



**SOUTHERN BIBLE**  
INSTITUTE & COLLEGE

*Equipping Servant Leaders*



# Style Guide

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*The mission of Southern Bible Institute & College is to equip men and women to be competent servant leaders with a Bible-centered worldview.*

*Rev. 1/23*



## CONTENTS

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Southern Bible Institute & College Vision and Mission Statement	3
Vision.....	3
Mission .....	3
Writing Guide	4
Purpose of the SBIC Writing Guide .....	4
Importance of Writing .....	4
Purpose of The Writing Lab .....	5
Location & Appointments.....	5
Meet Our Staff .....	6
Writing Lab Services.....	6
Students With Special Assistance Needs .....	6
Frequently Asked Questions .....	7
Writing Helps & Resources	8
Types and styles of Writing.....	8
Elements of Writing .....	8
Punctuation.....	8
Grammar .....	8
General Writing.....	9
Instructional Videos .....	10
Editing Tools.....	11
Formatting - General	15
Formatting the Basics .....	15
Heading and formatting for general assignments .....	15
Margins .....	15
Font and Typeface.....	15
Spacing .....	15
Page Numbers.....	15
Title Page.....	16
Quick Guide to Turabian Author-Date Formatting	17
Author-Date citation style .....	17

Formatting - Citations and a Bibliography	18
Recommended Citation Style for Research Papers .....	18
Writing the Main Body	19
Voice and Writing Style.....	19
Headings and Subheadings .....	19
Incorporating Research and Quotations.....	19
SBIC Writing Standards and Policies	20
SBIC Writing and Assignment Requirements.....	20
Academic Work Integrity .....	20
Testing:.....	20
Cheating: .....	20
Plagiarism:.....	20
The Consequences: .....	21
Appeals:.....	22
Sample General Assinments & Papers	23
General Assignment Heading and Formatting.....	24
Sample General Assignment Heading and Formatting.....	24
Turabian Template	27
Sample Academic Writing Assignment Rubric	31

## SOUTHERN BIBLE INSTITUTE & COLLEGE VISION AND MISSION STATEMENT

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### VISION

SBIC prepares individuals through rigorous academic instruction in the truth of Holy Scripture for more effective service in their home, church, community, and in the world. It is our earnest prayer that the school will produce graduates who are servant leaders in the ministry field not necessarily identified by denominational affiliation, but distinctively marked by the Institution's **mandate** statement: "**Timeless servant leadership rooted in God's authoritative Word.**"

### MISSION

The **mission** of Southern Bible Institute & College is: Equipping men and women to be competent servant leaders with a Bible-centered worldview. Accordingly, this mission statement inspires faculty and staff to patiently work together as each one's work contributes to the school's **motto**: "**transforming students into servant leaders.**"

## WRITING GUIDE

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### PURPOSE OF THE SBIC WRITING GUIDE

The purpose of the SBIC Writing Guide is to help answer many of your questions concerning services and resources provided by the SBIC Writing Lab, writing resources, and SBIC's writing standards and policies.

### IMPORTANCE OF WRITING

Good writing is not only fundamental; it is important. Educational institutions emphasize the importance of writing across all subject areas and majors to ensure students graduate as competent writers. By training their students to acquire and practice good writing skills, academic institutions prepare them for lifelong success.

*EssayMasters* summarizes the importance of writing with 5 reasons:

1. It is a pivotal form of communication in all walks of life.
2. Most jobs require one to do it in some capacity.
3. It utilizes one's intelligence, education, and critical-thinking skills.
4. Those who write well are good for business.
5. Language-oriented people make other's jobs easier.

To learn more about the importance of writing, please view the full *EssayMasters* article on the importance of writing, click here <https://www.essaymasters.co.uk/five-reasons-why-writing-is-important-in-real-world>

## PURPOSE OF THE WRITING LAB

The purpose of Southern Bible Institute & College's Writing Lab is to help students enhance their writing skills through consultation with grammar, punctuation, formatting, organization, and citing. The Lab also collaborates with faculty to provide comprehensive and consistent writing support.

## PRIMARY GOALS OF THE WRITING LAB

- To support the mission, vision, and educational philosophy of Southern Bible Institute & College
- To engage students in developing writing skills as evidence of their academic preparation
- To enhance student understanding of the writing process

The SBIC Writing Lab serves the student body and faculty. Our staff members are professionals who are dedicated to providing educational and informational needs to students. Get the support you need with our **Writing Lab**. We offer tutoring help at no additional cost. **We are here to serve you.**

## LOCATION & APPOINTMENTS

The Writing Lab is housed in the SBIC Library located in the southeast section of the building in Rooms 21 – 22. All appointments will be held in person or virtually by appointment.

To schedule your appointment, email [writinglab@southernbible.edu](mailto:writinglab@southernbible.edu) with at least three preferred appointment dates and times.

### Library Hours

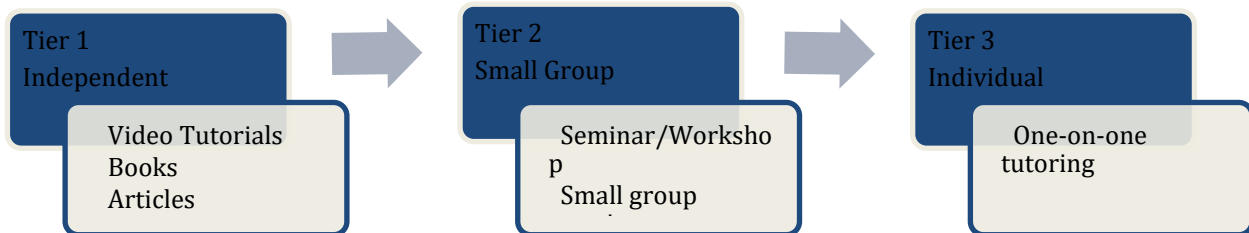
Monday, Tuesday & Thursday: 10:00 am – 3:00 pm | 5:00 pm – 7:00 pm

## MEET OUR STAFF

<p><b>Johnny Estrada</b> Faculty Assistant &amp; Tutor 972-224-5481 jestrada@southernbible.edu</p>	<p><b>Sharon McCollins, M.L.S.</b> Librarian / Writing Lab Coordinator 972-224-5481, ext. 243 smccollins@southernbible.edu</p>
<p><b>Theodora Franklin</b> Tutor theodora.fanklin@southernbible.edu</p>	

## WRITING LAB SERVICES

The SBIC Writing Lab offers tiered services. Tier 1 is designed for the student who can complete assignments independently with the support of video tutorials, articles and books. Tier 2 serves students who benefit from writing support in a group setting. Finally, Tier 3 provides individualized support in the form of one-on-one tutoring.



## STUDENTS WITH SPECIAL ASSISTANCE NEEDS

Although the goal of the SBIC Writing Lab is to support all students, our limited Writing Lab staff does not allow us to provide individualized support such as reading, typing, or uploading students' assignments for them.



## FREQUENTLY ASKED QUESTIONS

- 1. Why should I come to the Writing Lab when I've always done fine on papers in the past?**  
Even strong writers benefit from feedback. Getting advice from a tutor is just like having a coach who gives you advice on improving your athletic abilities; few people can make significant improvements in their athletic or academic skills without some advice.
- 2. Do the Writing Lab tutors proofread papers?**  
We do not edit, review, or correct errors on your papers. However, we do go through your paper with you and discuss places in which the writing can be stronger and help you to find ways to strengthen the writing. We can also work with you on grammar problems that you have by teaching you how to spot and correct them.
- 3. What assistance does the Writing Lab offer?**  
We can help you with any SBIC writing assignment. We can help students improve their writing assignments from any SBIC course.
- 4. How do I sign up for an appointment?**  
To schedule your appointment, stop by during library hours or email [writinglab@southernbible.edu](mailto:writinglab@southernbible.edu) with at least two preferred appointment dates and times.
- 5. How long is an appointment?**  
Writing lab appointments are 30 minutes long
- 6. What should I bring to my appointment?**  
Please upload your assignment sheet, syllabus, and your notes or a draft of your work. For documents longer than 5 pages, choose a specific section to review or come up with specific questions. Come with realistic expectations. Our goal is to help you address issues with your writing and to support your growth as a writer. We do not provide editing services, but we can help you discover approaches to editing and coach you on strengthening your writing.

### **Question not answered here?**

If you have other questions, please send them to [writinglab@southernbible.edu](mailto:writinglab@southernbible.edu).

## WRITING HELPS & RESOURCES

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### TYPES AND STYLES OF WRITING

- Homework response
- Sermons
- Essay
- Group project
- Research paper
- Creative writing

To learn more about styles of writing, view [Styles of Writing](#).

### ELEMENTS OF WRITING

- Understanding the assignment
- Thesis/argument
- Developing ideas
- Researching
- Quote integration
- Paragraphing
- Topic sentences
- Issues of clarity/style
- Intro/conclusion
- Organization
- Transitions
- Bibliography/Citation
- MLA/APA/Turabian formatting
- Sentence construction
- Editing/Proofreading
- Title

### PUNCTUATION

<p><b>Apostrophes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Apostrophes 1</a></li> <li>● <a href="#">Apostrophes 2</a></li> </ul> <p><b>Colon</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Colon 1</a></li> <li>● <a href="#">Colon 2</a></li> <li>● <a href="#">Colon 3</a></li> <li>● <a href="#">Colons 4</a></li> </ul>	<p><b>Commas</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Commas 1</a></li> <li>● <a href="#">Commas 2</a></li> <li>● <a href="#">Comma Usage – Introduction</a></li> <li>● <a href="#">Comma Usage – Complexity</a></li> <li>● <a href="#">Comma Usage – Series</a></li> <li>● <a href="#">Proper Comma Usage</a></li> </ul>	<p><b>Common Punctuation Errors</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Common Punctuation Errors Handout</a></li> </ul> <p><b>Semicolons</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Semicolon 1</a></li> <li>● <a href="#">Semicolons 2</a></li> </ul>
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### GRAMMAR

<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Capitalization 1</a></li> <li>● <a href="#">Capitalization 2</a></li> <li>● <a href="#">Capitalization 3</a></li> </ul> <p><b>Common Grammar Errors</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Common Grammar Errors</a></li> </ul> <p><b>Commonly Misused Words</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Commonly Misused Words 1</a></li> <li>● <a href="#">Commonly Misused Words 2</a></li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Conjunctions 1</a></li> <li>● <a href="#">Conjunctions 2</a></li> <li>● <a href="#">Conjunctions 3</a></li> </ul> <p><b>Fragments</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Fragments</a></li> <li>● <a href="#">Sentence Fragments</a></li> </ul> <p><b>Modifiers</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Misplaced Modifiers</a></li> <li>● <a href="#">Modifiers (Dangling)</a></li> </ul>	<p><b>Passive Voice</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Passive Voice 1</a></li> <li>● <a href="#">Passive Voice 2</a></li> <li>● <a href="#">Passive Voice 3</a></li> </ul> <p><b>Plurals</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Forming Plurals</a></li> <li>● <a href="#">Plurals 1</a></li> <li>● <a href="#">Plurals 2</a></li> </ul> <p><b>Pronoun-Antecedent Agreement</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Pronoun-Antecedent Agreement</a></li> <li>● <a href="#">Pronoun-Antecedent Agreement PowerPoint</a></li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Prepositions 1</a></li> <li>● <a href="#">Prepositions 2</a></li> <li>● <a href="#">Prepositions – To and For</a></li> </ul> <p><b>Run-On Sentences</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Run-on Sentences 1</a></li> <li>● <a href="#">Run-On Sentences 2</a></li> </ul>	<p><b>Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Subject-Verb Agreement 1</a></li> <li>● <a href="#">Subject-Verb Agreement 2</a></li> </ul> <p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Transitions</a></li> </ul> <p><b>Verb Tenses</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Verb Tenses 1</a></li> <li>● <a href="#">Verb Tenses 2</a></li> <li>● <a href="#">Verb Tenses 3</a></li> <li>● <a href="#">Verb Tenses – Sequencing</a></li> </ul> <p><b>Wordiness</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Wordiness 1</a></li> <li>● <a href="#">Wordiness 2</a></li> <li>● <a href="#">Wordiness 3</a></li> <li>● <a href="#">Wordiness 4 – Writing Concisely</a></li> </ul>
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## GENERAL WRITING

- [Assessing Source Reliability](#)
- [Critical Thinking](#)
- [How to Write a Thesis Statement](#)
- [Organizing a Paper](#)

- [Outlining a Research Paper](#)
- [Paragraph Construction](#)
- [Sentence Construction](#)
- [Spelling-Check Unreliability](#)
- [Thesis Statements](#)

## INSTRUCTIONAL VIDEOS

### [5 tips to improve your writing](#)

Want to become a better writer? This video shares five easy and quick tips to improve writing in formal and academic settings. If you are in college, this video is for you!

### [English Grammar: Compound Subjects & Verb Agreement](#)

What is a compound subject? It is when you combine several subjects together into one. This helps to avoid repetition in a sentence. But how do you make the verb agree with several subjects? It all depends on the subject-verb agreement, which is an important element of writing and speaking in English. In this lesson, you will look at compound subjects and how verbs react to these. This video will teach you how to make the verb agree with the subjects in different kinds of sentences. After the video, be sure to do the quiz to test yourself on the material.

### [The 10 WORST English mistakes you're making!](#)

Test yourself and find out if you make any of these mistakes in English! These are some of the worst mistakes people make in English—but they are also very common. Both native speakers of English and English learners make them. This video will show you how to correct these writing and speaking errors quickly and easily.

### [Easy English Lesson: Should you use "A" or "AN"?](#)

This video will teach you when to use “a” and when to use “an” in an English sentence. Just watch this video, and you will never be confused by this again. You will be given examples and practice sentences so you can test yourself to make sure you have understood.

### [The 4 English Sentence Types – simple, compound, complex, compound-complex](#)

Did you know there are only four sentence types in English? To improve your writing and reading skills in English, this video will teach you all about simple, compound, complex, and compound-complex sentences. You will learn how to identify the independent and dependent clauses. Learning to identify and use these sentence structures will make your writing more interesting and dynamic.

### [How to use APOSTROPHES for missing letters & contractions](#)

Apostrophes are used for many purposes in English writing. This video will present two ways we use apostrophes to show missing letters: for informal speech and for writing accepted contractions. When letters are removed and replaced with apostrophes, how do you know how to say these words? You will learn how to pronounce common contractions so there is no confusion, and then you will practice with some example sentences.

## **EDITING TOOLS**

For assistance with editing and proofing your work, consider utilizing the following free online tools.

**Please Note:** The following tools should not take the place of peer editing and proofreading your own work. They are designed to aid you in your editing process, not replace it.

### **Grammarly**

Grammarly <http://www.grammarly.com> is a free online editing tool that reviews and gives suggested corrections for grammar, punctuation, contextual spelling, sentence structure, and style. More advanced suggestions and features are available with purchased account options. The add-in extension can be added to most browsers, Google docs, MS Word and MS Outlook (This online tool is great when you are emailing a professor, a teacher, or anyone else who may make note of any grammar mistakes.) Grammarly is recommended for your academic writing.

### **After the Deadline**

After the Deadline, <http://www.afterthedeadline.com/> analyzes your text and looks for issues with the writing style, spelling, and grammar. It shows you where you have spelling and grammar errors. It also makes suggestions for changing the style of your writing. The great thing about After the Deadline is it explains why you should change something.

**Here’s how After the Deadline works:**

1. Visit the website and click on the menu choice that says demonstration or visit this URL <http://www.polishmywriting.com/>.
2. Copy and paste your text into the box.
3. Click “check writing.”
4. Go through the areas After the Deadline underlines and correct errors, and look at the suggestions for grammar changes and style changes.
5. Make changes and then copy and paste your text into your document.

There are also extensions and add-ons you can get for your browser.

## Hemingway Editor

Hemingway Editor <http://www.hemingwayapp.com> scores the readability of your writing. It shows the grade level a person needs to be at to understand your essay. It also highlights the things in your writing that you can change to make your writing clearer.

All writing (even academic writing) should be clear and easy to understand. Writing a college paper doesn't mean only professors, teachers, and scholars should be able to read it.

The example below is a part of the first draft of a blog post. The readability score is on the right. The text is highlighted in different colors.

The screenshot shows the Hemingway Editor interface. On the left, there is a draft of an essay titled "The Body of an Argumentative Essay." The text is highlighted in different colors: yellow for supporting paragraphs and rebuttal paragraphs, blue for the word "possibly", green for the phrase "possibly 2 rebuttal paragraphs", purple for the URL, and red for the concluding sentence. On the right, there is a sidebar with the Hemingway Editor logo and a readability analysis. The analysis shows a readability score of "Grade 9 Good" and a word count of 971. Below the score, there are five colored boxes with feedback: a blue box for adverbs, a green box for passive voice, a purple box for a simpler alternative, a yellow box for hard-to-read sentences, and a red box for very hard-to-read sentences.

**The Body of an Argumentative Essay.**

The body of an argumentative essay has 2 parts: paragraphs that support your claim, and 1 or possibly 2 rebuttal paragraphs. Supporting paragraphs and rebuttal paragraphs reflect the pros and cons of your claim about the issue.

For practice developing pros and cons of an issue see <http://www.academicwritingsuccess.com/esl-practice-activity-for-writing-the-pros-and-cons-of-an-essay-topic/>

### Body Paragraphs that Support Your Claim

*Topic Sentence:* This sentence is a supporting idea related to your thesis statement. The main topic of the paragraph is that supporting idea.

*Supporting Details:* This is the substance of your paragraph. Supporting details are evidence that proving the supporting idea.

*Relationship to the thesis statement:* This is a concluding sentence that shows how the supporting idea ties back to your thesis statement. It

**Readability**  
Grade 9  
Good

Words: 971  
Show More

2 adverbs, meeting the goal of 16 or fewer.

0 uses of passive voice. Nice work.

1 phrase has a simpler alternative.

10 of 76 sentences are hard to read.

10 of 76 sentences are very hard to read.

The elements that Hemingway Editor highlights are the things that determine your readability score. On the right side, you can see that each of these things is highlighted in different colors.

- Blue—adverbs
- Green—passive voice
- Purple—phrases with a simpler meaning
- Yellow (Peach)—sentences that are hard to read
- Red (Pink)—sentences that are very hard to read

If you like the free online tool, you may also consider buying the desktop app. Hemingway Editor is a good place to start for revising and editing your writing. Nothing can replace a real person when it comes to revisions, so do not rely on Hemingway alone.

### **Slick Write**

Slick Write <https://www.slickwrite.com/> is another online editing tool that checks your grammar, writing style, sentence structure, and the vocabulary you use. It underlines and highlights different issues in the text.

#### **Here's how it works:**

1. Visit the website homepage and then click on the button that says “start writing” <https://www.slickwrite.com/>
2. Copy and paste your writing into the text box. Click check.
3. You will see at the top of the menu bar that there is a choice of features, structure, and vocabulary.
4. Click on one button and then view it and make changes. Do this for each category.
5. Now you can save your text and download it in a text file or copy and paste it into your document.
6. Also, you can upload your document into Slick Write. Just click on the option that says “open” on the menu on the left. Then select your file. Once it uploads, the rest of the process is the same.

Slick Write also explains the issues it underlines and highlights. It is an informative online tool.

### **Cliché Finder**

Cliché Finder <http://www.clichefinder.net/> looks at your text and finds clichés. Clichés are common expressions that people overuse. You hear clichés in daily conversation. They are a quick way to convey a concept or idea to another person. For example, LAUGHTER IS THE BEST MEDICINE.

Cliches are not appropriate in academic writing. A better way to write is to describe exactly what you mean. However, clichés are sometimes hard to spot in your own writing. Cliché Finder will do that for you. Copy and paste your text into the box and click find clichés.

### **WordCounter**

WordCounter <http://www.wordcounter.com> examines the words in your paper and reports how frequently you use specific words. This tool is great for determining repetitiveness in your writing will find out if your writing is repetitive. This helps you decide if you want to change certain words or remove them all together.

To use WordCounter, copy your text and paste in the text box and then click go. WordCounter analyzes your words and generates a report.



But, if you are writing an academic paper that has subject-area vocabulary, do not try to change too many of those words. WordCounter is a good guide for you, but use your judgments about when to change words.

### Viper Plagiarism Checker

Viper Plagiarism Checker <http://www.scanmyessay.com> scans your text for plagiarism. It generates a report that tells you the percentage of text that comes from other sources. It also tells you what source that text comes from. For example:

#### Viper Plagiarism Report

Source	Title	Words matched	Match (%)	Unique words matched	Unique match (%)
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5 Creative Prewriting Activities to Get You Fired Up to Write Awesome Essays

What if you don't know what to write for an essay?

How do you find an essay or research paper topic that has a lot of information for you to find? And how do you find an interesting topic?

Prewriting activities help you select a topic you're interested in, and figure out what things you should include in your academic essay or paper. A good prewriting activity suits your personality as a writer and gets you excited to start a new writing project.

The Prewriting Stage

Prewriting is the stage in the writing process where you first decide on your essay or academic paper topic. It's the first step in writing an essay that guides you in selecting your main idea and creating your thesis statement.

Also, the prewriting stage is creative, easy and fun (if not the most fun) part of the writing process to do. Here you learn 5 fun prewriting activities to help you find and organize the main idea of your essay. There are two main categories of prewriting activities:

Activities to help you select a main idea

Activities to help you to add other content in your essay or paper topic

Three of these prewriting techniques will help find your topic and select some of your content. Two prewriting activities are for when you already know your topic and want to organize it. Use one or a combination of these prewriting techniques to get you started on your essay.

Oh, and stay to the end of this article for one bonus tip on finding an essay topic.

Five Prewriting Activities to Ignite Your Writing Process

Prewriting Activity 1: Brainstorming (Listing) ideas

Brainstorming is where you write or type down every idea you have for a possible essay topic or any other kind of writing project. Then you can use one of those ideas as topic, and create a second list of ideas based on your essay topic.

The word brainstorm means—a flood (like in a rainstorm) of idea from a brain.

The process for brainstorming is:

**Plagiarism is academic dishonesty. If you have plagiarized parts or all of your essay, you will be caught. Professors and teachers check for plagiarism. A plagiarized paper can result in failing that paper, the course or even being expelled from your school.**

## FORMATTING - GENERAL

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### FORMATTING THE BASICS

Always check the requirements and preferences of your professor, department, and institution. They may have particular preferences for how a paper should be formatted.

### HEADING AND FORMATTING FOR GENERAL ASSIGNMENTS

For general classroom assignments, SBIC requires a standardized header rather than a title page. We have a separate page, with visuals, for formatting [general assignments](#) and a [sample of a general assignment](#).

### MARGINS

- Usually, margins are 1 inch on all sides, but the rule of thumb is no less than 1 inch and no more than 1.5 inches.
- Our Turabian 8th Edition and 9th Edition sample papers use 1-inch margins.

### FONT AND TYPEFACE

- The preferred font is **Times New Roman**.
- The preferred size is **12 pt.** font.
- The Turabian manual requires that font be readable and no smaller than **10 pt.** font.

### SPACING

The entire paper should be double-spaced, apart from the following exceptions:

- [Block quotes](#)
- [Bibliographies](#)
- [Reference lists](#)
- [Table titles](#)
- [Figure captions](#)

### PAGE NUMBERS

You can use our [Pagination Tutorial for Turabian](#) to help format your paper.

Page numbers should begin on the first page of the paper's text, not on the title page. They are most often placed on the top right of the page header or the bottom center of the footer.

Turabian 8th Edition and 9th Edition place the page numbers at the top right.

*Note: The table of contents (if a paper has one) should have its own page numbers in Roman numerals (i, ii, iii, ix, etc.).*

### **TITLE PAGE**

The title page requirements may vary. We have a separate page with visuals for [formatting a title page](#), as either the typical title page for an undergrad paper or the typical title page for a dissertation/thesis.

## QUICK GUIDE TO TURABIAN AUTHOR-DATE FORMATTING

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Introduction to styles used for citing sources and research within your paper.

[Additional Turabian 9<sup>th</sup> Edition resources](#)

### AUTHOR-DATE CITATION STYLE

#### Citation Format

- Parenthetical citations are the preferred method to indicate in-text citations throughout the paper.
- A bibliography is the preferred method for compiling sources in one list at the end of the paper.
- Help with creating [parenthetical citations](#).

#### Examples of Author Date Citation Style

Parenthetical citations go at the end of the sentence, which refers to the research.

**Example:** According to current research, “Embracing intellectual humility is essential to understanding the needs of our students” (Cooke and Magee 2019).

If you are using information from more than one reference source from your reference list, put all sources in one in-text citation. Separate the sources by a semi-colon.

**Example:** Educating digital natives requires looking at our current literacy paradigms and altering them with new sources of information in mind (Bowen 2012; Bauerlein 2011).

All works in the “References” or “Works Cited” pages at the end of the paper follow the same format for the **Author-Date Style** or **Notes-Bibliography Style** in *Turabian*.

#### Reference examples by source

##### Book, single author (19.1.1):

Starr, Chester G. (1991). *A History of the Ancient World*. New York: Oxford University Press.

**In-text citation:** (Starr 1991)

Examples taken from University Libraries University of Georgia “*Turabian Style: 9<sup>th</sup> Edition Author-Data Style*”

## FORMATTING - CITATIONS AND A BIBLIOGRAPHY

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### RECOMMENDED CITATION STYLE FOR RESEARCH PAPERS

There are several formats for citing your research papers. In-text citation and a bibliography at the end is Southern Bible's preferred style to use and the form most often required by the instructors at Southern Bible Institute & College.

This style is outlined in Kate L. Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations 9<sup>th</sup> edition*. There is a copy of the Turabian manual located in the SBIC Library Reference section, with the call number **Ref LB 2369. T8 2018**. It is available for in-library use only. Earlier editions of the *Manual* is available for checkout.

#### ***Ref LB 2369. T8 2018 (Reference Use Only)***

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth Edition. Chicago: Chicago University Press.

## WRITING THE MAIN BODY

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This section will present some basics about writing the body of your paper.

### VOICE AND WRITING STYLE

- The paper should be written in the 3rd (he, she, it) person with an active voice.
- Unless a professor specifically asks for a paper in 1st (I, we) or 2nd (you) person language, avoid these in a paper.

### HEADINGS AND SUBHEADINGS

- It can be helpful to divide the paper into logical pieces, almost like “mini-papers” within the larger paper.
- We have a separate page with visuals dedicated to [understanding and formatting headings](#).

### INCORPORATING RESEARCH AND QUOTATIONS

Incorporating research that is credible and relevant helps to support and validate a paper’s argument.

With plagiarism, it’s better to be safe than sorry. So, if it’s not your original thought or idea, **cite it!** Liberty University’s page dedicated to [incorporating research](#) and avoiding plagiarism includes information on how to integrate summaries and paraphrases, quotations and block quotes, and more.

## SBIC WRITING STANDARDS AND POLICIES

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### SBIC WRITING AND ASSIGNMENT REQUIREMENTS

Assignments must be completed and UPLOADED IN THE SBIC STUDENT PORTAL by scheduled due dates. Students WILL NOT have the option to email assignments or place them in my SBIC Box.

Convert papers to PDF –It is highly recommended that students convert papers into a PDF format before uploading to the SBIC student portal. This will ensure your instructor can download your assignment without changing the format of the documents.

### ACADEMIC WORK INTEGRITY

**TESTING:** Communication devices such as cell phones and other electronic storage or transmission equipment is not allowed for use during the administration of a test. They must be turned off, and removed from writing areas. Leaving the classroom during the administration of a test is solely at the discretion of the instructor or proctor.

**CHEATING:** Cheating is a very serious matter. It reflects a significant flaw in Christian character. Students are to assume the responsibility of maintaining Christian standards by personally dealing with anyone known to be cheating. Matthew 18:15-20 and Galatians 6:1 make this responsibility plain. The one cheating must be asked to confess to the class instructor concerned. If the student refuses, the one aware of the problem should report it to the respective Executive Vice President of Academic & Student Development. It would be wise for the one who observes cheating in progress to call it to the attention of the instructor so firsthand knowledge of the situation can be gained. Those students who voluntarily confess will be disciplined with less severity than those who must be discovered.

**PLAGIARISM:** Students are expected to know the difference between legitimate and illegitimate uses of published and unpublished source material. [Plagiarism](#) means presenting or submitting the creative ideas of someone else as one's own words or work without documenting the source(s) in the text, footnotes, or endnotes. This includes:

- Part or all of a written or spoken assignment copied from another person's manuscript.
- Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, pamphlet, or cyber/electronic media.

**A student can also be an accomplice to plagiarism by:**

- Allowing a research paper, in outline or finished form, to be copied and submitted as the work of another student.

- Preparing a written assignment for another student and allowing it to be submitted as their personal work.
- Keeping or contributing to a file of papers or speeches with the intent that these papers or speeches be copied and submitted as the work of someone other than the author.

SBIC considers plagiarism not merely a legal matter but also a moral issue because a Bible Institute not only imparts knowledge, it also nurtures moral character. Plagiarism is first of all an obvious attempt to deceive the instructor. In reality, plagiarism is self-deceiving because it hinders academic growth and satisfaction that comes from personal achievement. Second, it is stealing research materials that one should not legitimately document as their own. A plagiarized research paper throws all other papers into competition with work that likely has already been judged superior. Third, plagiarism breeds an atmosphere of low morale, especially when the fact is known by other students and undetected by an instructor. Inevitably, plagiarists taint their academic careers. They lower mutual respect among their peers as a credible person. Consequently, plagiarism is a sin, a violation of the Eighth Commandment. It is an act contrary to the values and ideals of a biblical higher education institution.

**NOTE:** Additional discussion about student integrity issues can be found in the *SBIC Student Development Handbook*.

**THE CONSEQUENCES:** For any act of cheating or plagiarism vary and may lead to any of these actions or others as determined by the Executive Vice President Academic & Student Development. First, the course instructor addresses the matter and decides appropriate discipline when the incident involves their course. Actions may include those listed below.

- Reduction of grade.
- Receiving a failing grade in the course.
- Appearance before a faculty standing committee for review.

As mentioned above, if necessary, a faculty standing committee can be involved after the course instructor's interaction with the student in a face-to-face meeting. This action for appearance before a faculty standing committee is made with the approval of the Executive Vice President Academic & Student Development.

In any of these matters it must be kept in mind that SBIC is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. This is why SBIC emphasizes that all activities must be guided by biblical principles and God's moral laws.

Discipline connected with an act of plagiarism should be received in a spirit of correction rather than as a punitive measure. All written correspondence about the incident is placed in the



student's academic records file maintained in the Registrar's Office.

For information about identifying, avoiding and the consequences of plagiarism, read [Plagiarism: Avoiding the Consequences](#).

**APPEALS:** Students wishing to appeal grades, status, disciplinary issues, or other matters involving their matriculation must follow the general process below. Before beginning the appeals process, the student can take opportunity to seek advice from the Executive Vice President Academic & Student Development about procedure, timing, and any other concerns.

- The student must prepare a written request with any relevant academic work explaining the concern before consulting with faculty involved. Faculty will give a written explanation within five class days per course meeting schedule. After an answer is received, it can be appealed before an academic standing committee, if the student believes the appeal has not been resolved.
  
- A student must next appeal the faculty decision to the Executive Vice President Academic & Student Development. The Executive Vice President will advise the student and collect all materials relevant to the student's concern and present them to a faculty standing committee, normally the Curriculum Coordinators Committee.
  
- A final decision will be rendered in writing by the faculty standing committee and communicated to the student face-to-face by the Executive Vice President Academic & Student Development in a called meeting. The written committee decision will be considered final for all concerned. Information of the finding will be placed in the student's academic records file maintained in the Registrar's Office and in the faculty member's file. Any new evidence coming to front after the final decision will be weighed carefully, prayerfully, and communicated to those involved as necessary.

## **SAMPLE GENERAL ASSISNMENTS & PAPERS**

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The following pages include a general assignment sample paper and a Turabian Style template paper.

## GENERAL ASSIGNMENT HEADING AND FORMATTING

Student Name [left justified]  
Course Name [left justified]  
Course Instructor [left justified]  
Date [left justified]

Assignment Title [centered]

[Assignment Content]

## **SAMPLE GENERAL ASSIGNMENT HEADING AND FORMATTING**

Simon Peter  
Old Testament Survey  
Dr. Hawkins  
August 31, 2017

### **Personal Introduction**

My name is Simon and I serve at Galilee Missionary Baptist Church in Arlington, Texas, as one of its Associate Ministers. I currently lead the Ministers Sunday School Class and our New Member Orientation Class. I have been married for 25 years to my high school sweetheart and we have three adult children. I have been a fisherman for the past 20 years and was in the US Navy prior to that. In my spare time, I love to spend time with my family and play tennis.

I started taking classes at Southern Bible Institute & College in 2013 because I wanted to learn more about God and who He is. After graduating from SBIC's Theology program, I realized that SBIC has so much more to offer, so I have come back along with my wife, who is also now an SBIC student. I am not sure where God is going to lead my wife and I in ministry, but I do know that this is the time for us to get prepared through our studies for whatever He has for us to do.

In this course I hope to improve understanding of the Old Testament and how it relates to my daily walk and relationship with Jesus. I would also like to improve the content of my teaching and sermons. This in turn will allow me to better serve my church. After gaining a good foundation in the Old Testament, I would then like to move on to studying the New Testament for the same reasons.

My favorite Bible verse is 1 John 1:9, “if we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness”, because it reminds me that when I mess up (sin) and come to God sincere and honest, He will give me another chance to get things right. God’s goodness and mercy toward me is my greatest motivation to doing well at SBIC. I am looking forward to this course and learning from Dr. Hawkins.

## TURABIAN TEMPLATE

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TITLE OF PAPER ABOUT A THIRD OF THE WAY DOWN THE PAGE:  
BEGIN ANY SUBTITLE ON A NEW LINE

Firstname Lastname

Course name

Professor's name

Date submitted

**Important!:** Directions from your instructor overrule these guidelines. For more details and examples, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian.org) or *The Chicago Manual of Style* (Chicagomanualofstyle.org).

(if your professor requires it, the header starts here.) LastName 1

## Introduction

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#### Heading Level 4 (Plain, Left Adjusted Text)

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#### *Heading Level 5 (Italicized, at the beginning of the paragraph it leads).*

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### **Conclusion**

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## Bibliography

Lastname2, Firstname. Year of Publication, "Title of Article." *Title of Journal* Volume number, issue number (Additional Date Information): page range of entire article. or URL or DOI (if online).

Lastname, Firstname. Year of publication *Title of Book*. Place of publication: Publisher.

Lastname, Firstname. "Title of Web Page." *Publishing Organization or Name of Website in Italics*. Publication date and/or access date if available. URL.

For examples of Turabian author-date style for the Reference / Bibliography List and In-Text Citations visit the [Citation Quick Guide](#).

## SAMPLE ACADEMIC WRITING ASSIGNMENT RUBRIC

	Score/Comments
<p><b>Assignment:</b> parameters, instructions, purpose (10 points or 10%)</p> <ul style="list-style-type: none"> <li>• Response to the assignment is focused and coherent</li> <li>• Paper addresses the purpose of the assignment and follows Instructions regarding length, number of sources, etc.</li> </ul>	
<p><b>Method:</b> grammar, style, usage, format (30 points or 30%)</p> <ul style="list-style-type: none"> <li>• Sentence structure is sophisticated, creative, and varied</li> <li>• Format follows appropriate guidelines</li> <li>• Subjects and verbs agree throughout</li> <li>• Verb tenses are used correctly</li> <li>• Pronoun references and modifiers are clear</li> <li>• Punctuation, spelling, capitalization, etc., are generally correct</li> </ul>	
<p><b>Organization:</b> claim/thesis, introduction, body, conclusion, paragraphing, transitions (30 points or 30%)</p> <ul style="list-style-type: none"> <li>• Paper is focused, with an introduction, body, and conclusion</li> <li>• Writer has clearly articulated his/her thesis or controlling idea</li> <li>• Paragraphs are coherent, well-developed, and unified around a single topic</li> <li>• Transitions are logical and signaled by connecting language</li> </ul>	
<p><b>Thought:</b> analysis, research, content, creativity (30 points or 30%)</p> <ul style="list-style-type: none"> <li>• Paper demonstrates knowledge of the subject and does not bring in subsidiary issues</li> <li>• Conclusions follow from the information presented</li> <li>• Writer shows the ability to think critically and creatively</li> </ul>	
<b>Total</b>	

Numerical Weight/Value	Weight/Value
Assignment	10
Method	30
Organization	30
Thought	<u>30</u>
Total	100

Adapted from Sample Rubric for a Writing Assignment by Bruce Speck in *Grading Students' Classroom Writing: Issues and Strategies*. ASHE-ERIC Higher Education Report (Vol. 27, No.3). Washington D.C.: The George Washington University, Graduate School of Education and Human Development. Criteria adapted from Archbald, D.A. (1991). Authentic assessment: Principles, practices, and issues. *School Psychology Quarterly*, 6, p. 284.