Nebraska Christian College Manual of Style

Fall 2007 - Spring 2008

These guidelines are basic, rather than comprehensive, and are subordinate to the specific guidelines provided by the professor assigning the paper. This Manual is set at 1.2 line-spacing to conserve printing costs, but all student papers are generally double-spaced within and between paragraphs, except for line-spacing specifications distinctive to the American Psychological Association (APA) form, the Turabian form, or this Manual. All papers are set in Arial 12-point font (unless your professor specifies Times New Roman 12-point font) in the titles, headings, and reference pages (or, footnotes and bibliographies), as well as in the text. Sample pages for both APA and Turabian forms follow these guidelines.

For specific questions concerning APA form, consult
http://www.wisc.edu/writing/Handbook/DocAPA.html or
http://owl.english.purdue.edu/handouts/research/r_apa.html
For specific questions concerning Turabian form, consult
http://www.wisc.edu/writing/Handbook/DocChicago.html or
http://www.bridgew.edu/Library/turabian.cfm
http://www1.hollins.edu/Docs/Academics/writingcenter/turabian.htm
http://library.georgetown.edu/guides/turabianfoot/

Academic Writing

The writing of an academic paper is an exercise in precise, effective communication. Thus a paper's best form is determined by the research information pertinent to its academic field and by the complexity of the structure of its concepts. The writing guidelines given here distinguish between the APA (parenthetical reference) and Turabian (footnote or endnote) formats, and between papers of one to three pages (which have a first-page heading but no title page or subtitles) and papers of four or more pages (which have a title page and subtitles but no first-page heading).

Fine academic writing is characterized by precise wording, concise composition, and coherent logic. In its smooth summation of data and careful development and analysis of arguments, fine academic writing is considerably more concentrated than conversational speaking. It demonstrates thoroughness of research, depth of understanding, and, at its best, richness of expression.

To the greatest possible extent, present your information in your own words. Online information is often the most convenient to obtain, but by itself is usually inadequate for careful research, which also surveys classic and reference works, other printed books, periodicals, and other media as appropriate. When drawing upon the work of others, document sources well, whether you quote, paraphrase, or summarize the information. The NCC Student Handbook defines, and lists the disciplinary consequences of, scholastic dishonesty.

In order to produce a concise paper, you will do well to write a rough draft that is longer than the assigned number of pages, then concentrate and refine the paper by eliminating superfluous words and phrases, and unnecessary transitional and minor-detail sentences. This may seem to be more work than one draft, but it often requires less time to write and revise than to try to perfect the paper in the first draft--and the end result is almost always better.

The first step in a writing project is not sitting down and writing, nor is it outlining the paper, nor is it doing the research. The first step is setting a realistic goal of how much time you will invest in the project between now and its deadline, and committing yourself to a writing-project schedule that will allow you to do your best possible work in the time available.

Plan the writing project so as to allow your mind time to process the results of your research before you expect it to coalesce the data into a well-composed summary. If you have researched, contemplated, and analyzed well, the challenge will not be *filling* the pages but *packing* your thoughts into them. If you need encouragement for the discipline of academic writing, consider the promise given in Hebrews 12:11.

APA and Turabian Forms

In the natural and social sciences, which advance largely through experimentation, the date of the research is an important consideration in evaluation of the data. In the humanities (art, history, music, religion, philosophy, and theology), research data stands rather independently of the date of the research that yielded the data. The two forms of academic writing adopted by Nebraska Christian College reflect this distinction, in that the APA form, which is standard in the social sciences, has parenthetical references in the text that include the year of a study's publication. The Turabian form, which is standard in the humanities, has footnote or endnote numbers in the text that refer to footnotes provided on the same page, below the text, or to endnotes provided after the text. Nebraska Christian College has selected the use of footnotes in papers written according to the Turabian form. The College does not use the MLA (Modern Language Association) form.

Length of Papers

In courses that require one or more papers, the professor assigns the length of each paper according to the level of the course, the relation of the paper(s) to the overall workload imposed by the course, and the nature and complexity of the subject to be presented in the paper. The NCC professors have prescribed one title and heading format for papers of three or less pages and another title and heading format for papers of four or more pages (these page numberings pertain only to the content pages of the

paper; the title page and reference/bibliography pages do not count toward the paper's required length). Thus a paper's format is determined by the assigned style (APA or Turabian) and the assigned length.

All papers of three or less pages have a primary heading and paper title on the first page, but do not have a separate title page, nor do they make use of headings in the body of the paper. All papers of four or more pages have a separate title page, a title on the first page of the paper, and headings in the body of the paper, but do not have a primary heading on the first page of the paper.

In a paper of three or less pages, single-space the first-page heading, then quadruple-space above and below the title. Set page margins (upper, lower, left, and right) to no more than one inch. Do not use fonts, line spacing, or margins to artificially increase the length of the paper.

For the title page of papers of four or more pages, refer to the sample of the NCC title page, which varies at some points from a standard APA title page, and which is given on page 8 of this Manual. In papers of three or less pages, the format for the primary heading and title is

[Course Number and Name]
[Student Name]
[Due Date]
Suite [ ]

[The Title of the Paper]

Set the page number in the upper right corner of the second and subsequent pages. Set Scripture references in parentheses; the first Scripture reference in the paper should give parenthetically (APA) or in a footnote (Turabian) the bibliographic information for the Bible version used. Capitalize the first letter of pronouns referring to God, to demonstrate respect and ensure clarity.

Though certain criteria pertain to specific kinds of papers, NCC professors generally evaluate the form and the content of the paper in determining a score or grade. The form of the paper is evaluated for consistent adherence to APA or Turabian guidelines and correct spelling, grammar, and punctuation. The content of the paper is evaluated according to the following criteria: correct use of primary sources; comprehension of hermeneutical principles; correlation of biblical and other evidences; consistency and depth of reasoning; coherence, balance, and cogency of presentation; insight; and literary quality.

ADDITIONAL APA GUIDELINES

The American Psychological Association (APA) style of writing has several key elements. For this condensed writing manual, we will be concerned with three: parenthetical usage when quoting sources, the reference page, and the proper use of titles and subtitles for better organizing of your document.

Parenthetical usage when quoting sources

When to use parenthetical citations

When quoting any words that are not your own. Quoting means to repeat a source word for word, using quotation marks.

When summarizing facts and ideas from a source. Summarizing means to take ideas from a large passage of another source and condense them, using your own words.

When paraphrasing a source. Paraphrasing means to use the ideas of another source but to change the phrasing into your own words.

Quotes in your text

When paraphrasing and quoting directly you must credit the source. Be sure to keep the quote brief and do not repeat unnecessary information. At times you may have a large quote (more than 40 words). You should indent the quote only on the left, do not use double quotation marks with block quotes. APA requires double spacing in block quotes. This is different from Turabian, which requires single spacing. However, a quote containing 40 words or more should rarely be used. Remember, quotes need to be brief.

When quoting using parenthetical citation, use only enough information to identify that quote with the source on your reference page. When quoting from one author from a book, use the following examples.

Maxwell (1993) states that "too many people are ready to assert their rights, but not to assume their responsibilities" (p. 41).

"Too many people are ready to assert their rights, but not to assume their responsibilities" (Maxwell, 1993, p. 41).

It is not necessary to give the page numbers when citing from a periodical since the page numbers are given with the source on the reference page. Sometimes additional information about the source maybe necessary.

Two or more works in the same parenthesis:

(Maxwell, 1993; Fussel, 1975; Jones, 1981)

A work with two authors:

(Clinton & Sibcy, 2002)

A work with six or more authors:

(Wood et al., 2004)

When citing sources other than a book or periodical.

    Source has no author

        Full Title: "NCC Students Prefer Bible Studies"

        Example: ("NCC students," 2004)

    A reference to a personal communication

        Source: email or phone message from Dr. Hemlock

        Example: (Hemlock, personal communication, Sept. 10, 2003)

    A reference to a web site

        Source: Nebraska Christian College

        Example: (http://nechristian.edu)

Reference Page

The reference page comes at the end of your work. It is a list of every source that you make a reference to in your paper and only those sources. All sources cited in the work must be listed on the reference page. List the reference in alphabetical order by the last name of the first author of the source.

Examples

    One or more authors from a book

        Christophersen, E. R. (1998). *Beyond Discipline, Parenting that Lasts a Lifetime*. (2nd ed.). Shawnee Mission, KS: Overland Press, Inc.

        Clinton, T. & Sibcy, G. (2002). *Attachments: Why you love, feel, and act the way you do*. Brentwood, TN: Integrity Publishers.

    One or more authors from a periodical

        Braungart-Rieker, J., Courtney, S., & Garwood, M. M. (1999). Mother- and father-infant attachment: Families in context. *Journal of Family Psychology*, 13, 535-553.

        Stanley, S. M. (2003). The growing emphasis on larger meanings and values in marital research. *Christian Counseling Today*, 11 (3), 40-43.

    Electronic media

        Most articles on the net come from databases. These articles are usually identical to what you would find if you were looking in the journal. However, if you have only looked at the internet source of the article, you should add in brackets after the title [Electronic version]. For example:

            Braungart-Rieker, J., Courtney, S., & Garwood, M. M. (1999). Mother- and father-infant attachment: Families in context [Electronic version]. *Journal of Family Psychology*, 13, 535-553.

Articles that you believe have been changed, that come from an internet-only journal or newsletter, or that come from a private organization, etc., need to have the retrieval date. For example:

Maher, B.E. (2004). Abstinence until marriage: The best message for teens. Family Research Council. Retrieved September 1, 2004, from http://www.frc.orglindex. cfm?i=IS03B1&f=WU041O5&t=e

The APA reference manual has an extensive list of examples of how to reference different types of sources. Whenever you are in doubt on how to reference a source, check the manual in the Library.

<u>Organization of a Document</u>

Often students provide good content in their papers, but tend to neglect the organization of their assignment. In papers of four or more pages, a simple way to add structure and organization is by including subtitles. APA uses five levels of subtitles:

CENTERED UPPERCASE HEADING (LEVEL 5)
Centered Uppercase and Lowercase Heading (Level 1)
Centered, Italicized, Uppercase and Lowercase Heading (Level 2)
Flush left, Italicized, Uppercase and Lowercase Side Heading (Level 3)
Indented, italicized, lowercase paragraph heading ending with a period. (Level 4)

For papers of four to six pages, only one level is usually needed. In such cases, use centered uppercase and lowercase headings (Level 1). Most articles require two levels of headings to meet requirements. Use Level 1 and Level 3 headings. When applying three levels of heading use Level 1, Level 3, and Level 4 headings. For lengthy assignments that contain multiple experimentation and literature reviews, four levels of heading would be necessary. Occasionally, all five levels are needed, but this would be uncommon for undergraduate work. One to three levels of headings should be sufficient for most papers assigned at NCC.

TITLE PAGE

All papers (APA or Turabian) of four or more pages are to have a title page, in the following form:

{2"}   [CENTERED TITLE IN CAPITAL LETTERS, USING
                         TWO LINES IF NECESSARY]

{3"}   by

{3.4"}   [Your Name]

{6"}   A paper submitted for the course

{6.4"}   [Name of Course]

{7"}   [Due Date]

{8.6"}   Nebraska Christian College

{9"}   [Semester Year]

History and Purpose of CISD

History

The CISD model was developed in 1983 by Jeffery T. Mitchell as a means of mitigating posttraumatic stress in high-risk occupational groups. It was originally designed for people in the emergency services (i.e., law enforcement, fire, and emergency medical personnel) to reduce, prevent, or alleviate posttraumatic stress disorder symptoms (Juhnke & Osborne, 1997; Hollister, 1996; Everly, 1995).

Purpose and Objectives

The multiple objectives of CISD may be summarized as (a) to lessen the impact of stressful events, (b) to enable ventilation of emotions, (c) to provide reassurance and support, (d) to minimize the potential for the development of psychological problems, (e) to have victims tell their stories, (f) for group process, (g) to understand responses of survival, and (h) to obtain closure over the debriefing process (Interlock, 2000; Hollister, 1996; Everly, 1995; Curtis, 1995). "Appropriate critical incidents crisis-care can provide needed emergency mental health services, prevent the formation of some types of posttraumatic stress disorder, and therapeutically modulate the long-term effects of calamity for victims" (Walker, 1990).

The CISD Team Members

"The functions of the debriefing team are to (1) lower the stress level, (2) return participants to an optimal level of functioning, (3) help each person reach emotional stability, (4) help participants observe appropriate social interactions, and (5) help participants reach out for available resources if needed" (Walker, 1990).

The Team Leader. The team leader directs and leads the CISD team and is generally the main spokes person. This person is in charge of the debriefing.

Co-leaders. The co-leaders main role is to support the leader. This person may interject a rule that the leader has forgotten, add relevant comments, take a highly emotional, disruptive group member aside for more one-to-one attention, etc. It is best to provide one co-leader for every five to eight group members.

Gatekeepers. Gatekeepers watch the door. For groups over 50, Juhnke and Osborne (1997) suggest there should be two gatekeepers. If a group has twenty or more and the incident was extremely gruesome or severely traumatic, it would be a good idea to have more than one gatekeeper.

References

Curtis, J.M. (1995). Elements of Critical Incident Debriefing. *Psychological Reports, 77,* 91-
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Walker, G. (1990). Crisis-care in critical incident debriefing. *Death Studies, 14 (2),* 121-133. Abstract obtained from PsycINFO: Item #1990-23561-001

Williams. (2000). The application of solution-focused brief therapy in a public school setting [Electronic version]. *Family Journal, 8 (1),* p. 76-79.

AM 190 Introduction to Christian Life
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The Philosophical Elements of a Christian Worldview

Metaphysics is "a division of philosophy that is concerned with the fundamental nature of reality and being and that includes ontology, cosmology, and often epistemology."[1] The Bible is very clear concerning the fundamental nature of reality: "In the beginning, God created the heavens and the earth" (Genesis 1:1).[2] Reality is composed of God the Creator and all that He has created. As John writes in the first chapter of his Gospel, "All things were made through Him, and without Him nothing was made that was made" (John 1:3). In this passage, "Him" refers to Jesus, God the Word (John 1:1) who became incarnate as Jesus of Nazareth. John's point in this first chapter is that the transcendent Creator of the world is also the redeeming Savior of the world. This is why Jesus describes Himself in Revelation as "the Alpha and the Omega, the Beginning and the End" (Revelation 1:8). Thus the first metaphysical reality is God, whose nature is Spirit (John 4:24) and who is by His very nature "from everlasting to everlasting" (Psalm 90:2). Everything else in reality is created, and depends upon God for its existence, both for its coming to be and its continuing to be (Colossians 1:17).

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1   [1] *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition (Springfield, MA: Merriam-Webster's, 2003), 780.

2   [1] Scripture references are from *The Holy Bible, New King James Version* (Nashville, TN: Thomas Nelson, 1982).

God the Creator is transcendent over His creation; in contrast to His metaphysical

perfection, which begins with His aseity, we humans are contingent and finite beings.

Epistemology is "the study or a theory of the nature and grounds of knowledge[,]

especially with reference to its limits and validity."[3] The Christian worldview affirms that

humans are intelligent because they are created in the image of God (Genesis 1:27).

Thus a Christian worldview's metaphysic provides the foundation for its epistemology.

A biblically-based epistemology in turn provides a cogent and viable response to the

postmodern loss of confidence in truth and knowledge that has caused many people to

adopt some form of relativism concerning both what is true and what is right. This

relativism is especially dominant in the universities; as Yandell insightfully observes,

> Students and faculty regularly tell one another that the objective truth is
> that there is no objective truth and that since no one's values are any better than
> anyone else's we ought to tolerate everyone's values, because of course
> tolerance is a better value than intolerance.[4]

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3   ⌐ *Dictionary*, 421.

4   ⌐ Keith Yandell, "How to Teach What You Don't Believe," *Christian Scholar's Review*, 21 (1991), 160, as cited in the course syllabus for Introduction to Christian Life (Nebraska Christian College, Fall 2004, 20). Concerning our culture's veneration of tolerance as the ultimate virtue, Peter tells us to interact with others of different beliefs "with meekness and fear" (1 Peter 3:15). The phrase "respecting someone else's beliefs" is common but misleading. We are to respect the other person because (whatever his beliefs) he bears the image of God; the beliefs themselves are not something sacred or inviolable. If the person holds false beliefs in critical areas, such as the deity of Jesus, the most respectful and loving thing we can do is seek to persuade him or her that the belief is wrong and has consequences. There are many secondary principles concerning the ethics of persuasion that we should uphold, but our highest respect is toward God and His "beliefs" (i.e., His truth), and the responsibilities those truths imply for us. God is not a relativist; Jesus clearly differentiated between truth and non-truth; and the biblical writers offer us no justification for an attitude of complacency and compromise toward false beliefs and the destruction they inflict on hearts and lives (2 Corinthians 10:4-5; Jude 3).

The Christian worldview answers this veneration of relativism and tolerance by pointing out their self-defeating nature and the inconsistency with which people actually adhere to them. The best way to account for the objectivity of truth and morality is in terms of our creation by a holy Creator, who has given the world its natural order and its moral order, both of which are reflected in and should be acknowledged by the human mind and heart.

Ethics is "the discipline dealing with what is good and bad and with moral duty and obligation."[5] God is the Author of ethics, because the moral order is grounded in His righteousness: "Be holy, for I am holy" (Leviticus 11:44; 1 Peter 1:16). To think and live ethically, then, is ideally quite different from simply living by individually-defined values or self-imposed moral laws; it is to live as a disciple of Christ, seeking to know Him in order to love, serve, and glorify Him (John 8:32; 14:15). Jesus promised that it is by knowledge of the truth--centered in knowledge of Him who is the Truth (John 14:6)-- that we are made free to live in honor of our Creator, Redeemer, and Lord.

In the Christian worldview, then, metaphysics provides the foundation for epistemology and ethics. Reality, truth, and goodness all derive from the holy nature and will of God. As Paul affirmed in praise, "For of Him and through Him and to Him are all things, to whom be glory forever. Amen." (Romans 11:36).

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5   [1] *Dictionary*, 429.

{Turabian Sample Page}

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