Failure to cite a source, deliberately or accidentally, is plagiarism -- presenting as your own work the words or ideas of another. After you have done a good deal of reading about a given subject, you will be able to distinguish between common knowledge in that field and the distinctive ideas or interpretations of specific writers. If you are in doubt about whether you need to cite a source, the best policy is to cite it.

**DIRECT QUOTATIONS.** A quotation should contribute an idea to your paper. Select quotations only if they are important and make them an integral part of your text. Direct quotations must be accurate in all details. Pay close attention to form, punctuation, and spacing.

**PARAPHRASE.** A paraphrase is a restatement of a source in about the same number of words. Paraphrasing enables you to demonstrate that you have understood your reading; it also enables you to help your audience (your course assessor!) understand the results of your reading. The most common reason for paraphrasing is to restate difficult material more simply.

Your restatement of someone else's words should honor two important principles: your version should be almost entirely in your own words, and your words should accurately convey the content of the original passage. If you simply change a few words in a passage, you have not adequately restated it. As a general rule, begin paraphrases with a phrase that indicates you are about to restate another writer's words, e.g., "Moffatt argued that . . .".

*Paraphrase* whenever doing so will make your sources clearer or your paper flow more smoothly; *quote* when you want to retain the beauty or clarity of someone else's words.

**SUMMARY.** A summary is a concise restatement (shorter than the original source). Summarizing enables writers to report the work of others without getting bogged down in unnecessary detail. When you summarize, you may find it useful to retain a key phrase from your source, but if you do so, put quotation marks around the words in question.

*Paraphrase* when you want to restate a passage so that it is easier to understand or fits more smoothly into your paper; *summarize* whenever you can save space by condensing a passage (or in some cases, an entire work).

**USE THE FOLLOWING CITATION STYLE AND APPLY IT CONSISTENTLY IN YOUR WORK:**

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, current edition (Chicago: University of Chicago Press).

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# HOW TO WRITE A CRITICAL PAPER

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“CRITICISM”:

n. The art, skill or profession of making discriminating judgments and evaluations.

## THE ESSENCE OF CRITICAL THINKING

### Ask Four Basic Questions as You Read/Listen:

- 1) What is the book/message about as a whole?
- 2) What is the author/speaker saying in detail, and how is it said?
- 3) Is the book/message true, in whole or in part?
- 4) What is the significance of the book/message?

## ELEMENTS OF A CRITICAL PAPER

The following is a general structure to follow for the *body* of a critical paper. Be sure to include a suitable introduction and conclusion, as described in the previous section, *How to Write a Whole Composition*. Adapt it to specific assignments as appropriate.

### PART ONE: DESCRIPTION

Classify the book/message according to kind and subject matter.

*Very briefly*, state what the whole of the book/message is about.

Enumerate the major parts of the book/message in their order and relation.

Define the problem or problems that the author/speaker is trying to solve.

### PART TWO: INTERPRETATION

Find the important words (terms) in the book/message and determine the author's/speaker's meaning of these terms, with precision.

Identify the most important sentences (propositions) in the book/message, the ones that express the judgments on which the whole book/message rests. These are the foundational affirmations and denials of the author/speaker. They must be either premises or conclusions. State them in your own words.

Construct the author's/speaker's arguments, beginning with any assumptions and/or self-evident propositions. An argument is the author's/speaker's line of reasoning aimed at demonstrating the truth or falsehood of his or her claims, that is, the coherent series of reasons, statements, or facts that support or establish a point of view. If the arguments are not explicitly expressed in the book/message, you will need to construct them from sequences of sentences.

Determine the author's/speaker's solutions to the problem or question that he or she posed. Ask: Which problems were solved and which were not? Did the author/speaker know which were not solved?

## PART THREE: CRITICISM

### **General Pointers.**

From this point on, you will have a chance to argue with the author/speaker and express yourself, but keep in mind the following general maxims of scholarly etiquette:

Do not say that you agree, disagree, or suspend judgment until you have adequately interpreted the book/message. Do not begin criticism until you are able to say, with reasonable certainty, "I understand," i.e., I have done an adequate job with parts one and two. Complete the task of understanding before rushing in.

*When you disagree, do so reasonably and not contentiously.*

Demonstrate that you know the difference between knowledge and personal opinion by presenting good reasons for any critical judgments that you make.

*Three conditions must be satisfied if controversy is to be well conducted:*

Make an attempt at impartiality by reading/listening sympathetically.

Acknowledge any emotions that you bring to the dispute.

State your own assumptions explicitly.

### **Determine, wherever possible, the origins and the consequences of the author's/speaker's arguments.**

Try to locate the origins of the author's/speaker's ideas in the larger picture of history. What movements, currents of thought, or other thinkers might have influenced him or her? Then carry the author's/speaker's ideas to their logical conclusions. To the best of your ability and given the academic background that you already possess, relate the author's/speaker's ideas to those of other authors with whom you are familiar.

### **Judge the soundness of the author's/speaker's arguments.**

As called for, show where the author/speaker is uninformed. To support your remarks, you must be able to state the knowledge that the author/speaker lacks and show how it is relevant, i.e., how it affects the conclusions.

As called for, show where the author/speaker is misinformed, where assertions are made that are contrary to fact. This kind of defect should be pointed out only if it is relevant to the conclusions. To support your remark, you must be able to argue the truth or greater probability of a position contrary to the author/speaker.

As called for, show where the author/speaker is illogical, where there are fallacies in reasoning. In general fallacies are of two sorts. There is the *non sequitur*, which means that the conclusion simply does not follow for the reasons that are offered. Then there is the problem of inconsistency, which means that two things the author/speaker has tried to say are incompatible. To make either of these criticisms, you must be able to show the precise respect in which the

author's/speaker's argument fails to be forcibly convincing. Be concerned with this defect only if major conclusions are affected by it.

In addition, show where the author/speaker fails to draw any conclusions that are implied by the evidence given or principles involved.

If you have not been able to show that the author/speaker is uninformed, misinformed or illogical on relevant matters, you simply cannot disagree. You must agree, at least in part, although you may suspend judgment on the whole. If you have been convinced, you should admit it. If, despite your failure to support one or more of these critical points, you still honestly feel unconvinced, perhaps you should not have said that you understood in the first place!

**Judge the completeness of the author's/speaker's arguments.**

Define any inadequacy precisely. Did the author/speaker solve all the problems he/she started with? Did the author/speaker make the best use of available materials and resources? Did the author/speaker see all the implications and ramifications of the problem? Did the author/speaker make all essential or relevant distinctions in his or her presentation?

**Judge the value of the book/message.**

Your final evaluation must be concerned with the truth and significance of the book/message for a given purpose, i.e., its *value*. This judgment must be based on definite criteria. These criteria should be internal (soundness and completeness) as well as external (relevance to some purpose).

**PART FOUR: (OPTIONAL) INTEGRATE THE ACADEMIC AND THE PERSONAL**

Engage the key idea(s) that are most provocative and alive for you. Consider how your experience is similar to or different from what you read. Identify any spiritual issues as they arose for you and your way of responding to or struggling with them. Describe which key ideas, if any, might be applied in your ministry.

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# HOW TO WRITE A RESEARCH PAPER

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## STEP ONE: CHOOSE A TOPIC

Select a specific, focused topic to research. Where do topic ideas come from? If ideas are not suggested in your study guide, you can often find a topic by looking through your textbooks, particularly in the sections that list suggestions for further reading and study. You can go through lecture notes, examine books and articles in the library, look through subject catalogs, or refer to encyclopedias. Often the most interesting topics for you personally are drawn from your own experience – your personal knowledge, interests, and beliefs.

## STEP TWO: NARROW YOUR TOPIC BY DEVELOPING SOME RESEARCHABLE QUESTIONS THAT YOU WOULD LIKE TO ANSWER

Rather than beginning with a preconceived thesis (a truth claim) that you then must rationalize, narrow your topic by developing a set of questions related to it. You might start with the classic journalists' questions Who? What? When? Where? How? Why? Or ask, What is positive about "X"? What is negative? What is merely interesting?

Consider your topic from different perspectives. The static perspective focuses on what is. The dynamic perspective looks at action and change. The relative perspective examines relationships and systems. Ask, for example: How can "X" be systematically described? How has "X" changed over time? What other factors are related to "X"? How is one element of "X" related to another?

Other strategies for question development can focus on narration, process, cause and effect, definition, classification and division, or comparison and contrast. For example: In what sequence of events does "X" manifest? What precedes and what follows "X"? Is it possible to say what causes "X"? How can "X" be systematically defined? What classes and subclasses of "X" exist, and how are they significant to the whole of "X"? How does "X" compare and contrast with "Y"?

Some ideas will seem worth pursuing; others will seem inappropriate for your purpose, audience, or occasion. You will find yourself discarding ideas even as you develop new ones.

## STEP THREE: SURVEY THE FIELD

Create a tentative bibliography of your topic by searching relevant databases, library catalogues, and existing bibliographies in books. For computerized indexes, carefully choose key words that best capture the essence of your topic. Seek the help of a local professional librarian or Trinity's Information Specialist if necessary.

Skim all of the works on the tentative bibliography to acquire a clearer idea of the topic and to ascertain which facts are most useful for your paper.

Find the passages in the books and articles that are most germane to your needs. Revise your research questions in light of what your literature survey reveals. Search and revise again if necessary.

## **STEP FOUR: WRITE THE PAPER**

The following is a general structure to follow for many kinds of research papers. Adapt it to specific assignments as appropriate.

**Introduction.** Announce the subject, set the tone and gain the reader's attention and interest. Provide some general information on the background of your topic.

**Statement of the Problem.** Announce the purpose of your study. Give the reader a firm sense of what you're doing and why. List the questions that you will address. List your assumptions, those self-evident conditions that you take for granted. Describe your rationale, the underlying principles, and the logical basis for your study. Define the scope of your work and discuss any weaknesses that you can perceive in your approach. Define the key terms that you will use in your paper. Stipulate meanings for ambiguous terms.

**Summary of Investigation.** Identify the principal works and authors, the main ideas dealing with your topic, and any generally accepted concepts and explanations. Organize your review by themes, systematic propositions, historical sequences, or other important ideas relative to the research questions that you asked. Take note that this is a creative exercise. Do not merely cite a reference, write a few sentences about its content, and then repeat the procedure for the next reference. Organize your summary of the thinking on your topic in such a way as to clarify for your reader the commonly accepted ideas, the current points of debates, and aspects of the topic yet to be investigated adequately.

**Analysis of Findings.** You must do more than ask and answer questions. You must show how your questions are answered differently and try to say why. You must be able to point to books and articles that support your classification of answers. In a research paper, the solution to the problem or the answer to the question often is found in the ordered discussion itself rather than in any set of assertions about it. Once again, identify any contradictions, gaps, uncertainties and controversies that you uncovered. Sort, arrange, and define the issues that arise. If a question is clear, and if you can be reasonably certain that authors answer it in different ways, then an issue has been defined. It is the issue between the authors who answer the question in one way and those who answer it in another opposing or variant way. Classify the authors according to their views on the issues. An issue is truly joined when two authors who understand a question in the same way answer it in contrary ways. Remember, however, that differences in answers can often be ascribed as much to different conceptions of the question as to different views of the subject.

Maintain objectivity. Remember that none of the opinions in conflict may be wholly true. Try to see all sides fairly. Make a deliberate effort to balance question against question, to forgo any comment that might be prejudicial, and to check any tendency toward overemphasis or underemphasis. Avoid animosity and *ad hominem* arguments. Do not cite authors out of context. Accompany interpretation of authors' views with actual quotations from their texts.

**Conclusion.** Ask yourself, “What conclusions and implications can I draw from my study?” Synthesize new information and personal insights in a way that is uniquely yours. Draw on your own insights, make connections, note similarities, discern what is true. Evaluate your findings with respect to your own theological and philosophical perspectives. However, avoid polemics, triviality, and weak theorizing. Make suggestions for future studies if appropriate.



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## TRINITY'S GUIDELINES FOR GENERAL RESEARCH PAPERS

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Research papers should follow the guidelines of formal academic writing. Prepare an essay that introduces a topic and then presents a thesis (argument) about a particular issue. The body of the paper should be a formal expository argument supporting the thesis. The thesis is derived from your academic research and analytical thinking about the research. Remember that evaluators have strong feelings about maintaining the standards of formal academic writing. Thus, poor writing influences the evaluator's ability to assess the depth of learning the student is attempting to convey.

It is important when exploring or developing the ideas and concepts of others, to correctly attribute your research sources using an appropriate documentation style. Although you can offer your own interpretations and ideas in your essay, you also need to refer to expert research sources and writers in the field under discussion. Remember to paraphrase your source material rather than to have extensive and frequent quotes.

The point here is that the evaluator is not interested in reviewing extensive excerpts from various texts that are inserted for "filler". Unsuccessful essays are those that take voluminous excerpts from texts and then connect them with a few narrative statements written by the student. Inferior essays also tend to wander aimlessly through the narrative, rather than be characterized by clear and concise writing.

Successful essays, in contrast, exhibit critical thinking skills and academic discipline. Analysis, evaluation, synthesis, and logical development are the key skills the student applies to interpret ideas, works of literature, or historical events into a meaningful structure. Research and reading of multiple and conflicting sources are essential to the development of adequate essays. An essay that merely recounts events or facts, summarizes other people's ideas, or reports on a book's characters or plot is not fully developed.

Clearly, then, a number of reputable scholarly sources should be consulted. A portion of these should be recent publications (published within the last fifteen years) that provide a broad overview of your topic. An additional number of sources may be more narrowly focused on the particular issue under consideration. Knowledge of current theory and recent research is necessary. Use scholarly literature that describes recent theories and research. The student's own experience may be used to support the thesis in the essay, but it should play a secondary role.

Students should carefully and deeply probe a specific topic or the content of a scholarly work. Essays should be well-developed, well-organized, interesting, original, and supported with reference to criticism. They should reflect an understanding of the time period or of the genre or of a particular theme. They should reflect critical thinking and awareness of the theory related to the content. They should follow the guidelines of formal academic writing.

Graduate and post-graduate papers differ from undergraduate papers in several ways. First, graduate and postgraduate essays contain more discussion and insight into the theory and background of the field. These essays may, if appropriate to the course, discuss several different theoretical approaches and provide more discussion about emerging and state-of-the-art issues, ideas, and practices. These essays will contain more citations and references.

Students need to back up their opinions with sources that demonstrate the validity of their approach as well as demonstrate opposing points of view. Students should be just as concerned with the quality of the sources in a reference list as in the quantity of sources. The evaluation of the quality of a source is based on its contribution to current theory, the timeliness of the source, and the depth of information the source provides.

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## TRINITY'S GUIDELINES FOR ANNOTATED BIBLIOGRAPHIES

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Annotated bibliographies, especially those done by graduate and post-graduate students, need to do more than give a brief synopsis of the work's contents. They need to discuss – in a concise but substantive fashion – the entry's relative strengths and weakness, especially in comparison with the representative body of literature in the field.

Your annotations should include the following elements. You should name the author of the source (or if it is anonymous use terms like “the author” or “the writer”) followed by a rhetorically accurate verb (such as asserts, argues, suggest, believes, reports, insists, indicates, contends) and a ‘that’ clause containing the major proposition (thesis statement) of the work. Then explain how the author develops or supports the thesis, usually reflecting the order of development in the work. You should also state the author's apparent purpose followed by an ‘in order to’ phrase. Finally, you should describe the intended audience of the source. You will also want to evaluate the usefulness, reliability, strengths and weaknesses of the source. You should use a standardized referencing format.

Example:

Goodall, Jane, “Primitive Research is Inhumane” *Animal Rights: Opposing Viewpoints*. Ed. Janelle Rohr, San Diego, Greenhaven, 1989, 95-100.

Goodall argues that most laboratories using primates engage in inhumane practices. She supports her argument through detailed descriptions of lab environments and draws special attention to the neglect of psychological comforts which these primates endure until they sometimes become insane. Her purpose is to speak on behalf of the chimpanzees (because they cannot speak for themselves) in order to persuade her readers to see that if we do not fight for improvements in lab care “we make a mockery of the whole concept of justice.” Goodall writes for a non-specialist audience interested in the issues of animal rights; there were no extensive footnotes or bibliography, and the diction was aimed at a well-educated but general audience. This source was a useful introduction to the topic and seems reliable, but was fairly short and very basic. Goodall is a well-known primate researcher and is passionate in her defense of primates, but did not present all points of the issue or counter arguments.

In these annotations you should concentrate on analyzing the source to discover how credible it is and the persuasive strategies used by its author. The annotations should help you keep track of your sources as well as encourage you to read carefully and thoroughly. Additional questions you might consider in writing your annotations:

- 1) Is the author “qualified” to write on the subject and in what way?

- 2) Does the author have a bias or agenda or make assumptions that affect his or her data or argument?
- 3) What method of collecting data to support claims is used by the author? Interviews? Library research? Laboratory experiments? Case studies? Questionnaires?
- 4) How does this study compare to similar studies? Does it agree or disagree with conventional wisdom, established scholarship, government policy, and so on? Are there other works to which this one is specifically indebted or against which it reacts?

Your annotations should be detailed but also succinct, probably no more than 300 words. As in the example, you should give bibliographic information in an approved style for a list of works cited.

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## TRINITY'S GUIDELINES FOR BOOK REVIEWS

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There are two keys to writing a good book review. First, you must summarize the author's position on the topic so that the reader has a basis for evaluating your critique. The key is to say enough so that the reader has a firm understanding of the author's argument, but avoid adding so much detail that there is insufficient room for the critique.

The second and *most important key* to the paper is the analysis of the author's opinion. The student should discuss whether, based on the author's logical and evidentiary support that his or her position is justifiable. For example, consider the article entitled "Is Business Bluffing Ethical" from the *Harvard Business Review*. The author argues that a number of practices that society considers unethical are not unethical in the business world. His evidence for this argument is that businesspeople routinely engage in such practices and do not consider them unethical. Two examples of such practices he cites are deceptive labeling of food packages and the neglect of known safety hazards when corporations manufacture products.

The author's case is defective on two grounds:

1. Many of the practices he cites, including those noted above, are in fact considered unethical by many people in business. Therefore, his basic factual premise is incorrect. Here, I am challenging the author's evidence. I would cite evidence disputing the author's statement that businesspeople consider such practices ethical.
2. Even if it is true that businesspeople consider such practices ethical, that does not mean that in fact they *are* ethical. One could conclude alternatively that many business practices are not ethical. To conclude that the practices *are* ethical, one must cite ethical principles, not merely common practice. Here, I am challenging the author's logic.

In your paper you would expand on these two points with additional evidence and argument. Note again that the above points critique the author's *evidence* and his *logic*. That should be the focus of your paper, whether you agree or disagree with the author (and critiquing an author does not mean that you must disagree): merely saying that you agree or disagree, or that the author's points are valid or invalid, is unhelpful. You need to ask yourself *why* you agree or disagree: how is the author's logic coherent or flawed; do his or her examples and evidence stand up to scrutiny, or does other evidence contradict them? Although you are not required to do additional research on the topic of the article, you may do so, and you may turn up evidence that either supports or contradicts the author's point. Or you may have evidence from your own experience and knowledge of the topic.

After you have written your paper, review the conclusions you have drawn. Then take the "why" test. For each conclusion ask yourself, *Why* is this conclusion true? *Why* do I know this to be the case? Then ask yourself, is the answer in your paper? If it is not, you have not supported your conclusion. Supporting your conclusions with persuasive argument or evidence is the key to writing an effective paper. The following are common mistakes in writing a paper such as this:

- Making assertions (conclusions) without supporting them. This is the most common flaw in such papers; always use the “why” test.
- Writing a summary of the article but not critiquing it.
- Writing an essay on the topic rather than specifically critiquing the author’s position.
- Not summarizing the article sufficiently so that the reader can understand your critique (or, putting in too much detail).

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## SUGGESTIONS FOR PROOFREADING LESSONS

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1. Take a break upon completion of your writing before proofing.
2. Use the spell checker and grammar checker only as an initial proofing.
3. Print the pages you are proofing. It is easier to spot mistakes on a printed page than on the computer screen.
4. Slow down and read the pages looking for errors. Reading to catch mistakes is different than reading for content.
5. Read aloud and read one word at a time. Reading what is actually on the page will aid in spotting errors.
6. Use a ruler or blank sheet of paper as a cover to aid in focusing on only one line of text at a time.
7. Proofread more than once. Each time you proofread, concentrate on a different area such as font size, spelling, or subject verb matching tense. Also be aware of those mistakes you know you tend to make.
8. Check page numbers, headers, and footers, as well as any graphics, tables, or charts.
9. When you correct an error, reread your text to make sure your corrections still fit with the rest of the text.
10. Double check your instructions to make sure you have completed every step correctly.

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## HELPFUL RESOURCES

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### ACADEMIC STYLE MANUAL

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Current edition. Chicago: University of Chicago Press.

### GRAMMAR AND COMPOSITION TEXTBOOKS

Baugh, L. Sue. *How to Write Term Papers and Reports*, 2<sup>nd</sup> ed. VGM Career Horizon /NTC Publishing Group, 1996.

Hodges, John C., Mary E. Whitten, Winifred B. Horner, Suzanne S. Webb, and Robert K. Miller. *Harbrace College Handbook*. Current edition. San Diego: Harcourt, Brace, Jovanovich.

Hopper, Vincent F., Cedric Gale, Benjamin W. Griffith, and Ronald C. Foote. *Essentials of English*, 5<sup>th</sup> ed. Barron's Educational Series, Inc., 2000.

Strunk, William Jr., Charles Osgood, and E. B. White. *The Elements of Style*, 4<sup>th</sup> ed. Macmillan, 1999.

### OTHER HELPFUL BOOKS

Adler, Mortimer J., and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York: Simon and Schuster, 1972.

Alford, Robert R. *The Craft of Inquiry: Theories, Methods, Evidence*. New York: Oxford University Press, 1998.

Booth, Wayne C., Gregroy G. Colomb, and Joseph M. Williams. *The Craft of Research* (Chicago Guides to Writing, Editing and Publishing). University of Chicago Press, 1995.

### ONLINE WRITING HELP

NOTE: Websites change from time to time. It may be necessary to do your own Internet searches to find suitable help.

Paradigm Online Writing Assistant  
[www.powa.org](http://www.powa.org)



Online English Grammar  
[www.edufind.com/english/grammar](http://www.edufind.com/english/grammar)

Purdue University Online Writing Lab  
<http://owl.english.purdue.edu>

Researchpaper.com: Resources for writing research papers.  
[www.researchpaper.com](http://www.researchpaper.com)

Writing and Presenting Your Thesis or Dissertation  
[www.canr.msu.edu/aee/dissthes/](http://www.canr.msu.edu/aee/dissthes/)  
Electronic Citation

The Columbia University Press Guide to Online Style  
[www.columbia.edu/cu/cup/cgos/](http://www.columbia.edu/cu/cup/cgos/)

### **PROFESSIONAL EDITORS**

You are encouraged to master the art of scholarly writing on your own. The world will expect you, as a college or seminary degree holder, to be an effective writer. In tough cases, it is possible to hire professional writing, editing, proofreading, design and documentation help. However, Trinity does not recommend, endorse or guarantee the work of any professional editing company. If you choose to employ a professional editor, you are responsible for the choice, the cost and the quality of outcome.



# TRINITY COLLEGE AND THEOLOGICAL SEMINARY

## STATEMENT OF FINANCIAL RESPONSIBILITIES FOR STUDENTS

Trinity College and Theological Seminary offers a variety of payment plans to accommodate the individual needs of our students. Some of these extend credit to our students in an effort to make our programs as accessible as possible to as many people as possible.

These financing plans cover periods as long as 24 months. The activation of a Registration initiates the payment obligation of the student. Completion of the selected course of study (or lack of completion of the course of study) does not relieve the student of the obligation to pay the charges incurred with that Registration and any related late charges and/or interest charges. **Trinity has the right to and will use all available methods to collect the outstanding obligations that become due.**

Trinity's billing procedures are as follows:

- Monthly statements of amounts due are mailed on the 26<sup>th</sup> of each month (or the first business day after the 26<sup>th</sup>).
- Payments of these amounts are due by the 15<sup>th</sup> of the following month for all U.S. students and the 25<sup>th</sup> for all other students.
- A late charge will be assessed on accounts when payment is not received by the applicable due date.
- An interest charge is applied to any outstanding balance (except for overseas students) on the 25<sup>th</sup> of each month.

Trinity's collection process on delinquent accounts begins when the account is 45 days past due. **This process starts with a reminder letter and can end with the account being turned over to a collection agency and/or reported to the credit bureau.**

*Students with questions concerning their billing are encouraged  
to contact Trinity's Finance Department  
by telephone 812-858-3233, fax 812-858-3242, or email at [contact@trinitysem.edu](mailto:contact@trinitysem.edu).*



# TRINITY COLLEGE AND THEOLOGICAL SEMINARY

Warmest Christian greetings! In today's world there are so many financial responsibilities to keep track of that sometimes it's almost overbearing. Here at Trinity, it is our desire to help make your studies as easy and well organized as possible. In the area of finances, we offer the convenience of Auto-Pay on your credit or debit card which helps you by eliminating the worry of remembering to call your card number in or sending a check each month. **Your minimum payment due will be charged directly to your card between the 9<sup>th</sup> and the 15<sup>th</sup> of the month** and will show on your Trinity billing statement as well as your credit card statement. This is an easy and accurate way to handle your account.

By completing the Authorization for Automatic Monthly Payment form below and returning it, you may take advantage of this convenience. Your monthly billing statement will show your tuition charge, accrued interest (if applicable) on the unpaid balance, and any additional charges that have been made to your account during the previous month. It will also include any unpaid carry-over balance from previous billing periods.

Your credit card will be given two opportunities to clear. If your credit/debit card declines for three consecutive months, you will automatically be removed from the Auto-Pay program. Upon notification it is your responsibility to make other monthly payment arrangements.

When you receive your billing statement, please remember that it is for the past month's activity. **If you elect to use Auto-Pay, you will not need to send a monthly payment. If you send in a payment, it will not replace the automatic monthly payment but be counted as an extra payment.** If you have any questions concerning your account, please feel free to contact the Finance Department at 812-858-3233 or by fax at 812-858-3242, and we will be happy to assist you.

**\*\* If at any time you wish to withdraw from the Auto-Pay program, you must submit a written request to our office. It must be received in our office prior to the 9<sup>th</sup> before processing of Auto-Pay begins.**

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## AUTHORIZATION FOR AUTOMATIC MONTHLY PAYMENT (VISA/MASTERCARD/DISCOVER/AMERICAN EXPRESS)

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

PLEASE CHECK ONE:

☐ Debit Card

☐ Credit Card

CARD NUMBER

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EXP. DATE: \_\_\_\_ / \_\_\_\_

SECURITY CODE: \_\_\_\_

Last 3 or 4 digits on the back of the card

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**If billing address on credit card is different than above, please fill in the billing address below:**

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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## AUTOMATIC MONTHLY PAYMENT (CREDIT/DEBIT CARDS ONLY)

### FREQUENTLY ASKED QUESTIONS

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**1. When will my credit/debit card be charged?**

Your credit card will be charged between the 9<sup>th</sup> and the 15<sup>th</sup> of the month.

**2. If I'm on Auto-Pay why do I continue receiving a bill?**

You will continue to receive a billing statement. This is for your records, so that you know how much your credit/debit card will be charged that month.

**3. I want my credit/debit card to be charged on a certain date. May I specify what date I want my charge to be made each month?**

You may ask for your charge to be done on a certain date, however, we cannot guarantee that the charge will be done on that date.

**4. If I want to change my credit/debit card information, may I just call and give you my new information?**

For your protection we must have all changes in writing via postal mail, fax, or email. If you want to change to a new card number, you must send us a signed letter stating that you want to change your Auto-Pay credit/debit card information.

**5. What if I want to be removed from Auto-Pay?**

Again, for your protection any changes to Auto-Pay must be in writing via postal mail, fax, or email. If you want to discontinue your enrollment in Auto-Pay you need to send a signed letter stating that you want to be removed from Auto-Pay. *Keep in mind that if this is not received before we start Auto-Pay for the month, your card will be charged.*

**6. If I send in a check or different credit/debit card payment, will that replace my Auto-Pay charge for that month?**

If you choose to send in a check or another credit/debit card payment this will be taken as an extra payment on your account. *Your Auto-Pay payment will still be charged.*

**7. I had been on Auto-Pay for some time, and my tuition was paid in full. When I sent in my continuance fee payment, I gave a different credit/debit card number and you did not change my credit/debit card information for Auto-Pay to this new number. Why?**

We cannot make the assumption that you want to change your credit/debit card on Auto-Pay just because you sent in a different credit/debit card to make a payment for the continuance fee. If you want to change your credit/debit card information you must do this in writing via postal mail, fax, or email.

**8. May I switch from Auto-Pay to Automated Clearing House (ACH) or vice versa?**

If you are a student living in the United States, you may switch from either Auto-Pay to ACH or vice versa, but once again, it must be done in writing via postal mail, fax, or email. Also, you will only be allowed to make this change once a year. If you are a student living outside the United States, Auto-Pay is the only option available to you at this time.

October 17, 2007

Dear Trinity Student,

In our efforts to provide better financial services and in response to the many requests from the financial services survey, we are now able to offer a “**DIRECT PAYMENT**” service through the **Automated Clearing House** (ACH) network.

This service offers you the convenience of making your payments to Trinity without having to write a check each month. This service is a voluntary option available to you. It is a secure, fast, and amazingly simple way to help maintain your monthly budget.

Please read the “**DIRECT PAYMENT**” information listing benefits to you and the answers to frequently asked questions.

Trinity will offer two separate payment deduction date options for flexibility and convenience to you. The preauthorized direct payment will be electronically deducted from your account on either the 7<sup>th</sup> or 14<sup>th</sup> of each month per your selection. The amount that will be deducted is reflected on your monthly billing statement as the **Current Unpaid Charges**. If you choose to use this payment option, please fill out the *AUTHORIZATION AGREEMENT FOR PREAUTHORIZED PAYMENTS* form and return it with a voided check to the Trinity Finance Department. Your first ACH payment deduction depends upon the time your authorization agreement is received in our office to be processed. You must allow several working days for implementation before the payment deduction date you select. If you have questions as to when the first deduction will be made, you may call 812-858-3233 and speak with one of our financial assistants.

Sincerely,

Jim Reese  
Director of Student Financial Services



## TRINITY COLLEGE AND THEOLOGICAL SEMINARY

### AUTHORIZATION AGREEMENT FOR PREAUTHORIZED PAYMENTS

I hereby authorize **Trinity College and Theological Seminary**, hereinafter called **Trinity**, to initiate debit entries and any adjustments to correct errors to my checking account indicated below and the depository name below, hereinafter called **DEPOSITORY**, to debit same to such account.

DEPOSITORY NAME: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

This authority is to remain in full force and effect until Trinity has received written notification from me (or either of us) of its termination in such time and in such manner as to afford Trinity a reasonable opportunity to act on it.

**Payment Date Selection:**   ☐ 7<sup>th</sup>   ☐ 14<sup>th</sup>   **of each month.**  
*(Please select one.)*

A twenty-dollar (\$20.00) ACH fee will be assessed if a charge goes through and funds on deposit are insufficient.

The monthly billing statement will be processed on the 26<sup>th</sup> day of the month or the first business day following.

NAME: \_\_\_\_\_ ID #: \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNED: \_\_\_\_\_

**ATTACH YOUR VOIDED CHECK HERE**

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## ANSWERS TO QUESTIONS FREQUENTLY ASKED BY CONSUMERS ABOUT DIRECT PAYMENT (ACH)

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**1. How do I sign up for Direct Payment?**

Provide Trinity with written authorization to collect money from your account for the amount of the payment. You may also be asked to provide a voided check to verify your financial institution routing number and your account number information. Trinity will provide you with an authorization form for you to sign and return. **NOTE: You should keep a copy of the written authorization for your records.**

**2. Do I have to use a certain financial institution to participate in a Direct Payment program?**

Generally, no. Over 13,000 financial institutions in the United States are members of the ACH network; a very small number of institutions are unable to participate in ACH transactions.

**3. How are my bills/donations paid?**

On the predetermined due date, Trinity will instruct your financial institution to deduct the amount due from your account. Your financial institution then withdraws that amount and forwards it electronically to Trinity for credit to its account.

**4. How can I be sure a payment was deducted from my account?**

The payment will be shown on your monthly account statement from your financial institution. The statement will indicate the payment date, the amount, and that Trinity received the payment.

**5. Will I receive a payment notice from Trinity each month?**

If the payment amount varies each billing period, Trinity must mail you a written payment notice at least ten calendar days before the scheduled payment date.

**6. What if the amount on the payment notice from Trinity is incorrect?**

Contact Trinity immediately, to verify the amount.

**7. Can I stop payment?**

Yes. Simply notify your financial institution, either orally or in writing, up to three business days before the scheduled payment date. If you call your financial institution, you may also be required to provide a written request within 14 days. Some financial institutions may charge a fee for each stop payment. As a courtesy, you may also want to inform Trinity that you are stopping a payment. **Keep in mind this only stops one payment.** If you want to revoke your authorization for all future payments, you need to contact Trinity in writing. If a payment is still deducted automatically from your account, contact your financial institution.

**8. How do I discontinue my Direct Payment arrangements with Trinity?**

The steps required to discontinue Direct Payment should be disclosed in the initial authorization form that you sign. You need only follow these instructions if you no longer want to pay your bills with Direct Payment. In general, revocation notices should be submitted at least one billing cycle prior to the desired date of termination.

**9. What if there is a discrepancy between my financial institution account statement and the payment notice I received from Trinity?**

Notify your financial institution immediately. You have up to 60 days from your account statement date to notify your financial institution in person, by telephone, or in writing of an unauthorized payment or an incorrect payment amount. If you notify your financial institution in person or by telephone, you may also be required to provide written confirmation within ten business days to investigate and resolve a matter; the financial institution must credit the amount in question to your account during the investigation.

**10. With Direct Payment, can Trinity obtain confidential information about me?**

No. Only the information on the authorization form you signed to begin Direct Payment is available to Trinity. **Trinity does not have access to your account balance or any other information about you that is maintained by your financial institution.**

**11. Why must I send a voided check when I sign up for Direct Payment?**

Trinity needs a check to obtain accurate information regarding the financial institution and customer account number in order to collect the payment electronically.

**12. Can I select a date on which the payment is deducted?**

Trinity provides two payment deduction dates. They are listed on the authorization form.

**13. How long does it take for me to begin Direct Payment?**

It depends on the date Trinity receives your authorization and where your account is in the billing cycle. You can call Trinity for a precise answer for your account.

**14. What should I do if I change my financial institution?**

If you want to continue to participate in Trinity's Direct Payment program, you should provide Trinity with information about your new account. When you open an account at a new financial institution, the financial institution should be advised that there are one or more Direct Payment relationships in existence.

**15. What if there isn't enough money in my account?**

If the amount of the bill varies monthly, Trinity must mail you a written payment notice at least ten calendar days before the scheduled payment date. This should give you plenty of time to make a deposit or notify the company that they should not charge your account. If a charge goes through and funds on deposit are insufficient, the charge will be returned to Trinity just like a returned check, and Trinity will employ normal collection efforts.



**16. What if my account is with a credit union or a savings and loan?**

Most financial institutions, including credit unions and savings and loans, can participate in this program. To verify that your financial institution is participating in the Automated Clearing House (ACH) and can accept your Direct Payment transaction, call a customer service representative at your financial institution.

**17. What types of accounts qualify for Direct Payment?**

Depending on the particular company, you can specify your checking or savings account at any bank, savings and loan, or credit union that offers Direct Payment. Call a customer service representative at your financial institution to verify which of your accounts is eligible for Direct Payment transactions.

**18. Will Direct Payment work for variable amounts as well as fixed billing?**

Variable payment amounts can be deducted with Direct Payment. For example, utility bills often vary each month, yet most companies are capable of offering Direct Payment. Trinity will simply mail you a billing statement, ten days in advance, of the amount that will be deducted from your account to cover that particular month's bill.

**19. If I do not want the joint owner of my checking account to know how much money I spend on my bills, how can I participate in Direct Payment?**

The best way to maintain the confidentiality of transactions from a joint account holder is to open another single account. A Direct Payment can be deducted from any checking account that the consumer authorizes.

**Trinity College and Trinity Theological Seminary  
Privacy Policy**

Please be advised that all information given to Trinity is kept confidential. The only reason Trinity would give your name and address to someone would be for collection efforts through the Trinity Abetment Department. In no way will your personal information be sold or given to another entity. We abide by the federal government's rules and regulations of the amended Family Education Rights and Privacy Act (FERPA) of 1974. The rules and regulations of the Department of Health, Education, and Welfare, "Privacy of Parents and Students," provide students with certain rights regarding "education records."

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## **CONSUMER BENEFITS OF DIRECT PAYMENT (ACH)**

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- Direct Payment ensures that bills are paid on time, even if you are ill, traveling on business, or on vacation.
- Late payment fees are eliminated because Direct Payment is automatically deducted from your account on the bill's due date (provided that sufficient funds are present in the account from which the payment is to be deducted).
- Direct Payment saves the time you spend writing checks. Furthermore, you will save the postage expense of mailing payments.
- Direct Payment eliminates the possibility of a payment being lost or delayed in the mail.
- Direct Payment allows you the use of funds in your account until the payment due date.
- Direct Payment offers more confidentiality than a check. A check passes through many hands as it is being processed; a Direct Payment is electronic.
- For record-keeping purposes, all Direct Payment transactions will appear on your monthly account statement provided by your financial institution.
- If necessary, you can stop a Direct Payment (typically for a fee) by contacting your financial institution up to three days prior to the scheduled payment date.
- Direct Payment benefits the environment because it reduces the amount of paper needed for checks and stamps, thus saving trees and decreasing the amount of waste disposed in landfills.
- Signing up is easy! You need only to contact Trinity or go to the website to obtain an authorization form, complete the form, attach a voided check, and return the completed form and check to Trinity!

The most recent edition of the

**Student Handbook**

may be accessed/downloaded from the

Students section on Trinity's website

at [www.trinitysem.edu](http://www.trinitysem.edu)

or from the Main Menu on the

Trinity Online Learning Center (TOLC).

**Course Study Guides may be downloaded from the  
Trinity Online Learning Center (TOLC) Classroom at  
<http://lessons.trinitysem.edu>.**

Enrollment keys for your first few courses will be sent to you via email. Follow the instructions in the email to access the course materials, including the study guide, in the TOLC.

**First time users** of the TOLC must create a new account in the TOLC before using the enrollment key.

- A. Click the “Create new account” link located in the Login Section of the TOLC.
- B. Follow these steps:
  - 1. Complete the New Account form.
  - 2. A confirmation email will be immediately sent to your email address.
    - a. In some cases it may take up to 15 minutes before the confirmation email is received.
    - b. You must click on the link in the confirmation email to confirm the account before being able to login.
    - c. Once the account is confirmed, you will be logged in to the TOLC.
  - 3. Next, click the link in the original Trinity email containing the enrollment key.
  - 4. You will be prompted to provide an "enrollment key" which was provided in the original email.
  - 5. Once the enrollment key is entered, you will then have access to the TOLC classroom.
  - 6. In the future, you will only need to enter your personal username and password to login to the TOLC.

- Tab 8 is reserved for quick access to Study Guides for your courses. Study Guides may be downloaded from the Trinity Online Learning Center (TOLC) Classroom at <http://lessons.trinitysem.edu>.
- As you accumulate Study Guides, it is recommended to keep those Study Guides together in Tab 8 of your manual.

*This **Trinity Orientation Manual** is designed  
to help YOU succeed in your program.*

*If you have ANY questions,  
please do not hesitate to contact Trinity.*

*Remember, Trinity's goal is to help students . . .*

## **Stay on T.R.A.C.**

**Trinity**

**R**etention

**A**chievement

**C**ompletion

