Course or Sequence Essay Format

Start each essay with a heading like this:

John Jones  Student ID# 94322
Sequence 1 (or Title of Course)
Topic Chosen: Mission of the Church

Title of your essay

- Type your name and student ID number at the top of your paper as illustrated above followed with the Sequence #.
- Choose one of the topics for the sequence, and write your essay. Give your paper an appropriate title.
- Your paper is to be typed (12 point Times Roman), double-spaced, one sided, with one inch margins.
- On the second and succeeding pages create a header in the upper right-hand corner with your last name and the page number. Example: Smith 2
- Sources of quotes or references to materials must be cited (see format below). Use the same format for quotes from and references to the INSTE books.
- You are writing a formal paper. Use an appropriate writing style. Your paper should be free of spelling and grammatical errors. Please see the Writing Guide after the sample of a cover page and table of contents for more information about what is expected of you.
- Be sure to cite your sources (both the INSTE text and collateral reading). Include a full Works Cited section at the end of your paper.
- Once you have completed your essay and reading reports, please upload them following the instructions online. Your program advisor will respond to you with comments on what you have written.
The Grading Rubric

Your term paper and reading report is graded on a scale of 100 points. The table below describes how your paper will be graded for content. Please note that your reading report is a part of your term paper or sequence essay.

<table>
<thead>
<tr>
<th>Grading Grid for the Term Paper and Reading Report</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding:</strong> Impeccable. Unique, biblical insight with personal application</td>
<td>100</td>
</tr>
<tr>
<td><strong>Excellent:</strong> Complete grasp of the subject with personal reflection</td>
<td>96-99</td>
</tr>
<tr>
<td><strong>Superior:</strong> Demonstrates a superior understanding of the subject.</td>
<td>90-95</td>
</tr>
<tr>
<td><strong>Very Good:</strong> Grasps the concepts and answers very well.</td>
<td>87-89</td>
</tr>
<tr>
<td><strong>Good Work:</strong> Shows an above average understanding of the material.</td>
<td>84-86</td>
</tr>
<tr>
<td>Moderately Good Work: Complete answer.</td>
<td>80-83</td>
</tr>
<tr>
<td><strong>Solid Average:</strong> Slightly above average</td>
<td>77-79</td>
</tr>
<tr>
<td><strong>Average:</strong> Acceptable</td>
<td>74-76</td>
</tr>
<tr>
<td>Marginally Acceptable: Slightly less acceptable</td>
<td>70-73</td>
</tr>
<tr>
<td><strong>Below Average:</strong> Passing but less than satisfactory</td>
<td>67-69</td>
</tr>
<tr>
<td><strong>Poor Work:</strong> Barely acceptable.</td>
<td>64-66</td>
</tr>
<tr>
<td><strong>Barely Passing:</strong> Close to unacceptable</td>
<td>60-63</td>
</tr>
</tbody>
</table>

**MAXIMUM POINTS** 100

Up to 25 points will be deducted for inadequate citing of sources, works cited, spelling and grammatical errors, or for not following the format guidelines for both the paper and the reading reports. If you do not submit a reading report, up to 25 points will also be deducted from your term paper grade.
The grading box that is stamped on your term paper and reading report looks like this:

<table>
<thead>
<tr>
<th>Points</th>
<th>Summary Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (see grading grid)</td>
<td></td>
</tr>
<tr>
<td>- Citing sources and Works Cited</td>
<td></td>
</tr>
<tr>
<td>- Formatting errors</td>
<td></td>
</tr>
<tr>
<td>- Grammatical and spelling errors</td>
<td></td>
</tr>
</tbody>
</table>

**A Writing Guide**

The very short writing guide in this section will be sufficient if you have a good grasp on the mechanics of academic writing. If, however, you have questions about the mechanics of writing, or about grammar, punctuation, etc., go to the Purdue Online Writing Lab at [http://owl.english.purdue.edu/owl/section/1](http://owl.english.purdue.edu/owl/section/1) Pay special attention to the section on academic writing. This excellent resource will help you refine your writing skills. Use it often.

The purpose of this guide is to aid you in the development of your writing skills. Although each paper you write will be several pages, you should be as focused and precise in word choice as possible. Writing is a ministry skill you will find to be absolutely essential as you follow the Lord’s calling on your life.

The writing process requires three steps:

1) Pre-writing – Prepare an outline
2) Writing – Write a rough draft
3) Re-writing – Write the final copy

Time is a valuable commodity for busy students, so the temptation is to skip the first two steps. However, to receive the greatest benefit from your efforts in writing, form the habit of following these three steps. We’ll give you some valuable tips in these pages to help you complete your assignments with excellence. One such tip follows below.

**Spell-check and Grammar Check**

Microsoft Word contains both spell-check and grammar-check. Refer to these as you prepare your paper. This will help you to avoid errors in spelling and grammar. You will find these to be convenient and useful tools to help you prepare your paper.
The Outline

The outline helps you to organize your thoughts before you begin writing your paper. It also helps you to answer the question logically and systematically. The outline has three sections: introduction, body, and conclusion. The basic model looks like this:

I. Introduction
   A. Introductory statement
   B. Thesis statement

II. Body
   A. First major point
      1. Development
         a. Illustration
         b. Explanation
      2. Development
      3. Development
   B. Second major category of support
      1. Development
      2. Development
      a. Explanation
      b. Illustration

III. Conclusion
   A. Review of the points
   B. The answer, solution, or final point

Introduction

Although your papers will be 10-12 pages in length, you should do your best to write a concise introduction. It will probably be only one, or at the most, two paragraphs in length. First, introduce the topic you are writing about and state your thesis.

Topic and Thesis Statement

The thesis is a one to three-sentence statement of your central idea. Note the following example:

The topic you have chosen to write about:
What does it mean to be saved?
The topic in this example is salvation. Introduce it in a sentence or two. The thesis could be stated this way: This paper will compare the Pentecostal, Wesleyan and Reformed positions on salvation and, through the use of Scripture, explain the reality that salvation is more than an event; it is also process that will not reach total fulfillment until the age to come.
Body

It is very important that you consider all aspects of the topic you have chosen. As much as possible you should seek to incorporate ideas from different INSTE interactive texts from the same semester. It is always important to support your thesis with biblical references. Note that although the outline above only shows two major points you can have several points depending on the topic you have chosen.

The body of your paper will consist of evidence in support of your thesis. Much of this is found from your study of the INSTE interactive text and your collateral reading. In order to do this, you will find it necessary to cite quotations and use ideas from other sources. We’ll help you with that in another section of this document.

Conclusion

The conclusion, like the introduction, should be short. Your conclusion may also include personal insight you have gained in writing your paper. Restate your thesis in such a way that ties up all the loose ends. Don’t just stop writing; conclude your paper.

Common Errors in Writing

Apostrophe

The apostrophe s is used to indicate a possessive. The following are examples of the proper usage of an apostrophe:

- One’s way of life = the way of life of a person.
- “Its”, “your” and “whose” are possessives and are never used with an apostrophe. (See also “contractions” below.)
  - Its (referring to, for example, the Bible) glorious history.
  - Your wrong = the wrong that you committed (not me).
  - Whose pen is this?

When a word already ends in s, only the apostrophe is added to avoid a double-s sound. Here is an example:

- The papers of the students = The students’ papers

There are of course, exceptions.

- Although the life of Jesus is most often written “Jesus’ life”, the life of James is written “James’s life.”

Contractions

When one or more letters are left out in a contraction an apostrophe is used to indicate the contraction. Note the following examples:

- They’re here = they are here.
It’s a glorious day = it is a glorious day.
You’re wrong = you are wrong. Never use “your wrong” to mean “you are wrong.”
It’s a pain = it is a pain. “It’s” is always a contraction, never a possessive.
Who’s on first base? = Who is on first base? Never use “whose” as a contraction.

However, in a formal paper, contractions should be used sparingly.

Capitalization
Proper names are always capitalized. Capitalize the names of persons, places, regions, historical periods, ships, days of the week, months (but not seasons), organizations and religions. Note the following examples:

- James, Brazil, the Middle Ages, S.S. Enterprise. Sunday, February, Buddhism
- Capitalize words derived from proper names: English grammar, French pastry, Christian charity, Marxist ideas, etc.
- Always capitalize “Bible” when referring to the Word of God.

A capital letter marks the first and all major words in the title of a book, other publication, or work of art. Not counting as major words are articles (a, an, and the), prepositions (at, in, on, of, from, with) and connectives (and, but, if, when). Prepositions and connectives are usually capitalized when they have five or more letters.

Note the following examples:
- Life in a Mission Home
- Pilgrim’s Progress

Agreement
The subject of a sentence must agree with the verb. If the subject is singular the verb must also be singular. If it is plural, both must be plural. For example:

- One sheep goes, two sheep go.

“He or she”
In this age of political correctness, the singular (“he”, “his”, “him”) is not normally used to refer to either gender, such as in this sentence: The student must be completely objective in his answers. However, there are several options that allow you to arrive at a ‘gender-neutral’ solution.

- Use the wording ‘he or she’, ‘his or her’, etc. For example: A student must be completely objective in his or her answers.
  This works well, as long as you don’t have to keep repeating ‘he or she’, ‘his or her’, etc. throughout your paper.
- Interchange the masculine and feminine pronouns in different portions of your paper. For example, “the student in his paper” and then later on use the feminine pronoun, “she will turn it in.”
This is quite workable, especially if you are not using an excessive number of pronouns. However, it may seem too stilted or not quite gender-neutral.

- Make the relevant noun plural, rewording the sentence as necessary. For example: Students must be completely objective in their answers.
  
  This approach can be a good solution, but it isn’t always possible.

- Use the plural pronouns ‘they’, ‘them’, ‘their’ etc., despite the fact that, technically, they are referring back to a singular noun: A student must be completely objective in their answers.
  
  This takes some getting used to, because it sounds so ungrammatical. However, the use of plural pronouns to refer back to a singular subject isn’t new; it represents a revival of a practice dating from the 16th century. It’s increasingly common in current English and is now widely accepted both in speech and in writing.

**Formal vs. Informal Language**

Formal writing is different from informal spoken English. In general, informal spoken English contains a number of colloquialisms (conversational expressions) that are inappropriate for formal written English. Formal language will not normally contain contractions or personal pronouns. It is important not to mix styles. The following examples illustrate the difference:

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>It did not</td>
<td>It didn’t</td>
</tr>
<tr>
<td>That seems to be a good way to do it.</td>
<td>I think it is a good way to do it.</td>
</tr>
<tr>
<td>The first step is to look up the verse.</td>
<td>First, you look up the verse.</td>
</tr>
</tbody>
</table>

- Never use a long word where a short one will do.
- If it is possible to cut a word out, always cut it out.
- Avoid using abbreviated words (such as Rom. for Romans).
- Use concise, clear sentences to communicate your thoughts.
- Avoid addressing the reader in the second person (you).

I have deliberately chosen to use informal language in this booklet as well as the INSTE interactive textbooks for one simple reason. I want to make it feel like I’m sitting next to you in an INSTE group setting, teaching you the information you need to know. However, the language you use in your papers should be formal, not informal, because you are writing a college-level term paper.

Excellent writing goes beyond information. Personal reflection and application shows the depth to which you have mastered the material. For example, one student, writing on Soteriology, began his paper with a personal experience which led to an opportunity to share with a new believer, Leroy, who asked him the very question he was going to answer for his paper. The rest
of the paper was an apologetic treatise to his new friend Leroy. The answer was very well presented, both in content and logic. All that to say this: Creativity is appreciated. Make sure it adds to the purpose for which you are writing.

As you write, interact with the subject in a systematic yet creative way. There must be a logical structure to your paper (that’s why the outline), with sequence and transitions that give the essay smooth flow. Take care to use good grammar, punctuation and spelling.

The overall goal of your reading and writing assignments is to learn, to gain knowledge, and to grow the potential God has placed in you. It may not be fun to write, but it is fun to have written. Enjoy the journey.

Citing Sources

Your paper will incorporate material you have learned both from the INSTE interactive texts and in your collateral reading. Below are guidelines for citing the sources you use.

Format for the Citation

The citation for a quote or a summary (see examples below) is placed in the text itself after the sentence, in parenthesis. The last name of the author is followed by the copyright date, a colon and the page number. Observe that if the author is named in the sentence (see below) the name of the author is not added to the citation.

When you quote or refer to the same work again, and you have not cited a reference from another source in the intervening pages, you use the abbreviation “Ibid.” (for the Latin *ibidem*, “in the same place”). It would look like this. (Ibid.) If it is to another page in the same source, add the page number). (Ibid.: 4)

Direct quotations

Short phrases or sentences are set in quotation marks. It looks like this:

The Hebrew term *yasha* (salvation) literally means “to be spacious, broad, to develop without obstacle, to be safe, healthy, and victorious.” (Purkiser 1991: 386) “We are saved, we are being saved, we will be saved” is the thesis of this course. (Venditti and Venditti 1997: 1)

Longer quotations are set in blocks known as block quotations, which should be indented as a block one-half inch from the left margin. Note that a block quote is not set in quotation marks. It would look like this:

But in the vast majority of texts, the words ‘save’ and ‘salvation’ are related to the sin of Israel or with the uprightness of the people of God. One of the goals of salvation is fellowship with God and the personal renunciation of one’s own will, pride, and sin—along with the transformation of character which these imply. (Purkiser 1991: 182)

Paraphrases and Ideas

Significant ideas or paraphrases of material from another source should also be cited in your paper. Look at this example:

Purkiser correctly identifies sin as the necessary cause for the death of Christ. (1991:400)
Scripture Verses

The reference to the verse or passage is placed in parenthesis at the end of the quoted verse. The verse is enclosed in quote marks or in italics. If a version other than the NIV is used, identify it after the reference. For example, (Rom. 1:7 KJV). The most common versions used are the NASB, KJV, NKJV, NLT, ESV.

Works Cited

List all sources you have cited in your paper in a works cited section at the end of your paper. Note the examples below showing how you should construct the entries in your bibliography.

Book, Single Author

Elwell, Walter, ed.

Tenney, Merrill C.

Book with Two or Three Authors

Cross, F.L. and Livingstone, E.A.

Venditti, Nicholas and Venditti, Leona
1997 Soteriology: Our Great Salvation. Ankeny, IA: Inste Bible College

Note: List all authors up to three. Include subtitles; a short title is not enough.

Book with More than Three Authors

Smith, Clarence D., et al.
1953 Economics of the Pygmies. London: Kegan Paul

Note the “et al.” above, which means “and others.” Use this designation for books with more than three authors.

Book, Specific Edition (Other Than First)

Cross, F.L. and Livingstone, E.A.
Note: If you know when a first edition was printed, include that information in parenthesis at the end of the reference.

**Book, Edited (Compiled, Assembled)**
Wilkins, Michael J. and Moreland, J.P. eds.

Padilla, René, ed.
1976       *The New Face of Evangelicalism.* Downers Grove, IL: InterVarsity Press

Note: ed., eds., comp., trans., are examples of abbreviations to be used.

**Book, Translation**
Ellul, Jacques

Note: The work is referenced by the original author, not the translator. If you know the title or date of the original work, include this information in parenthesis at the end of the reference.

**Book in Language Other than English, Translation Supplied**
Trenchard, Ernesto

Latourette, Kenneth Scott

**Single Volume in a Multi-Volume Work**
Schaeffer, Francis A.

**Correspondence or Interview**
Frampton, Keith
1968       Personal letter to author. San José, Costa Rica, February 17.

Leonard, Juanita Evans
Audio or Video Tape
Woodberry, J. Dudley

Special Problems

When No Date Is Known
Meyer, F.B.
n.d. Pablo, Siervo de Jesucristo (Paul, Servant of Jesus Christ). Terrassa (Barcelona): CLIE.

When an Approximate Date is Known
Williams, Ruth M.

Several References by One Author
Marshall, I. Howard

Schaeffer, Francis A.

Note: If two volumes are cited by the same author and the copyright date is the same, add the letters a, b, etc.

An Article in a Magazine (Periodical)
Venditti, Nicholas A.
Note: The volume number comes after the magazine name, with no punctuation. The issue number is included in parenthesis directly after the volume number. There are no spaces between the volume and issue number. Page numbers follow the colon, with no spaces.

An Internet Source
Noll, Mark

Academic Advisement

Please feel free to contact our office in order to speak to your Upgrade to a Degree Advisor. If you have a question about the format of your Sequence essays or reading reports please email us at inste@inste.edu or call us at 515-289-9200. We are here to help you make the most of your studies!