

# BAKKE GRADUATE UNIVERSITY



## STUDENT HANDBOOK 2018-19

Bakke Graduate University strengthens leaders who steward resources with and for vulnerable people and places, by means of contextual, Christian-based education innovatively delivered throughout the urban world.

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# Introduction

Welcome to BGU! We are so excited to have you in one of our graduate programs and our greatest desire is to see you succeed. We have, therefore, put together this handbook, which hopefully contains a plethora of aids to assist you to that end. If you can't find an answer to a question about something, please let us know and we will add the information to our next edition of this document (we realize it will be a "living" document that constantly changes and improves to meet your needs). An orientation video has also been created for you to become familiar with BGU and the Populi program, where you may access your grades, account information, and course information. Populi is also the learning management system (LMS) that BGU uses for the online portion of all of its courses. For instructions on Populi, please go to: <https://youtu.be/KZ62DZJKADU>

Every class will include a Paper Template in which all of the formatting standards are already set up. You must use this form for all papers you submit to BGU. This template can be found on the "Info" page in Populi under the "Files" section where you can also find the course syllabus. The template includes a chapter for each of the four requirements for each course (book reports, journal, project, and self-evaluation). It also includes the proper format for the title page, table of contents, and bibliography/references. Details for how to use each of these sections are contained in this handbook.

## I. General Information

### A. Mission Statement

Bakke Graduate University strengthens leaders who steward resources with and for vulnerable people and places, by means of contextual, Christian-based education innovatively delivered throughout the urban world.

### B. Agreements

BGU was founded as a non-denominational Christian school with the Lausanne Covenant (see Appendix A) as our statement of common belief. As such, all faculty members, staff and other BGU leaders sign an agreement confirming their personal affirmation of this document. We also require all students seeking a theology degree at BGU to confirm their belief in the statements of the Lausanne Covenant. For students seeking a business degree, we ask them to sign an agreement that they will demonstrate respect for the beliefs of this covenant during their course of study at BGU. Additionally, we require that all students, faculty members, Board members, administrators, and staff sign an agreement stating their acceptance of the Values, Purpose Statement, Philosophy, Objectives, and Standards of Conduct as stated in this Catalog.

### C. Vision

Bakke Graduate University (hereinafter referred to as "BGU" or "the university") looks beyond itself to embody the commonly-held vision of an international network. BGU serves and is served by a large international network of urban leaders, and our vision is shaped by these networks and partners. The vision of BGU includes the following key components:

## **1. *Emerging and Experienced Transformational Leaders***

To strengthen current and future Christian and other transformational leaders who are rooted in the timeless truths of Scripture, understand context and culture, and proactively lead in the midst of today's global realities.

## **2. *Whole Gospel, Whole Church, Whole World***

To connect the work of international Christian and other transformational leaders through commonly-held, foundational perspectives of Christian thought and practice, including God's heart for the vulnerable, the call to work for justice, the proclamation of the Gospel, the value of cities, and the necessity to personally live in deepening relational community.

## **3. *Kingdom Sharing***

To distribute resources of finances, leadership, authority, and insight throughout the church and other transformational communities worldwide. Many cultures that are financially rich are relationship-poor. Regardless of economic trade policies, God has created a worldwide Kingdom economy that forces interdependence within the church world-wide and among the nations. The vision of BGU is to create the relationships, common values, and communication needed to stimulate the flow of resources to fuel a new era of sharing partnerships.

## **4. *Perspective and Values Education***

BGU provides a worldwide model of graduate education that invites students to evaluate and reinvent how they accomplish their work. This model includes education that results in changed values and paradigms, not just added knowledge. This is accomplished through "come and see" experiences that move students outside of comfort zones into new global realities. BGU is committed to not uprooting students from their current ministry/work locations. BGU is facilitated by global faculty, global communication tools, and student cohorts diverse in gender, experiences and cultures.

## **5. *Accessibility to Life-Long Learning***

BGU creates pathways for learning that offer front-line practitioners the hope of life-long, credentialed, high-quality education. Students will be given tools to help them learn life-long habits of reflection and theological inquiry in the midst of their leadership action. BGU will be seen not as a three- to four-year relationship, but a life-long equipping partner, advancing them through degrees and serving them with on-going teaching, networking and platforming opportunities.

## **6. *Virtual Services***

BGU utilizes technology, travel and network relationships to provide a high-level of service to students in various world locations. BGU is not just 'high-tech,' but also 'high-touch,' emphasizing relationships and the use of technology to create community, not just dispense information more efficiently.

## **D. Core Values**

The following represent the value that BGU's staff and faculty place on their working relationships with each other, the Boards, and with students:

### **1. *Preamble - Passion***

Our sovereign Lord, Jesus the Christ, has called us individually and collectively – above all else – to love our God and to love our neighbors as ourselves. To that end, we, the boards, faculty and staff of BGU, commit to pursue our work together with the passion that comes

from recognizing we are called to our work and relationships at BGU by God for purposes beyond our own comfort, agendas, or understanding. We place our whole heart and feeling into our work with a holy discontent with things as they are. We commit to a long obedience in the same direction of pursuing new solutions and better ways. We commit to being the best stewards of this work that God has given to us recognizing that God will determine the outcome. While we have opinions about many things, we are going to the stake on the following four values that will determine the way we work together and with students, faculty, donors, partners, the public and every other stakeholder of BGU:

## **2. *Celebrate***

Recognizing that every good and perfect gift is from above, we are thankful. We take time to recognize and mark God's good gifts that come to us personally and in our work together. Because these gifts come to us in both success and failure and because we know the redemptive power of thankfulness and joy, we reflect on our work and celebrate ALL that we are learning. We strive to create a community that provides a place for every person to use their God-given gifts well and recognizes the contribution of each person with gratitude expressed.

## **3. *Respect***

People in all their diversity are gifts made in God's image and therefore worthy of respect. We show respect by being accountable to one another, giving and receiving praise as well as constructive feedback, and dealing with conflict in a direct manner. We honor one another by listening and communicating in an open, patient and sensitive manner. We encourage and value each person's input, ideas and perspectives. We show consideration through clear communications and punctuality. We acknowledge our differences and work together to complement our strengths and weaknesses.

## **4. *Integrity***

We seek to be an honest reflection of God who became visible in Jesus Christ. The fundamental spirituality of Jesus is submission to the will of God. We listen intently for God's direction and commit without excuse to pursue that path. We pursue truth with grace, holiness with mercy, and justice with compassion. We strive to be authentic in our words, emotions and actions.

## **5. *Community***

Recognizing the triune God exists forever in community expressed in the church as body and family, we live into that calling. We commit to listen, pray, speak, work, study, suffer, struggle and do theology together, not solely in isolation. Our communion is local and global. It includes the saints of the past, "that great cloud of witnesses," our partners, our teams, our students, and those they serve. We are fully present, accepting one another, giving each other the gift of who we are without imposing personal biases on others.

# **E. Institutional Outcomes**

## **1. *Spiritual Formation***

How will this university help a student have increased trust in God, while dynamically developing and stewarding its partnerships and networks?

- Students identify the work of God at various stages of their development. They gain insight into how God has intervened and shaped their lives for their unique call, and practice implementing this call in the world as transformational change agents in collaboration with others.

- Students grow in their reliance on the guidance of God as they implement His call on their lives.
- Students develop a growth path that will deepen their understanding of and relationship with God, self, their fellowmen and the environment.
- Students cultivate a Christ-centered identity as they reflect on and develop spiritual formation disciplines, while drawing from the models current and past Christian leaders.
- Students experience and contribute to a growing awareness of Shalom, personally, in their communities, and other spheres of influence and for the environment.
- Students discover creative, contextual ways to communicate their faith to others.

## ***2. Perspective***

What shifts in worldview, mindset, new ways of seeing themselves and God, will result in the BGU 8 perspectives to be integrated in students' lives and outreach/influence?

Students model a leadership style that reflects BGU's 8 Leadership Perspectives

- Calling-based Leadership
- Incarnational leadership
- Reflective Leadership
- Servant Leadership
- Contextual Leadership
- Global Leadership
- Shalom Leadership
- Prophetic Leadership

## ***3. Knowledge***

What knowledge is needed to accomplish Spiritual Formation and Perspective Transformation?

- Students develop an increased understanding of issues of stewardship of resources, including partnerships and networks, for and with vulnerable people and places;
- The knowledge base that students have access to is responsive to students' needs;
- Students demonstrate awareness of innovative knowledge delivery mechanisms which may integrate across the various disciplines needed for urban transformation;
- Students continuously acquire knowledge that is both prophetically disruptive and ethically sound, periodically updated to reflect changing world realities.

## ***4. Skills***

What hands-on skills will be taught, demonstrated and evaluated throughout BGU's academic and non-academic services to students?

- Students learn how to develop and disseminate experiential approaches focusing on locally-scaled, global best practices with
- appropriate quality and innovation;

- Students demonstrate transformational leadership-related skills which can be duplicated, and which create or contribute to redemptive changes in student's current life and work;
- Students are exposed to a learning environment that also teaches best networking practices which range from the non-formal to post-graduate studies and beyond.

### **5. Application**

How will BGU students apply their learning in their life and work during their studies and after they graduate, while expanding their own partnerships and networks and becoming more and more Christ-like?

- Students are/become influential Christ-like transformational leaders in their own expanding networks;
- Students demonstrate an increased missional perspective;
- Students serve as transformational leaders within city contexts;
- Students integrate culturally, ethnically, geographically, gender, and denominationally diverse perspective in their thought and work.

## **F. Objectives**

The objectives for all of BGU's programs are to:

### **1. Deliver Practical Ministry Instruction**

The goal of BGU is to stretch, challenge, encourage and enhance the skills of leaders who are committed to life-long transformation. Graduates from the university often indicate their appreciation for the practical nature of the courses, which focus on the daily challenges confronted by those in various sectors of Christian ministry, urban studies, and business.

### **2. Deliver Biblically-Based Curriculum**

The educational philosophy of BGU emphasizes strengthening individuals and networks for life-long transformational work, as well as providing a sound biblical framework to guide the goals and methods for lasting transformation of individuals, communities, and societies. All courses are taught from a biblical perspective and are centered on the person and work of Jesus. The Bible is recognized as the supreme authority for all policy and practice. Therefore, the various forms of transformational work taught at the university are defined and evaluated according to biblical descriptions. It is also recognized that all transformational work occurs within a specific cultural environment. Therefore, the content of the curriculum is continually evaluated and adjusted to ensure that biblically defined transformation is applied in forms which are culturally relevant.

### **3. Provide a Faculty Composed of Successful Practitioners**

The instruction provided in each course is based on principles of "modeling" and "mentoring." As in other professional fields, such as law or medicine, pastors and transformational leaders need practicing "mentors" who can teach not only from a textbook, but also from a life of experience. Our instructors have proven track records in leading strong transformational organizations and, therefore, can teach from practical experience, rather than just theory.

#### 4. ***Deliver an Adult Learning System***

We realize the necessary sacrifices and commitments required by adult leaders who choose to continue their education. The university's course delivery system is designed to take into consideration schedules of adults who must balance family commitments, career priorities, and the demands of continuing education. We realize the need to balance often-competing factors of limited time versus the need for some face-to-face contact with instructors and fellow students. Most courses are hybrid in format and incorporate a combination of onsite and online learning, to achieve a balance of individual study and classroom instruction led by a faculty member.

#### 5. ***Instill in Students a Recognition of the Diversity of the Church***

The student body of BGU represents a diverse group of leaders from a wide variety of streams of Christianity, as well as business students who may respect but not personally embrace Christian beliefs. Student work settings vary from pastoral roles in local congregations, to non-profit, government or business leadership roles. Lively debate is encouraged in a classroom environment of mutual respect. Within BGU, the Bible will be used to ultimately evaluate all truth, but there exists a need for openness to the ideas and interpretations represented in many cultures and work roles if God's truth is to be discovered.

#### 6. ***Provide Leadership Training to Build the Local Church***

Because BGU was founded within a local Christian church, these roots still form many of the values upheld, especially in BGU's theology school. The university's educational philosophy focuses on the nature of the Church and the formation of a biblical self-identity for transformational leaders. There is no current or historical global organization as widespread and as local as the local Christian church. BGU believes these local entities are united by God as one church yet have diverse local expressions guided by local culture and needs. These local entities have a responsibility not just to care for their members, but also to share the transformational message and example of Jesus within all sectors of society.

#### 7. ***Instill in Students the Reality of Globalization***

Whether a leader is living and working in rural, suburban or urban contexts, transformational leaders must understand the impact of globalization, which is creating a rapidly growing urbanized world. As our planet undergoes phenomenal change, moving from a rural world to an urban world, leaders everywhere must understand how this impacts their particular context. Transformational leaders must deal with local global issues as they become spiritual healers and socially responsible leaders for the community they seek to serve. Leaders who believe in incarnational mission and transformational lifestyles must be able to discern the deepest social and spiritual issues within their own community, as well as the cultures of the world.

<b>Personal Perspectives</b>	<b>Calling-Based Leadership</b> – The leader seeks to understand God-given gifts, experiences and opportunities in understanding his/her unique role as a called instrument of Christ's transforming work in and above world cultures.
	<b>Incarnational Leadership</b> – The leader pursues shared experiences, shared plights, shared hopes, in addition to shared knowledge and tasks.
	<b>Reflective Leadership</b> – The leader lives in reality, reflects on its meaning, and catalyzes others with the courage, symbols, and example to make meaning in their own lives.
<b>Work Perspectives</b>	<b>Shalom* Leadership</b> – The leader pursues reconciling relationships between people, people and God, people and their environment, and people and themselves. The leader works toward the well-being, abundance and wholeness of the community, as well as individuals.
	<b>Prophetic* Leadership</b> – The leader speaks truth with love, to and through power. With

	sacrifice and humility, the leader pursues change in the broken systems and practices in the political, economic, social and religious life of the city and world. The leader must give voice to those that have no voice (Prov. 31:8).
	<b>Servant Leadership</b> – The leader’s behavior and priority is on servanthood first. In the style of Jesus, the leader leads by serving and serves by leading.
<b>World Perspectives</b>	<b>Contextual Leadership</b> – The leader recognizes the previous work of God in other cultures and seeks to experience and build its unique gospel expression.
	<b>Global Leadership</b> – The leader understands the complexity of today’s global, pluralistic, urban, economic, and political landscape and sees the church from the perspective of a world Church rather than merely a nationalized, denominational, or localized church.

\* These terms have rich historic meanings that we will attempt to reclaim beyond their media-politicized current characterizations.

In addition to these perspectives, BGU believes that transformational leadership causes positive and lasting changes in the person, their team, and their city. Transformation changes the whole person, the whole city, and the whole church through demonstrating the whole gospel. The lens through which BGU looks at Transformational Leadership is the Global City. The goal is to impact the city’s movement (trans) to a new reality (form), one that reflects the ever increasing shalom of God. The leader is a steward of power—acquiring it, giving it away, using it for God’s purposes, growing it in relationship vs. transaction, not hoarding or using it for selfish ends. Each of the following qualities/styles of leadership uniquely contributes to the transformation of the city. These eight perspectives shape the learning outcomes for every BGU course.

## G. Educational Values & Philosophy of Engagement

The educational values and philosophy of BGU form the guidelines of how BGU will develop classes, form networks, select students, faculty, and staff, and pursue its unique approach to graduate education. BGU is a community formed around spiritual reflection, authentic relationships, and sacrificial mission. It is an accredited higher educational institution committed to developing incarnational servant leaders who are intentional instruments of God in their communities and workplaces. BGU collaborates with an emerging global network of organizations, churches, and schools to develop transformational leaders to seek peace in their cities worldwide.

### 1. *We Value the Whole Church*

In response to Christ’s command to seek the unity of the body, we celebrate and commit to collaborate with God’s Church. Therefore, we will risk organizational, personal and worldview changes that are necessary to see successful partnership and transformation across geographic, ethnic, cultural, denominational, and organizational lines. We also believe that Christ’s vision for the cities is bigger than any single denomination and will only be achieved through the wholeness of the Church.

### 2. *We Value Cities*

For the first time in human history the majority of the world’s people live in cities, which are God’s gift of refuge, hope and common grace for countless millions. In the Bible there are more than 1000 passages about cities, giving us clues as to how we should live as persons and behave as institutions. Biblically, we see it is essential to value both places and persons. Therefore, we seek both the spiritual transformation of persons and the social transformation of places, until our Lord comes or calls for us.

### **3. *We Value the Vulnerable***

The Gospel is for all people, which includes the rich, the successful and the powerful in our cities. However, in the Bible we especially notice God's awesome and unrelenting concern for the poor, widows, migrants, unemployed (and underemployed), sick persons, prisoners, aliens, victims, and refugees. BGU commits itself to working with the leadership of the city but always in partnership with the vulnerable, who are "equally sinful but most often sinned against."

### **4. *We Value Justice***

Ministry in Christ's Spirit and example celebrates the indwelling presence of God, who through His Holy Spirit delivers people from their personal bondage to sin and guilt, and also stimulates processes that lead to transformation of and liberation from oppressive and unjust laws and public structures. We call the powerful whom the Lord has raised up in every city to partnerships with the vulnerable so that the Gospel may be understood and the power of the Gospel may be demonstrated in the Church and in the world.

### **5. *We Value Community***

We believe God's Spirit calls and empowers us to community, and that this calling brings both relational and institutional tension. As a result of this tension we believe that ongoing reconciliation is critically important. We therefore purpose to be a community of people committed to vulnerability and common vision that deals with legitimate conflict in a creative and redemptive manner. For the sake of the Gospel we value diversity and are committed to collaborating with those with whom we may not share total theological agreement.

### **6. *We Value Doing Theology***

We believe that theological reflection is powerful, relevant and transformational when done in response to injustice and human suffering. This requires bold vision, the ability to adapt to rapid global change and urgent collaborative action from individuals, churches, and mission agencies to bring the whole Gospel to these cities. BGU is committed to providing quality theological education that equips present and future urban leaders for transformational ministry/work around the world.

### **7. *We Value the Local Church***

We believe in churches and local ministries that are both signs and agents of God's Kingdom. BGU's goal is to see God glorified in a transformed city, where both storefront and cathedral, small outreach and large non-profit ministries, embody God's Kingdom purposes. BGU is not only committed to those leaders who develop new ministries but also to those who believe in and seek the renewal of historic churches and structures, some centuries old.

### **8. *We Value Leadership***

Global, urban realities require competent, compassionate leadership in society. Such leaders have been entrusted with much and need continual nourishment, appreciation, encouragement and accountability to grow and sustain their work. Jesus is the message, the model and the method. Leaders following Him must be servant leaders, giving away control by empowering and resourcing others doing Kingdom work to achieve their mission.

### **9. *We Value Missional Education***

Drawing from the strength of effective indigenous leaders, we believe that learning is best accomplished when theology is studied and applied in the context of mission. BGU is

committed to providing quality education accessible to the historically under-represented leaders. The context of education is new urban realities.

### **10. *We Value Partnerships***

We commit to mutually transformational partnerships that reflect God as Father, Son and Holy Spirit. The primary life of God from eternity is community, reminding us that we are never more like God than when we are in community and relationships. The primary work of God is in partnership where each member of the Trinity has a primary calling as creator, redeemer and sustainer of the universe, but also each has a mutual investment in the work of the whole. The primary structure of God informs our concept of the family existing in unity, equality and mutual submission within a diversity of roles.

### **11. *We Value Holistic Mission***

We understand that the Trinity is on mission reconciling us to God, to ourselves, to each other and to our world. The Trinity reconciles individuals, relationships, organizations and cultures long before we arrive so that every person and place is holy ground. Thus, God's mission in the world delivers us from seeing only one kind of immediate evangelism as the sum of what the Trinity's mission is about. Mission flowing from the agendas of each person of the Trinity delivers us from the tyranny of pragmatics and particularistic views of our own role in mission.

### **12. *We Value Work***

We understand our purpose, made in the image of God, is to steward God's creation through our work in community with each other and in submission to God. All work, including work in business, government, churches, non-profit organizations and the family, is valued equally by God as the work reflects His gifts and purpose. In the image of God, we are created to make decisions on behalf of God, held accountable in both process and results by our community and by God.

### **13. *We Value Business Education***

We define business as the organization of God-given gifts in God-honoring community to produce both process and results that steward God's creation. We recognize that local and global business has both a growing influence in our world and a growing crisis of purpose and ethics. BGU is committed to providing quality business education that provides essential and practical business skills from the perspective of its sacred purpose.

## **Class Format**

Bakke Graduate University (BGU) is a non-residential school. In other words, we do not have a regular campus where students live and our classes are not held on a daily or even weekly basis. Graduate-level work at BGU means one semester hour is defined as approximately 45 clock hours of academic work and generally consists of professor instruction, reading assignments, online interaction, and independent project work (i.e. synchronous and asynchronous learning). BGU's courses are generally offered in 8, 6, 4, and 3-semester credit hour modules.

BGU courses that include an "onsite" portion are divided into four distinct sections, which are augmented by face-to-face intensives and an online and virtual classroom (Zoom Room) element. The online platform for all BGU courses includes the following elements: Announcement Board, Weekly Online Chapel, Virtual Faculty Office, Ask your Professor (daily communication with your professor if needed), and Weekly Assignment Checklists / Reminders. All *online* courses are also divided into four distinct sections. There will be faculty office hours and an orientation session in a Zoom Room during Week 1 to discuss

the syllabus and course requirements in detail. Optional times will be provided; however, *all* students need to participate in the class at least once a week.

### **Participation**

Your participation in class, whether onsite or online, is critical if you hope to achieve an outstanding grade and successfully complete your degree. In the online setting, *ALL* students need to participate every single week from the very first week. It is not fair to the rest of your class to try to catch up with posts in prior weeks when they have already moved on to the next week. If you fail to participate in week one, the eLearning Team will alert the Registrar's Office of non-participation. An email will be sent out in Week Two to students who haven't participated, advising them that if they do not participate by Week Three, they will be withdrawn from the class and there will be financial penalties.

## Onsite Classes

When you register for an onsite class on the BGU Populi website, be sure you check the "Course Information Sheet," which is updated on a regular basis. This sheet is very helpful in providing information about the class, e.g. hotels, visas, clothing, packing, etc. for the onsite portion of the class. It is very important that you check this sheet before calling the BGU office for this kind of information. Since the onsite classes are generally only eight to ten days in length, students may not miss any days of the onsite portion of the class. If you know ahead of time that you will not be able to participate every day, it would be best to move to another onsite course.

## Plagiarism

**For an instructional video created by Richard Galley in the UK on plagiarism,\*\*  
copy and paste this link into your web browser:  
<https://www.youtube.com/watch?v=SEeTSaxCEQg>**

**\*\*You can ignore his comments on Harvard/APA if you are writing in Turabian.**

*Plagiarism* is passing off another's ideas or writings as one's own. Plagiarism is failure to acknowledge material which is copied from others or failure to acknowledge one's indebtedness to another for even the gist of important thoughts in a formal statement, written or oral. If you quote anything you must footnote the book or other resource from which you obtained the quote or idea. If you do not do this, it is plagiarism and grounds for expulsion. So, don't do it! If a paper is suspect, your professor will be alerting BGU's Academic Dean.

Often students are unaware that they have plagiarized. For example, they are browsing the internet and find an article with which they agree wholeheartedly. They block and paste large portions of the article but forget that they must give credit to the author(s). Let's look at some examples that I've seen come over my desk. Student A was writing a literature review of Larry Peabody's book, *Job-Shadowing Daniel*, and wrote:

The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise-making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.

Although the student had changed one or two words, this was a direct quote from a book review of Peabody's book without quotation marks and without a footnoted reference. If the student wanted to avoid plagiarizing, he/she should have written this (note that the quoted material appears in a block quote, thus no quotation marks are around the quote; however, if less than 5 lines had been quoted, quotation marks should have appeared around all quoted material):

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by saying,

The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise-making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.<sup>1</sup>

Notice that at the end of the blocked quote, there is a footnote which would reference the website where the book review appeared (for examples of how to reference a website, see page 26). Quotation marks should always appear around all words that have been taken from another source (except in a block quote — a quote of over 4 lines — where quotation marks are not necessary).

If you want to quote *parts* of an article or book while inserting your own words you can do so like this:

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by explaining that “the Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance.”<sup>1</sup> Peabody’s book helps the “working Christians [understand how it is possible not to lead] ‘split-level’ lives, unable to do their daily work wholeheartedly.”<sup>2</sup>

The words in brackets indicate your own words and not the author’s.

BGU recommends that all of its students use tools to assist them in recognizing quoted materials and also helping with grammar issues. A great program called Unicheck has been purchased by BGU for all students and faculty. When this program alerts you to materials that are quoted from elsewhere and you have not placed quotation marks and a reference, you will be plagiarizing. So be very careful to check all of your work before submitting to BGU. Your professors also have access to this program and any suspect materials will be run through Unicheck to check for plagiarism.

The review of plagiarized work will be addressed in the following manner:

1. If a professor identifies plagiarism in a student’s work, the student will be allowed to explain the circumstances. The professor will consult with the Program Director and may allow the student to re-write the project to eliminate all incidents of plagiarism if this is the student’s first offense.
2. If the student has plagiarized in other courses, the Program Director may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.
3. If a student’s prior work is found to contain plagiarism, the grade for the course or work is subject to change.
4. If a degree has already been granted at the time the violation is discovered, the degree may be revoked.

In each occasion listed above, when possible, students will be given coaching and the opportunity to address their plagiarism and penalties will be determined by the Academic Dean taking into consideration the severity of the plagiarism and the degree of the student’s repentance, diligence, and timely response.

## **Grading**

As stated earlier, all projects should include four chapters or elements:

- a) Chapter 1: Book Reviews-It is very important that you follow the instructions contained in the syllabus!
- b) Chapter 2: Journal

- c) Chapter 3: Individual Project
- d) Chapter 4: Self-Evaluation

Attachment A is a rubric that explains in detail exactly what is expected and how you will be graded in each of these areas. All professors use this rubric, so if you have received a grade that is below what you believe you should have received, please ask your professor to identify where on this rubric your project appears.

## **Critical Thinking**

In an article by Richard Paul and Linda Elder, the issue of critical thinking was addressed. As a graduate student, it is expected that you think critically in all of your work, i.e. analyze and evaluate. Unfortunately, this is not always easy. The following are some salient points from this article:

To analyze thinking, we focus on its parts. In other words, we focus on the purpose of thinking, the questions the thinking is pursuing, the information being used, the assumptions and inferences being made, the concepts and point of view guiding the thinking and the implications of the thinking.

To evaluate or assess thinking, we apply intellectual standards to the parts of thinking: standards such as clarity, accuracy, relevance, logic, precision, justifiability, significance, depth, and breadth. For example, we ask whether the purpose and question are clear, the information relevant and accurate, the inferences and implications logical, the assumptions and concepts justifiable, and the point of view relevant. (Paul & Elder, 2001)

If your professor has graded you down on critical thinking, we suggest that you obtain Richard Paul's book, *Critical Thinking: What every person needs to survive in a rapidly changing world* (Paul & Binker, 1990).

## **Personal Learning Community**

Graduate-level courses often require a great deal of time and effort to complete, especially for those of you who have a family and full-time jobs. Therefore, BGU asks all students to identify three to five individuals who would be willing to walk with you through this educational process, reading your materials, and holding you accountable for completion of your academic duties. We call this group your Personal Learning Community (PLC).

The "PLC Contract," should have been sent by you to the group you have identified during your application process. These can be peers, pastors, lay people, and even family members. Keep in mind that the PLC will be asked to read all of your papers and provide you with feedback and encouragement during the years you are in BGU.

Evaluation #2 would be sent by you when you graduate and Evaluation #3 would be sent out about three to five years after your graduation by BGU.

## Extensions and Incompletes

### a. *Policy on Incompletes*

If you do not submit your project by the due date, a temporary grade of "I" (Incomplete) will be recorded in your file. Any time before the final due date of the project, you may ask the Registrar to have your status in the class be changed to "withdrawn," but the normal cancellation fees will still apply. A change to "withdrawn" will not affect your Grade Point Average (GPA).

### b. *Policy on Extensions*

You may request an extension to submit your final project for a class if you have completed a minimum of 80% of the required participation. You may request up to three months of extensions by submitting an Extension Request directly to your professor. Once the professor has approved, submit the request to the Registrar's Office. A one hundred dollar (\$100) fee applies to each month of extension requests. If you require more than 3 months to complete an assignment, approval must be obtained from the Academic Dean in consultation with the Academic Cabinet and will only be granted for catastrophic circumstances (serious illness, death of a family member, etc.). You must fill out a Special Extension Request and submit to the Registrar's Office. Both of these forms are found on BGU's website under Student > Resources > Downloadable Forms and in the Populi online library. If you have received an extension, you may not take another course until the requirements for the extension requested have been fulfilled.

## Tips

Here are some tips for *all* students that have been gathered over the years that could prove especially helpful. These include:

1. **EndNote Program:** BGU has purchased EndNote for each student. Start using EndNote from your very first course. You can insert the bibliographical data for each book just once and it will organize your references for the future work you do. Be sure to indicate that you want to use the APA format (if you have received special permission or are a DMin student, indicate Turabian format).

2. **Mark it Up:** When you are reading a book, highlight items that you want to remember, coding them according to their importance. For example, some people use a small underline for relatively important quotes, two underlines for more important quotes, and a star in the margin for something very important. Some people fold the pages down in varying degrees (the larger the fold, the more important the quote on that page). Some use post-it notes on pages with a key word written on the post-it for quick reference.

3. **Record Quotes:** Once you have finished the book, record the very important quotes in some manner. Some people like to keep a file on their computer that saves references by topic. Others prefer to keep note cards for each quote and file them by topic. Some write the quotes on a small yellow pad. At the top of the first page, write the bibliographic information and beside each quote (be sure to include the page number) write a key word in the margin. Staple the pages for each book and then alphabetize them by title or author of the book. This last suggestion is helpful because you don't have to write down the bibliography on each note card. Whichever way you decide to keep your quotes, at least do something.

4. **Book Reports:** *Always* write your book reports immediately after having read each book and before starting your next book. It is too easy to forget what you read if you start reading the next book.

5. **Notebooks:** Keep folders or notebooks for each of your courses.
6. **Books:** Keep your books alphabetized by subject matter, grouping subjects together with a larger post-it to indicate the subject on the first book in each section.
7. **Backing up:** BACK UP, save, BACK UP, save...and then BACK UP and save again your data (assignments, etc.) on your computer. You can't believe how many of our students have lost their entire project just as they were finishing because they didn't make a backup!!! You can also email it to yourself and save the email...
8. **Folder for each class:** Saving your work in separate folders on your computer for each class makes it a whole lot easier to find specific documents later.

## Academic Writing

**For an instructional video on how to understand academic writing, copy and paste these two links into your web browser:**

<http://www.youtube.com/watch?v=c359zhpDhVc> and  
[http://www.youtube.com/watch?v=TISKVj6\\_NOs](http://www.youtube.com/watch?v=TISKVj6_NOs) (part 2)

As you enter into your graduate program at BGU, the automatic assumption is that you have come with *some* academic knowledge. However, very often we find that the end product is inconsistent with the content. By that we mean that the brilliant thoughts that you have tried to convey in your work become lost in the typographical or formatting errors in which the work is presented. This handbook is designed to assist you to at least identify some of the more common errors. If you feel that you need more help to produce work that is at graduate level, we recommend that you take BGU's academic writing certificate. Also, see page 7 of this handbook for information about the Unicheck program that BGU has purchased for you.

Academic writing is not the same as everyday writing, but it does follow the same basic rules for sentence structure, punctuation, spelling and capitalization. However, the language is definitely more formal, and there are some punctuation, capitalization, and formatting peculiarities. Completed course projects must be presented in APA format and include all of the following components: 1) title page; 2) contents; 3) book reviews; 4) journal; 5) assignment(s) if required; 6) project; 7) self-evaluation; and 8) references. All of these elements are provided in the Paper Template and this Student Handbook, both of which you may download from the Populi classrooms. If the project is not in the proper format, it will be returned to you with instructions to format correctly.



The BGU's Online library in Populi also has APA and Turabian writer's guides and tutorials, which can be found in Populi under the "Library" tab and then click on "Links." General writing assistance is available free of charge, as well as optional customized services at nominal rates. This can be accessed by logging Populi and clicking on the "Library" tab and then click the "Links" tab.

You might ask yourself why it is so important to write every paper in proper formatting. The most important reason is that at the end of your

program you will be required to write a thesis, dissertation or capstone which, by the standards of every higher education institution, must be in an academic format. By requiring you to write all of your papers in this format from the very start, you are learning years ahead of time *how* to write and format properly. We hope that when it comes time for you to write your dissertation/ thesis, formatting will not be (as big of) an issue.

So, here we go! Your biggest question now is probably, "How do I get an 'A' paper?" The surest way to do so is to *follow directions*. Read your syllabus carefully and keep in mind the four elements that every paper should include: 1) your observations; 2) an analysis; 3) ministry application; and 4) personal reflection (see "Grading" below). Another thing you should *always* remember to do before turning in a paper: do a spell and grammar check and have your paper checked for plagiarism by Unicheck.

## Common Writing Mistakes

### Punctuation

*Quotation Marks:* Virtually all punctuation should appear *within* the quotation marks, including periods and commas.

- ❖ Yes, even if the period or comma is not a part of the original quote.
- ❖ Colons and semi-colons always go outside of quotations, e.g.:  
The grass was always considered "green":
- ❖ Question marks and exclamation points go outside of the quotes unless they are part of the quotation itself, e.g.:  
Don't you want any part of our "mess"?  
"I'd be more than happy to join you!"

*Numbers:* Numbers from one to ten are spelled out in APA and the remainder numerically. Numbers from one through ninety-nine are spelled out in Turabian formatting. There are, as always, exceptions. Here are some of those peculiarities we mentioned:

- ❖ When writing a date, spell out the month and do not use ordinals (e.g. 4<sup>th</sup>) for example, July 4, 1776 *not* July 4<sup>th</sup>, 1776. Use numbers for a single year, e.g., 1968. When talking about a decade, do *not* use an apostrophe between the year and the "s" as in "the 1960s."
- ❖ When citing percentages, for Turabian type "19 percent" and for APA type "19%."
- ❖ Spell out round numbers (hundreds, thousands, hundred thousands, millions), e.g., one thousand.
- ❖ Spell out numbers that begin a sentence: "Ten thousand people visited the church."
- ❖ Use numerals when expressing numbers of a million or more: "There are nearly 7 billion people on the planet."

*Series Comma:* When using a series comma, use a comma after the first item, the second item, additional items, and a comma before the conjunction (and, but, et al.).

### Quotations/Citations

*Accuracy:* If you are going to use quotations they must always be accurate and should be quoted word-for-word. Do not correct the writer's grammar, spelling, etc. If they write "17% of the Earth's population," (capitalizing the "E" in earth when it should not be) then quote it verbatim.

*Errors:* If the author has misspelled a word, write *sic* in brackets and italicized. For example: "The ship had verred [*sic*] off course by five miles."

*Inserting words:* Any time you add a word to assist in the explanation of what you are quoting or to replace the word "it" or "that" so the meaning becomes clear, put that word or words in brackets. For example: "The Captain wanted the crew to understand [the rules]." Although if the explanatory words are at the end of the sentence, the same quote could be written: "The Captain wanted the crew to understand" the rules.

*Referencing Quotes:* Whenever you quote *anything*, you must use quotation marks and mark the citation in either a footnote (Turabian) or parenthetical reference (APA). For Turabian, all quotations of over one hundred words, four lines, or multiple paragraphs should be set off as a block quote, single-spaced, and indented .5". For APA, quotes of more than 40 words must be set off as a block quote, indented .5", and double-spaced. Do not use quotation marks in a block quote unless they are used in the quoted material itself. Any quote within a quote should be set off with a single quotation mark. For example, "Mary said, 'Yes,' but was still afraid of the consequences."

*Book Reports:* We previously allowed students to simply cite page numbers in parentheses within the book reports. However, we have realized that when you are using the EndNote program it makes more sense to quote properly using a footnote so every book appears in your Bibliography (Turabian) or References (APA) without your having to manually add the books.

*Referencing:* Documenting your quotes gives proper credit to the original writer. The point of documenting your quotes is to make it easier for a reader to find the quotation in its original context. Nothing more, nothing less. Here are some general rules regarding footnotes in Turabian format:

- ❖ Full footnoted information is required only the first time reference material is cited. After that, use alternate citation formats such as *ibid.* (from *ibidem* "in the same place") or the author's last name, comma, and then page number. (See "Notation Samples.")
- ❖ In Word, footnotes are automatically inserted by clicking on Insert, Reference, and Footnote. If you use the EndNote program, the reference for each book will be maintained in your library of resources and automatically inserted.

In academic writing, any comment that you make that is common knowledge does not require a footnote and reference. For example, "The first President of the United States was George Washington." Everyone knows that and it doesn't require a source. A good example of a reference that *does* require a footnote and source would be a statement like this: "Over half of the world's population now resides in urban centers. There are an estimated five hundred cities in the world with one million people or more." This information is not common knowledge, so the source of the information would need to be provided.

*Bibliography:* Bibliographies (Turabian) and References (APA) exist so that the reader can find the information about a reference work without having to search through your paper to find the notation with all the information. The works referenced in bibliographies are alphabetized by author. A Works Cited section is not needed in addition to the bibliography; the bibliography is sufficient.

## **i.e. or e.g.?**

In Turabian formatting, the i.e. and e.g. must be offset in parentheses. Here is a brief description of the different usages for these terms:

**i.e.** comes from Latin *id est*. It is equivalent in meaning to 'that is.' It is used to introduce a rephrasing of a previous point, a definition or a further clarification or explanation of a preceding point. Example: "The ability to learn language is innate (i.e. part of our inborn genetic makeup)." The phrase after 'i.e.' defines 'innate.' Notice that it would be fine to write 'that is' in place of 'i.e.'

**e.g.** comes from Latin *exempli gratia*. It is used to introduce an example of a previously-mentioned phenomenon. It is the equivalent of the English phrase 'for example.' Example: "Humans have several innate abilities (e.g., language learning, walking, and recognizing faces)." The material after 'e.g.' does not define or explain 'innate abilities'; it merely lists several particular examples of such abilities. Notice that 'for example' is an appropriate substitute for 'e.g.,' but 'that is' is not.

## **Research**

**For an instructional video on how to understand research,  
copy and paste this link into your web browser:  
<http://www.youtube.com/watch?v=3YKuwO1jyQs>**

Research is the work you will do to answer a question you either do not already have an answer for or cannot prove the answer you think you have. There are two primary kinds of research. One involves using experimentation, gathering information quantitatively or qualitatively, postulating a hypothesis, testing a theory, and/or making conclusions based on the results of your research. These methods will be employed in the preparation of your dissertation and will be covered during the Research Bridge on-line course that is offered quarterly at BGU.

The other method of research utilizes consulting books, periodicals, lectures, etc. to support a thesis. You will use this method for your papers and final dissertation.

## **How to find it after I've read it?**

BGU students are very creative when it comes to finding something they read in one of the books for a course weeks after the class and it is time to write their project. Here are just a few examples that students have shared with me. What is important is that you find a method that works best for *you*:

- ❖ Mark your text, either by underlining, highlighting, making notes in the margins, post-it notes on pages with a few brief words to help you recall, or the "dog-ear" method (folding down the corners of pages, folding a bigger portion on pages where more important information can be found).
- ❖ Either immediately or shortly after reading the book, jot down the quotes that you know you will want to return to at a later time. Some people use 3 x 5 index cards, some simply stick with the post-it notes, some keep quotes in their computers, and some have a blank book or a notepad in which all of the quotes are listed. For example, a page for one book might look like this:

*The Quest for Celtic Christianity*

By Donald E. Meek

- |       |  |
|-------|--|
| p. 2  | author's goal-critical overview of the movement  |
| p. 16 | Charismatic Christians                           |
| p. 18 | soul-friendship as a form of spiritual mentoring |
| p. 19 | cultural reconstructionism                       |

## Library Research

We live in an age of technology, so much of your library research can actually be done from the comfort of your own computer. However, there is something to be said for walking to a section of the stacks of books and simply perusing the shelves. There are, however, many online resources that you can research.

- ❖ BGU offers an Online Library through which BGU students worldwide may access a rich collection of research guides and resources. These resources are available for both business and theology students, wherever they may be located, including access to thousands of e-books. The Online Library is overseen by a full-time MLS Librarian, who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and guidelines, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. To access the Online Library, log into Populi and click the word "Library" in small white letters in the black strip just under the URL. Most of the following items can be found under the tab called "links." Check the Orientation Packet for an instructional video from BGU's librarian.
- ❖ Local Library Options: To find a variety of public, college, university, private, and school libraries in your area that are open to the public, search: <http://nces.ed.gov>. For international libraries: <http://lists.webjunction.org/libweb>.
- ❖ Many libraries participate in the interlibrary loan program if the book you are seeking is not in your local library. You can find which library has the book you want by accessing: <http://www.worldcatlibraries.org>.
- ❖ Periodicals (newspapers, magazines, journals, etc.) are indexed in a variety of databases, depending on the library. BGU's online library contains a plethora of resources for your use.
- ❖ **ProQuest Religion™** - BGU has also purchased ProQuest Religion, a program that allows you to access literally thousands of journal articles and, in some cases, full texts of religious articles and books. This resource is also accessed through our online library.
- ❖ **EndNote™** - Another benefit of paying the Technology Fee that is charged to all active BGU students each year is access to another program called EndNote™ (normally this would cost around per person \$80 to purchase). This program is ideally suited to assist you in writing your project papers and your final dissertation/thesis. This program allows you to type in a bibliography for each book you read just once and from then on you can simply click a few buttons to

import that information into any other document either as a footnote or in your bibliography. To obtain a copy of this program go to the BGU online library in Populi and click on "links."

**For an instructional video on how to use the EndNote Program, copy and paste this link into your web browser:**

<http://www.youtube.com/watch?v=xNrHg2TT4bU> (Turabian)

<https://youtu.be/9eTKZaN6maA> (APA)

## Online Research

There are literally billions of web pages, at least 200 billion of which are not indexed. Experts believe that search engines actually index less than 10 percent of the entire Internet (Google only indexes 4 percent and it's the largest search engine to date!). Most of the Internet is stored in what are called databases and dynamic-websites. The 90 percent of the un-indexed Internet is called the Invisible Web. Also try going to Google Scholar (<https://scholar.google.com/>) and enter your topic to see other sources that may be helpful.

- ❖ Visible Internet: There are two main types of search engines for the visible web, search engines and subject directories.
- ❖ Invisible Internet: Start by searching on the visible Internet for the kind of database you need, and then search databases. Use directories that index databases.

### *Online Research Resources*

#### ❖ **Search Engines**

<http://www.google.com>  
<http://www.yahoo.com>  
<http://www.search.yahoo.com>  
<http://www.teoma.com>  
<http://www.altavista.com>  
<http://www.askjeeves.com>

#### ❖ **Relevant Invisible Web Databases & Directories**

<http://www.infomine.ucr.edu> (collection of scholarly links reflecting selected university-level subjects and disciplines)  
<http://www.google.com/dirhp>  
<http://www.lii.org> (librarians' index to the Internet-excellent source to many databases)  
<http://www.findarticles.com> (free and for fee academic and consumer articles)  
<http://www.highwire.stanford.edu> (largest repository of full-text, peer-reviewed articles)  
<http://www.libraryspot.com> (collection of databases, online libraries, references)  
<http://www.firstgov.gov> (all sorts of government databases)  
<http://www.odci.gov/cia/publications/factbook/index.html> (searchable directory of flags of the world, reference maps, country profiles, etc.)  
<http://www.uidaho.edu/special-collections/iil.htm> (contains links to manuscripts, archives, rare books, and more)

<http://www.academicinfo.net> (directory of academic databases)  
<http://www.tren.com/search.cfm?> (database of thousands of theological dissertations, theses, and conference papers-many available as e-documents)

### ***Other useful Research Sites***

<http://www.thearda.com> (American Religion Data Archive-quantitative data from nationwide surveys)  
<http://www.worldchristiandatabase.org/wed> (World Christian Database-statistical information on world religions, Christian denominations, and people groups)  
<http://www.pollingreport.com> (Repository of polls from multiple sources)  
<http://www.adherents.com> (repository of worldwide religious affiliation statistical data)  
[http://www.gc.cuny.edu/faculty/research\\_briefs/aris/aris\\_index.htm](http://www.gc.cuny.edu/faculty/research_briefs/aris/aris_index.htm) (American Religious Identification Survey)  
[http://hrr.hartsem.edu/sociology/sociology\\_research\\_resources.html](http://hrr.hartsem.edu/sociology/sociology_research_resources.html) (Harford Religious Research Resources-directory of numerous databases)  
<http://www.ellisonresearch.com/PastorStudy.htm> (Ellison Research: Protestant Clergy and Laity Research)  
<http://www.valpo.edu/geomet/geo/courses/geo200/religion.html> (map gallery of religion in the US from Glenmary Research Center)  
[www.athensams.net/myathens](http://www.athensams.net/myathens) (great research database)  
<http://www.ralphdwinterlibrary.org/aboutrdwl/newnevents23.htm> (an online library)  
[www.globethics.net](http://www.globethics.net) (Social sciences and theology libraries online – free)

## **Course Projects**

**For an instructional video on how to understand the paper template copy and paste this link into your web browser:**

<https://youtu.be/FqF01RstoN4>

Every course you take at BGU will require a final project. Most professors will require that each project contain four distinct sections: 1) book reviews; 2) a journal; 3) an individual project; and 4) a self-evaluation (there are a few exceptions). The following is a brief overview of the basics of those four parts. It is very important that you remember to read the “Desired Learning Outcomes” in the syllabus, since 20% of your grade will be based on whether you demonstrated to your professor in the individual project that you have actually learned these outcomes!

Your final project should be uploaded to the dropbox in the online classroom by the due date indicated on the course syllabus. If you must turn in work after the course due date, an Extension Request should be submitted directly to your professor. The extension fee of \$100 per month will be charged to your account. (See above section regarding extensions.) Professors will assign both project and final course grades and register those grades in Populi. Students may access those final grades via Populi.



## Book Reviews

Book reviews should be written in the more “formal” academic language (not casual language) and should *not* be a restatement of the book. It is important that you *always* read your syllabus carefully because, although the course requirements are similar for *most* courses, professors will occasionally change those requirements, including the requirements for book reports. Make sure you are following your directions. Be sure you have referred to or quoted from *all* of the books in the project portion of your paper.

Every book review should contain three elements:

**First** paragraph: State the author’s intent for writing the book, which includes the main thesis (100 words max).

**Middle** paragraph: Interact with the author’s message. For example: Did you agree or disagree with a specific idea? Why? How does the message of the book fit in with issues you had been struggling to understand before reading it? What points did the author make that were completely new to you—and why are they significant to what you do? What ideas left you wanting to explore them further, and what were your unanswered questions (300 words max.)

**Final** paragraph: Explain how something you read in the book will change the way you do your own work. Be specific providing concrete action steps. Phrases such as, “I will...” or “I plan to...” are appropriate here. Avoid vague generalizations (100 words max).

*The maximum number of pages for book reviews is TWO PAGES, DOUBLE-SPACED PER BOOK.* The total number of book reviews will be determined by how many credits you are taking the class for. If you are taking the class for three credits, you will write three book reviews. If you are taking the class for eight credits, you will write eight book reviews, etc. Regarding the number of pages to read, if you were required to read 2,000 pages for the class and the total number of pages listed under the required reading texts only totals 1,450, you will read however many of the recommended texts are necessary to bring the total number of pages to 2,000. If you begin reading one of the books from the *recommended* list (this doesn’t apply to required books) and find that you simply are not interested in what it is saying, you may list in the first page of the book report section in the table that you only read 50 pages of the book and then write in the one-page report the reasons that you felt the book was not applicable to your ministry or professional setting, or was not assisting you in your educational endeavor. Those 50 pages *do* count toward your total number as long as you have written something about it. Remember, less is more. Learn to be succinct and write only the main points.

If you are aware of a book that really fits into the subject of the course and would like to read it as part of your book reviews, please obtain permission from your course Professor of Record.

## Journal

One of the eight perspectives of Transformational Leadership is that of the reflective leader. Journaling is a great way to begin to learn how to reflect. Therefore, we recommend that you begin journaling on your very first day of class or even a few days before. Take a few minutes each evening to jot down as many of the highlights of the day (or week in the case of an online class) as you can, since all too often you will forget things you thought you would never forget! Once back home, type your journal notes into the Paper Template referring to your classroom notes, evening notes, and



conversations with fellow classmates and professor(s).

If this is an onsite course, you will only journal during the onsite portion of the class. For a 9-week online course, your journal would be written each week (i.e. 2 pages per week for Weeks 1 through 7).

Include in your journal the “take aways” for each day or week. You might want to reflect on something you read in the required texts before you came that became clearer to you during a conversation with another student or a site visit or a professorial comment. You should also record all of your “aha” moments, especially when you realize that what you just learned could be applied to your ministry setting.

At the *conclusion* of the journal, in the space of about two to three pages, address these issues in summary:

- a) Summarize your classroom experience;
- b) Analyze and interpret what you’ve learned; and
- c) Apply what you learned to life, work and ministry in your own context.

The journal should be concise, comprehensive and use “I” language. It can be more casual than the reading reports and/or the final project. This document will incorporate your observation of each session and your experiences, an analysis of what you have seen and heard, the ways in which you plan to incorporate what you’ve learned to your ministry setting, and finish by reflecting on how each day has impacted your life personally.

## Individual Project

The project chapter should always be formal, academic language (do not use “I” or “you” language except when you are dealing with an aspect of personal application). Most course projects will be an application of the course content directly related to your ministry or work. The project will involve the analysis and reflection upon ministry/work and/or a related component of Christian service. The project will involve the analysis of an issue with attention given to the correlation and connection with the course topic. The project should include the analysis and discussion of relevant theological, ethical and contextual issues.

## Group Projects

**For an instructional video on how to create a great PowerPoint  
copy and paste this link into your web browser:  
<https://www.youtube.com/watch?v=TBj6QWQOPGI>**

Many of our online courses are now requiring students to meet in a group of three or four students and create a PowerPoint presentation to the rest of the class in a live Zoom Room (virtual classroom). One of our BGU professors has created a great YouTube video entitled “How to Create No-Doze PowerPoint Presentations Tutorial.” It is a great guide for this portion of your course!

## Self-Evaluation

Your self-evaluation is another “I” language document and will appear in your paper as Chapter 4 and should be an evaluation of you as you worked through this particular course. How do you think you did in the class? Were you engaged in discussions? Did you apply your reading to those discussions? How did you meet the course suggested outcomes? What grade would you give yourself? This is only a short 2-3 page section, but it is important to evaluate!

## Bibliography/References

This section should be no problem to do if you have added all of your reading using the EndNote program. The reference page will include all of your readings as well as any books or articles you might have referenced (footnoted). Remove all of the books that are listed as samples in the template and insert your own list. In the Appendices you will find a sample bibliography. Be sure to note how you are to handle two books by the same author and other distinguishing changes between the book reference in the footnote as opposed to the bibliography.

## Table of Contents

**For an instructional video on how to understand Tables of Contents, copy and paste this link into your web browser:**

<http://www.youtube.com/watch?v=TTGjGWPncas> for Word **2003**  
and <https://youtu.be/5RABuQg1SIw> for Word **2007**

After you have completely finished writing your paper, you will need to re-generate the table of contents and re-format according to either APA or Turabian requirements. The APA table of contents is one of BGU's "special" formats and follow these formatting instructions. Here are the steps you will take for **Word 2003**:

- ❖ Put your cursor in the Table of Contents that currently exists there.
  - a. Go to "Insert" in your tool bar
  - b. Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Table of Contents"
  - e. Click on "Show Outlining Toolbar"
  - f. Click "Okay"
  
- ❖ This should generate a new updated Table of Contents but you have lost all of your formatting and the number in front of each Chapter heading. Your next steps are:
  - a. Block the entire Table of Contents
  - b. With the table blocked, click the **B** (bold) twice so everything is un-bolded; click the **I** (italicize) twice so everything is un-italicized; and the **U** (underline) to un-underline everything.
  - c. With the table still blocked, click on Format
  - d. Click on Tabs
  - e. In the blank type ".5"
  - f. Click the dot in front of "left"
  - g. Click on "Set"
  - h. Now right before the word "Book reports" type a number 1 and hit tab
  - i. In front of each of your book titles insert a tab to line them up with the title of your chapter
  - j. Do the same for each of your chapters and subheadings
  - k. If you have second or third level subheadings, you will need to add another tab position for each, i.e. set one at 1.0" and 1.5" for two more levels of subheadings if you have them.

- ❖ If you want to know how to format the table of contents from scratch (oh, you brave souls), position your cursor where you want the Table of Contents to appear and from the tool bar:
  - a. Click on "Insert"
  - b. Then Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Table of Contents"
  - e. On the bottom where it says "Format" click the down arrow and choose "Classic"
  - f. Make sure there are 3 levels
  - g. Show page numbers
  - h. Dot leader
  - i. Right align page numbers
  - j. Click on "Show Outlining Toolbar"
  - k. Click "Okay"
  
- ❖ Now that you have clicked on "Show Outlining Toolbar" you will see at the top of your screen one of the boxes that probably says "Body text." If you want to add a title to your table:
  - a. Place the cursor on that line and hit the drop-down box next to Body text
  - b. Choose the level you want the text to appear in and click on it
  - c. Now if you regenerate your table you will see that line added to your list of items. Unfortunately, in the new 2007 version of Microsoft Word that box does not appear. However, if you go to the "Reference" tab you will see a place to change the level of your items OR (and this is important if say a whole paragraph appears in your table of contents that should not be there) change the paragraph or item you don't want in the table to "Body text" or "Paragraph."

To create a table of contents in Word 2007, follow these instructions:

- ❖ Click on the "References" tab at the top
  - If a table of contents already exists (as in the Paper Template) simply click on "Update Table"
  - If a table does not exist click on "Table of Contents" and at the bottom click "insert table of contents" then be sure you click on "modify" and then click on each level individually to change the formatting.
  
- ❖ TOC level 1 should be:
  - Double-spaced (single-spaced for Turabian)
  - 12-pt after (only for Turabian)
  - Left align **0**
  - Right align 4 (this brings in the title so a long heading won't interfere with the page numbers)
  - Set tab at 6.00" right aligned and dot leader
  
- ❖ TOC level 2 should be:
  - Double-spaced (single-spaced for Turabian)
  - 12-pt after (only for Turabian)
  - Left align **3**
  - Right align 4
  - Set tab at 6.00" right aligned and dot leader
  
- ❖ TOC level 3 should be:

- Double-spaced (single-spaced for Turabian)
- 12-pt after
- Left align **6**
- Right align 4
- Set tab at 6.00" right aligned and dot leader

## Indexes

- ❖ For Indexes, go to the last page of your paper and type "Index" at the top of the page, hit two hard returns, then follow these instructions for **Word 2003**:
  - a. Click on "Insert"
  - b. Then Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Index"
  - e. Click in the box that says "right align page numbers"
  - f. Click Okay
  
- ❖ You are probably getting the message "**Error! No index entries found.**" This is probably because you have not marked any words. Go to a word or phrase that you want to appear in your index and highlight it.
  - a. Click on "Insert"
  - b. Then Click on "reference"
  - c. Click on "Indexes and Tables"
  - d. Click on the tab that says "Index"
  - e. Click on "Mark entry"
  - f. Indicate the main entry (sometimes people put "A" "B" etc. and in the second level they put the word)
  - g. You don't have to put anything in the secondary entry if you are using the word as the main entry
  - h. Click Okay and then go back and re-generate the index and your word or phrase should appear.
  
- ❖ For **Word 2007** follow these instructions:
  - a. Go to the "References" tab
  - b. Click on the words "Insert Index"
  - c. You may modify the formatting of your index in this area
  - d. Click "okay"
  - e. Now go into your document and find a word you want to index
  - f. Go back into the "References" tab and click on the word "Mark Entry"
  - g. You may have one or two levels of your entries (as noted above, some people use the first entry for letters of the alphabet under which corresponding words appear but you would only use this option if you had a very large index)
  - h. Go back down to your index and click "Update Index" under the "References" tab

Always save your papers using your last name first, the course number, and course name (shortened or abbreviated is fine). For example, if Joe Smith took the Overture II in China, he could save the document as "**Smith OV2 China.doc.**" If Sally Green took History, she would save the document as "**Green HST601 History.doc.**"

## Tables & Figures

**For an instructional video on how to create tables and figures copy and paste this link into your web browser:**  
 ( <http://youtu.be/ELM4UXI7sqo> )

Although primarily used by those who are writing a dissertation or thesis, knowing how to format and index your tables and figures gives your document a more professional look. If you have tables or figures, create an "Illustrations" page immediately following your table of contents.

- ❖ To set up the page
  - Entitle the page "**ILLUSTRATIONS**" and mark as heading 1 (if you just have figures or just have tables, entitle the page either "FIGURES" or "TABLES" with no sub-heading).
  - To the far left type the word "Figures" and/or "Tables"
  - Position your cursor two spaces below
  - Go to the References tab and click on "Insert Table of Figures"
  - Now click on "Modify" and change the formatting to:
    - Single-spaced
    - 12 pts after
    - Hanging indent .25"
    - Left margin .25"
    - Tab to 6.00", right aligned with dot leader
  
- ❖ To mark a table or figure:
  - Insert the table or figure in your document
  - For a table place your cursor above and for a figure it goes below
  - Click on the References tab
  - Click on "Insert Caption"
  - Where it says "Label" choose whether this is a table or figure
  - After the word "Figure" and the number (or "Table" and the number) insert a period, space and the title of the table or figure, capitalizing only the first word of the title (unless it's a proper name)
  - Click "Okay"
  - Go into your styles menu (see instructions below) and change the formatting for "caption" to:
    - Single-spaced
    - 10 pts
    - Bold
    - 10 pts after

<b>Formatting Issues</b>	<b>Turabian</b>	<b>APA</b>
Citation of sources	Footnotes	Parentetical only
Content footnotes	Acceptable	Acceptable
Use of block quotes	Five or more lines	Over 40 words
Line spacing of block quotes	Single-spaced, indented	Double-spaced, indented
List items	Single space items with line of space between each item	Double space all items
Listing of sources	Bibliography	Reference List
Spacing in source lists	Single space each entry and double space between	Double space all entries

	entries	
Capitalization in source lists	Title case (capitalize first letters of all words except articles and prepositions)	Capitalize only first letter in titles of books, dissertations, reports, as well as articles from journals, newspapers, and the internet; capitalize all proper nouns; use title case for journal and newspaper titles)
Tables (see examples below)	Table title is single-spaced, all in one line, bold, 10-pt., sentence case font, and appears above table.	Table title is double-spaced, appears above the table; with " <b>Table #</b> " in non-italic, 10-pt. font and title text is <i>italicized</i> , not bold and on 2 <sup>nd</sup> line.
Figures (see examples below)	See examples below	See examples below.

**Table 1**

*APA Style Title of Table*


**Table 1. Example of Turabian style title of table**


APA Figure

*Figure 1.* Provide a full caption for the APA figure with source indicated.

Turabian Figure

**Figure 1.** An example of a Turabian figure

## Using the Styles Menu

**For an instructional video on how to use the Styles Menu in Word copy and paste this link into your web browser:**

<https://youtu.be/RI3Bf15zN9Q>

In order to really format your paper properly, you need to know how to use the Styles Menu in Word. This is a very helpful tool that will streamline your writing if you can learn to use it well.

- ❖ Let's start with a first-level heading
  - Place your cursor on the title that you want to appear as heading 1
  - Click on the "Home" tab
  - To the right of your toolbar above the word "Styles" you should see several white boxes with various styles in them. In between those boxes and the far right where the words "Change Styles" appears, click on the very bottom down arrow.
  - Now click on "apply styles"
  - This should open a box to the left of your screen
  - With your cursor still on the title you want as heading 1 type "Heading 1" into the box under "Style Name"
  - Now you need to click on "Modify" to be sure that heading 1 is formatted correctly:
    - First check to be sure that the font is Times New Roman and font size is 12 pt
    - Make sure it is bold
    - Make sure it is centered
    - Now click on "Format" and then "paragraph" and change to double-spaced, 18pt before and 18pt after
  
- ❖ Now let's format a second-level heading
  - Place your cursor on the title that you want to appear as heading 2
  - Click on the "Home" tab
  - With your cursor still on the title you want as heading 2 type "Heading 2" into the box under "Style Name"
  - Now you click on "Modify" to be sure that heading 2 is formatted correctly:
    - First check to be sure that the font is Times New Roman and font size is 12 pt
    - Make sure it is bold
    - Make sure it is centered
    - Now click on "Format" and then "paragraph" and change to single-spaced, 18pt before and 18pt after and say "okay"

For level 3 headings use the same procedure but the format is left aligned, single-spaced with 12pts after, bold and italicized. You can use this procedure with all of the different styles. A warning, however. If you change the "Normal" style to the way that all paragraphs in Turabian and APA should appear (double-spaced, left justify only, indented .5" for the first line, and no spaces before or after) it changes *everything* in your paper. Instead, I usually create a style called "paragraph" that is formatted correctly.

## Formatting Lists

Using the Styles Menu you can also format your lists (style is called "List Paragraph"). Here is an example of a list in Turabian (APA is all double-spaced but indents are the same):

1. Times New Roman
2. 12 pt font
3. Double-spaced (single-spaced for Turabian)
4. Spacing 12 pts after (only for Turabian)
5. Hanging indent at .25"
6. Left margin at .25" (then to show you how the text should wrap I will continue to type nonsense so that you can see ☺)...

## Formatting Block Quotes

Using the styles menu again you can format blocked quotes. Remember that only block a quote that is longer than 4 lines. In Turabian the blocked quote is single-spaced, left margin is indented .5" and 12 pts should follow. Do not ever justify both sides of your text.

For APA, the blocked quote is still indented on the left .5" but is double-spaced like the rest of the text.

## Footnotes and Bibliographies

**For an instructional video on how to understand footnotes and bibliographies copy and paste this link into your web browser:**

[http://www.youtube.com/watch?v=Cipyc-VX\\_7U](http://www.youtube.com/watch?v=Cipyc-VX_7U) (older version)  
(newer version in process)

## APA Documentation Samples

The following samples show APA formatting for parenthetical referencing and reference lists.

### **Book(Bakke, 1997)**

#### *In the Text*

(R.J. Bakke, 1997) for a general reference to the book

(R.J. Bakke, 1997, p. 35) for a specific opinion or quotation

Bakke (1997) says mission opportunities are now not only across the oceans...

#### *In the Reference List*

Bakke, R. J. (1997). *A theology as big as the city*. Downers Grove, IL: InterVarsity Press.

## **Website Article (there are other formats for organizational reports, etc.)**

### *In the Text*

(George Fox University, 2008, para. 2)

### *In Reference List*

George Fox University. (2008). Spiritual formation. Retrieved October 28, 2008 from <http://www.georgefox.edu/seminary/about/formation.htm>.

(If the website is not subject to many changes, the retrieval date is optional.)

## **No Person or Organization Shown as Author for Internet Articles**

### *In Text*

("Antipsychotics," 2008)

### *In Reference List*

*Antipsychotics dangerous for elderly with Dementia*. (2008). Retrieved from [http://www.nlm.nih.gov/medlineplus/news/fullstory\\_65042.html](http://www.nlm.nih.gov/medlineplus/news/fullstory_65042.html)

(If the web article appears to be written by staff of a governmental agency or other organizations, name of the agency or organization may be used in the author location if no other author is indicated. The main issue is to make sure the parenthetical reference in the text begins in the same manner as the entry in the Reference List.)

## **One Source Quoted in Another**

### *In the Text*

Brueggemann (as cited in Griffin, 2007, p. 64) discusses...

### *In the Reference List*

Griffin, Winn (2007). *God's epic adventure: Changing our culture by the story we live and tell*. Woodinville, WA: Harmon Press, 2007

## **Thesis or Dissertation**

### *In the Text*

(Melton, 2006)

### *In the Reference List*

Melton, Judi (2006). *Philosophy of ministry* (master's thesis). Bakke Graduate University, Seattle, WA.

## **Lecture from a Symposium Type Class such as an Overture**

### *In the Text*

(Barnes, 2005)

### *In the Reference List*

Barnes, Grace (2005, May). Introduction to transformational leadership. Lecture in *Overture I* course at Bakke Graduate University, Seattle, WA.

## **Kindle Type Reference**

### *In the Text*

(Trible, 1978, loc. 288-90)

*In the Reference List*  
 Tribble, Phyllis. (1978). *God and the rhetoric of sexuality* [Kindle edition].  
 Philadelphia: Fortress Press.

<b>BGU Modifications to APA Format</b>	<b>APA Format (6<sup>th</sup> Edition)</b>
No running heads	Running heads throughout document
Roman numerals in front matter, then begin chapter one with Arabic numeral 1	All Arabic page numbers beginning with title page
<b>Option 1:</b> Page numbers bottom center of all pages <b>Option 2:</b> Bottom center of first pages of chapters with remaining chapter pages at top right	Page numbers at top left for all pages

## Turabian Documentation Samples

The following samples show Turabian formatting for footnotes, bibliography, and works cited in the Turabian style.

- Book<sup>1</sup>
- Website<sup>2</sup>
- Second occurrence of a book when source appears<sup>3</sup>
- Third occurrence of the same book that was just referenced.<sup>4</sup>
- One source quoted in another.<sup>5</sup>
- Thesis or Dissertation<sup>6</sup>
- Lecture<sup>7</sup>

The following represent samples of how those same references should appear in your *Works Cited*:

Bakke, Raymond J. *A Theology as Big as the City*. Downers Grove, IL: InterVarsity Press, 1997.

Barnes, Grace, "Introduction to Transformational Leadership," (Lecture: Bakke Graduate University, Overture I, Seattle, WA.

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<sup>1</sup> (Bakke, 1997)

<sup>2</sup> (George Fox Evangelical Seminary)

<sup>3</sup> (Bakke, 1997, p. 42)

<sup>4</sup> (Bakke, 1997, p. 43)

<sup>5</sup> Walter Brueggemann, *An Introduction to the Old Testament: The Canon and Christian Imagination*, 1st ed. (Louisville, KY: Westminster John Knox Press, 2003). Quoted in Winn Griffin, *God's Epic Adventure: Changing Our Culture by the Story We Live and Tell* (Woodinville, WA: Harmon Press, 2007). 155.

<sup>6</sup> (Melton, 2006)

<sup>7</sup> (Barnes, June 10, 2008)

Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. 1st ed. Louisville, KY: Westminster John Knox Press, 2003.

George Fox Evangelical Seminary. "Spiritual Formation?" George Fox University <http://www.georgefox.edu/seminary/about/formation.html> (accessed October 28, 2008).

Griffin, Winn. *God's EPIC Adventure: Changing Our Culture by the Story We Live and Tell*. Woodinville, WA: Harmon Press, 2007.

Melton, Judi. "Philosophy of Ministry." Bakke Graduate University, 2006.

Quoting Amazon's Kindle: On the Kindle (sometimes at the bottom), there is a location locator that will usually read something like: Locations 335-49. This location number goes in the footnote but not in the bibliography. For example, in a footnote:

1. Phyllis Trible, *God and the Rhetoric of Sexuality* (Philadelphia: Fortress, 1978), Kindle Electronic Edition: Chapter 4, Location 288-90.

In the bibliography, the format is as follows:

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress, 1978. Kindle Electronic Edition.

## Quick Reference for EndNote

**For an instructional video on how to understand the EndNote program, copy and paste this link into your web browser:**

EndNote X4: <http://www.youtube.com/watch?v=xNrHg2TT4bU>

EndNote X6 w/Word 2007: <http://youtu.be/IhiCEjy4LY0>

The EndNote program is exceptionally helpful for you in writing your papers because it will automatically update your References or Bibliography every time you add a new resource. In addition to that, you can obtain the complete information about a book by searching in the Library of Congress, which means you don't have to type in all of the information. It appears automatically! If you don't have a copy of the program, please go to BGU's online library in Populi. Here are some helpful tips to make this resource a blessing instead of a curse!

### EndNote APA setup

Open the EndNote program and under Edit, Output Style, Click on Open Style Manager. This will bring up a list of styles. Choose the option to unmark ALL and then scroll down until you find APA. Only this box should be checked. When you open Word under endnote Style, you must select APA as the format.

To install the program using the email link follow these steps:

1. When you first go to the link to EndNote, click on the link and choose the type of computer you have. (Be sure ALL programs, especially Word and Excel are closed.)

2. Select to download and then SAVE it to your desktop (this is the easiest way to find it later).
3. Once the document has been saved, right click on the EndNote icon on your desktop and click on "extract" (**NOT open or run**).
4. This will extract the program and save it under your programs file on your computer.
5. If you have received the message that you need a password or number, you have done it wrong. Start over.
6. Open a Word document and the EndNote tab should appear on your toolbar. Click on the tab and where it says "Style:" change the dropdown box to say "APA."
7. Now click on "EN Go to EndNote." Now you need to create a new library. Click on "File" on the toolbar and then "New..." to create a new library. Type in whatever name you want.
8. Now you need to tell EndNote to format everything according to APA formatting rules. Go to "Edit" then "Output Styles" then "Open Style Manager." Click the button that says "unmark all" and then click only "APA." Then close Style Manager by clicking on "File" and then "Close Style Manager."
9. Now you're ready to add your first book.

In APA style, it is sometimes not very practical to try inserting the reference within the text using the EndNote program. However, here's a trick I have learned that works very well to create your Reference page:

1. Add your books to the EndNote program
2. Once all of your books and articles have been added, highlight (click and hold down the control key to go through the entire list to highlight the ones you want)
3. Right click and choose "Copy Formatted"
4. Go to your References page and click Control+V
5. Block the entire list that has just appeared
6. Then format to be double-spaced, Times New Roman 12 pt, and hanging indent

There you have it!

## EndNote Turabian setup

Open the EndNote program and under Edit, Output Style, Click on Open Style Manager. This will bring up a list of styles. Choose the option to unmark ALL and then scroll down until you find Turabian bibliography. Only this box should be checked. When you open Word under endnote Style, you must select Turabian as the format.

To install the program using the email link follow these steps:

1. When you first link to EndNote, click on the link and choose the type of computer you have. (Be sure ALL programs, especially Word and Excel are closed.)
2. Select to download and then SAVE it to your desktop (this is the easiest way to find it later).
3. Once the document has been saved, right click on the EndNote icon on your desktop and click on "extract" (**NOT open or run**).
4. This will extract the program and save it under your programs file on your computer.
5. If you have received the message that you need a password or number, you have done it wrong. Start over.
6. Open a Word document and the EndNote X3 tab should appear on your toolbar. Click on the tab and where it says "Style:" change the dropdown box to say "Turabian Bibliography."
7. Now click on "EN Go to EndNote." Now you need to create a new library. Click on "File" on the toolbar and then "New..." to create a new library. Type in whatever name you want.

8. Now you need to tell EndNote to format everything according to Turabian. Go to "Edit" then "Output Styles" then "Open Style Manager." Click the button that says "unmark all" and then click only "Turabian Bibliography." Then close Style Manager by clicking on "File" and then "Close Style Manager."
9. Now you're ready to add your first book.

To use EndNote:

1. First create a new library where all of your references will be saved.
2. Click on "Library of Congress" under Online Search, which will search for your resource. (This will only work if you're hooked up to the Internet.)
3. For example, type in "Bakke" in the author field and then "theology as big" in the title field and then click on "Search." You will see the search say something like 1 of 1 found. If you don't get ANY sources, try reducing the words in your search. If you get too many responses, click "cancel" and add more words to your search to narrow it down.
4. Now if you double click on the book, you can edit some of the data to meet APA or Turabian standards. Some of these changes include:
  - a. EndNote puts a space right before any colon in the title, which should be removed;
  - b. Make sure that all states are just the two-letter abbreviation. For example, sometimes the Library of Congress puts in "Oreg." instead of "OR" so that will need to be changed. No period, either.
5. For APA, go back into your document and place your cursor at the end of your quote. Go back to EndNote and click on the reference you're quoting then click on the "insert citation" icon (which is the box with just a single quotation mark in it) located in the top toolbar. The citation will appear automatically in your document and in your Reference list. To add the page number, place your cursor on the reference in your document so it is greyed out, right click, click "edit citation" and then click on "more" and then add the page number in the space provided then hit enter.
6. For Turabian go back into your document and place your cursor at the end of your quote (after the quotation marks) and insert a footnote (this must be done before you can insert your EndNote reference). Insert a footnote by clicking on "References" on the toolbar, then "Insert Footnote." Now with your cursor in the footnote, click on the EndNote tab and either "Go to EndNote" and click on the red down arrow OR you can click on "Insert Citation" and search for the citation from your library. The citation will appear in the footnote and the book will appear automatically in your Bibliography. To add the page number, place your cursor on the reference in your document so it is greyed out, right click, click "edit citation" and then click on "more options" and then add the page number in the space provided then hit enter.

## Quick Reference for APA

**Formatting** - the APA style requires that you follow these basic requirements:

Your paper should be typed and printed on standard 8.5" x 11" paper.

- |                        |   |
|------------------------|---|
| <i>Margins:</i>        | Set <u>all</u> margins at one inch (top, bottom, and sides) except when the project is to be bound, in which case the left margin should be 1.5". |
| <i>Alignment:</i>      | Align text to the left.   |
| <i>Indentation:</i>    | Indent the first line of all paragraphs one half inch.  |
| <i>Line Spacing:</i>   | Double space the entire document  |
| <i>Font Type:</i>      | Use the Times New Roman font.   |
| <i>Font Size:</i>      | Set at 12 point.  |
| <i>Paper Sections:</i> | Your paper must have four main components – <b>Title Page, Abstract, Body of the Paper,</b> and a list of <b>References.</b>                      |

- Page Header:** Set a page header beginning on the title page one half inch down from the top margin and align the text to the left with the page number set flush right. The title page header reads 'Running head: TITLE OF THE PAPER'. All subsequent pages carry the TITLE OF THE PAPER as the page header but not the words 'Running head:'.
- Page Numbering:** Start with page 1 on the title page and number all the following pages consecutively. While maintaining the numbering, start the list of References on a new page and also each Appendix on a new page.
- Citing within the text:** Use the author-date citation system, for example (Warner, 2008)
- References:** All citations must be listed in a list of References. The page(s) of References follow the main body of text and start on a new page. See the section below on references for more guidelines.

For a **sample of a paper** in APA Style formatting, click on the link below: -

<http://bcs.bedfordstmartins.com/resdoc5e/pdf/Hacker-Mira-APA-2010.pdf>

For a **tutorial** on the basics of the APA writing style, please click on the link below: -

<http://flash1r.apa.org/apastyle/basics/index.htm>

## **References** – the basics of APA Style

It is extremely important that every work or author cited in the text is cited in a listed on the page(s) of references in the section following the body of text. Your reference section fully acknowledges the work of the sources cited in your paper and should contain **only** references cited in your paper.

- Margins:** Set all margins at one inch (top, bottom, and sides).
- Heading:** The page heading is 'References' and must be centered.
- Author Order:** Use the alphabetical order (A – Z) by the author's surname. Only the author's surname is spelt out with initials used for first and middle names (e.g. Swindler, M. L.)
- Indentation:** Use the hanging indent style, that is, the first line of each reference is aligned flush with the left margin but the second line is indented one half inch.
- Line Spacing:** Double space the entire list of references
- Numerals:** Spell out numerals for references beginning with numerals

*The web site links below also provide additional APA citation guidelines. Consult the manual for in-depth and complete details on citations.*

**APA** - FAQ's - <http://www.apastyle.org/learn/faqs/index.aspx>

*Click on the links below to see examples of formatting of references –*

<http://www.calstatela.edu/library/guides/3apa.pdf>

<http://www.indiana.edu/~citing/APA.pdf>

## **Quick Reference for Turabian**

Although all papers should be submitted in APA format, those who have received special permission to use Turabian or are "grandfathered" in may need the following, which are

some of the primary Turabian rules that absolutely must be followed in any BGU dissertation, most of which have been mentioned in this handbook but are more easily referenced here:

1. Margins: 1-1/2" on the left, 1" margin on top, right, and bottom.
2. Double space all text except block quotes, which are single spaced.
3. Indent first line of paragraphs either .25" or .5" and block quotes and footnotes indented at the same point
4. Number all lists (no bullets), locating the number at .25 and the body at .5.
5. First line of footnotes also indented identical to paragraphs indentions in the body.
6. Font sizes: body text is 12 pt. (not 14 pt. for headings) and footnotes 10 pt.
7. Common capitalization errors (these are the correct ways):
  - a. Bible
  - b. biblical
  - c. Scripture (if referring to the Bible); scripture if not
  - d. scriptural
  - e. When referencing God: he, him, his (it is recommended that you do not capitalize, but students do have the option to capitalize if important in your ministry context to do so)
  - f. The Church (if used in reference to the whole Church) and church (if referencing something like, "the neighborhood church...")
8. Do not put an extra space between paragraphs except just before a new heading.
9. One-sentence paragraphs are not acceptable.
10. Use block quotes (single-space and block indented) when quote is more than four lines.
11. Do not use quotation marks around a block quote.
12. When quoting Scripture, punctuate & reference as follows:  
"...everlasting life" (Jn 3:16).
13. When referencing Scripture, use two or three letters only and whether you use a period or not, be consistent, i.e. Jn or Jn. are acceptable but *all* biblical references should be the same throughout your document.
14. Footnotes begin at 1 with each new chapter.
15. In bibliography:
  - a. all states are abbreviated with the two-letter abbreviation, e.g. CA for California;
  - b. indent second line 5 spaces with first line at the margin;
  - c. all book titles are italicized (as well as throughout the document).
16. Font should always be Times New Roman
17. In a string of words, a comma appears before the "and," e.g. "The animals were red, green, blue, and yellow."
18. When referencing a year, should you write it like this: 1960s, not like this: 1960's
19. Percentages should be written like this: 9 percent; not like this: 9%

## **Independent and Directed Studies**

**For an instructional video on how to understand independent studies  
copy and paste this link into your web browser:  
[http://www.youtube.com/watch?v=elyqOhuch\\_g](http://www.youtube.com/watch?v=elyqOhuch_g)**

You may include a total of two courses (or maximum 8 credits) of Independent or Directed Study courses in your program. Any exception to this policy must be approved by the Academic Cabinet. An Independent Study is defined as a course that you design with

the assistance of an advisor. A Directed Study generally includes your participation in a seminar or conference.

Strict procedures of control and accountability must be in place for the programs to fulfill your stated purposes and reach your desired outcomes. You must obtain the service of existing faculty for supervision or propose another qualified course advisor from outside the institution. All such programs must be approved by the Academic Cabinet in advance.

Independent or Directed Study courses are generally designed for four (4) credits each (3 credits for master's level classes). Reading and writing requirements match those of courses in BGU programs. Reading requirements and project paper requirements have been outlined above and relate specifically to your degree and the number of credits desired. You may negotiate the number of pages read and project paper length as long as you have contributed an appropriate balanced minimum of 45 hours of academic work per credit into the course. If you are taking a Directed Study that involves a seminar or conference, the actual participation time spent during the conference may be counted toward the total number of hours allotted to the course.

You can request the Independent or Directed Study Contract and Policy from the Registrar. You must submit the completed forms along with proposed syllabus, advisor information, and tuition payment to the Registrar for approval by the Academic Cabinet. Tuition is calculated at the current rate of tuition per credit. If the study is not approved, the tuition will be refunded.

You must propose an Independent or Directed Study advisor who has a doctoral-level degree and who will evaluate your work for BGU and assign a grade at the end of the course study. If a non-BGU advisor is proposed, the advisor will need to be approved by the Academic Cabinet, which can take place at the time the study is being approved. The advisor must provide a current vita with the independent study proposal.

If you are interested in obtaining credit from a conference or seminar not offered by BGU, a request can be presented to the Academic Cabinet and approved on a case-by-case basis. Supplemental reading and reports may be required depending on your involvement in the conference or seminar.

The time limit for completion of an Independent or Directed Study is 90 days (3 months) from the time the course contract is approved. This means all coursework proposed in the syllabus must be submitted to your advisor at the 90-day due date. After the 90-day period, you will be charged a \$100 per month extension fee with a maximum of three (3) extensions allowed. If you have proposed a Directed Study, which is typically designed in tandem with a seminar or leadership conference, and the conference or seminar dates are such that completion of the course work must be extended, no additional charge will be made to your account.

## **Independent Studies**

When you open up the Independent Study Packet you will find five separate documents:

- a) The first is an agreement that you sign agreeing to the procedures of an independent study.
- b) The second is the proposal for an independent study, which needs to be filled out and agreed upon by you and your advisor.
- c) The third is the contract that needs to be signed by your advisor.
- d) The fourth is a W9 form, which must be signed and filled out by your advisor if the advisor pays US taxes.
- e) The fifth is a blank syllabus, which you can use as a form to fill in all of the specific information about your proposed course.

Please read over these documents carefully so you understand the requirements of an independent study.

If your advisor is one of BGU's approved faculty, adjunct faculty, or advisors as listed in the BGU catalog, you do not need to submit a vita for your chosen advisor. If, however, the advisor is not listed, you must provide a vita of the advisor along with the contract and the W9 form. The independent study packet in its entirety should be submitted to the Registrar, who will submit the item for approval. The independent study packet can be found in the online library in Populi.

## Populi

**For an instructional video on how to log into Populi and register for a class, copy and paste this link into your web browser: <https://youtu.be/KZ62DZJKADU>**

### Logging In

All of your online interaction will take place in a program called Populi (pronounced Pop-U-Lee). You will receive an invitation from the Registrar's Office (sent via Populi) inviting you to create a password. The URL to enter Populi is <https://bgu.populiweb.com>. This URL will take you to the login screen. It will be important that you remember your user name and password, but if you forget, please email the Registrar's Office to have your password reset.

Once you log in, you are immediately taken to your Dashboard. Any alerts from your professors, etc. will appear on that screen.

Click on the words "My Profile" to find your student information. This tab allows you to see anything on your bulletin board, basic information about yourself, student information, registering for a class, and your finances.

When you click on the "Info" tab, you will see your basic information. Here is where you can change your address, email, phone number, and other information about yourself. This is also where you can change your photo.

Let's register for a class. Click on the "Registration" tab. The **first** thing you want to check is the term in which you want to take a class (the default is the upcoming module). If you click the button to the right, a dropdown screen appears, allowing you to choose the semester you are interested in.

**Second**, scroll down to find the class you want and then click the green + under the column entitled "Enroll" to register. **Third**, hit "Save" (or your registration will not be saved). The Registrar's Office must confirm your registration before the tuition and fees will appear on your finance tab, but let's review how to find that information, too.

## How to Zoom!

**For an instructional video on how to use Zoom, copy and paste this link into your web browser: <https://vimeo.com/210803094>**

All of your face-to-face interaction with your professor in online classes will be held in the program called Zoom. Before your first Zoom session, please download the program by going to <https://zoom.us> and click on "SIGN UP FREE" in the upper right corner.

Once you have inserted your email, Zoom will send you a confirmation email. You must go into that email to confirm your account before you can use the program. Once you have activated your Zoom account, go ahead and log in at least a few hours before your first class so that you can set up your account. Insert your basic information (you need to scroll down when you first go into Zoom for the first time. You can also insert your photo so that when you are in a meeting, your picture will be displayed if you block the video.

Once your professor has scheduled a Zoom meeting, he/she will add the link to your online classroom, which will contain the Meeting ID. Click on the "JOIN A MEETING" button to come to the screen where you can insert the link or the meeting ID. Remember, if you don't sign in *before* joining a meeting, your photo and name won't show up.

When you first log into a Zoom session, and if no one else is in the room or started their video, the screen will be white with a few icons. Be sure to remember to mute your microphone if you are not speaking.

The first thing to do is click in the upper right corner to exit "full screen" option, which then allows you to see others in the class and any chats, which will appear on the right side of the screen. The trick with the Zoom Room is hovering your cursor over the screen otherwise the bottom row of options in black disappears after just a few seconds.

Clicking the "Chat" button allows you to see what students may be saying and where you can write something.

Clicking the "Share Screen" button allows you to share your screen or a document. If you hover your cursor over your name, you can raise your hand.

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## Attachment A. Grading Rubric

Your professor will be looking for specific elements in all of your work. Here is a brief outline that explains exactly what is expected of you.

<b>Theological Reflection</b>	<b>Excellent – 95-100</b>	<b>Good – 90-95</b>	<b>Needs Improvement – 85-90</b>	<b>Unacceptable – 80-85</b>
Student's observations	A clear statement of the main thesis or main purpose of the section.	The thesis or main purpose is obvious, but there is no single clear statement of it.	The thesis or main purpose is present, but must be uncovered or reconstructed from the text of the paper.	There is no thesis or main purpose.
Premises	Each reason for believing the thesis is made clear, and as much as possible, presented in single statements. It is also clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear, and made in single statements. The premises which are taken as given are at least plausibly true.	The premises are all clear, although each may not be presented in a single statement. It is also pretty clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear. The premises which are taken as given are at least plausibly true.	The premises must be reconstructed from the text of the paper. It is not made clear which premises are to be taken as given, and which will be supported by sub-arguments. There are no sub-arguments, or, if there are sub-arguments, the premises for these are not made clear. The paper does not provide sub-arguments for controversial premises. The plausibility of the premises which are taken as given is questionable.	There are no premises; the student merely restates the thesis. Or, if there are premises, they are much more likely to be false than true.
<b>Analysis (Critical Thinking)</b>	<b>Excellent – 95-100</b>	<b>Good – 90-95</b>	<b>Needs Improvement – 85-90</b>	<b>Unacceptable – 80-85</b>
Support	The premises clearly support the thesis, and	The premises support the thesis, and the author is	The premises somewhat support the thesis, but	The premises do not support the thesis.

	the author is aware of exactly the kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	aware of the general kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	the author is not aware of the kind of support they provide. The argument is invalid, and the thesis, based on the premises, is not likely to be or plausibly true.	
Critique	The student clearly understood the key information, main points and facts and clearly articulated a viable critique of the material.	The student understood the key information, main points and facts and articulated a viable critique of the material.	The student somewhat understood the key information, main points and facts and somewhat articulated a viable critique of the material.	The student did not understand the key information, main points and facts and did not articulate a viable critique of the material.
Views	The student was clearly able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was somewhat able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was notable to understand the various viewpoints and implication of speakers, authors, etc. or interact with the material.
<b>Contextual Application</b>	<b>Excellent – 95-100</b>	<b>Good – 90-95</b>	<b>Needs Improvement – 85-90</b>	<b>Unacceptable – 80-85</b>
Application	Student applied what was learned clearly and concisely to his/her context.	Student indicated some areas of application to his/her context.	Very little discussion about how the material learned will be applied to student's context.	No application to student's context was included.
<b>Technical Quality</b>	<b>Excellent – 95-100</b>	<b>Good – 90-95</b>	<b>Needs Improvement – 85-90</b>	<b>Unacceptable – 80-85</b>
Mechanics	No errors in mechanics (spelling, grammar, punctuation)	Several errors in mechanics	Many errors in mechanics	Too many errors in mechanics to be considered graduate-level work.
Clarity	All words are chosen for	Most words are chosen for	Words are not chosen for	Student does not

	their precise meanings. All new or unusual terms are well-defined. Key concepts and theories are accurately and completely explained. Good, clear examples are used to illuminate concepts and issues. Information (names, facts, etc.) is accurate.	their precise meanings. Most new or unusual terms are well-defined. Key concepts and theories are explained. Examples are clear. Information (names, facts, etc.) is accurate.	their precise meanings. New or unusual terms are not well-defined. Key concepts and theories are not explained. Examples are not clear. Information (names, facts, etc.) is mostly accurate.	acknowledge that key words have precise meanings. Information (names, facts, etc.) is inaccurate.
General Presentation	Excellent use of APA or Turabian style. Followed appropriate paper template.	Appropriate. Followed APA or Turabian style and paper template.	Fair. Does not always follow APA or Turabian style.	Does not follow academic guidelines or the paper template.
<b>Research Quality</b>	<b>Excellent – 95-100</b>	<b>Good – 90-95</b>	<b>Needs Improvement – 85-90</b>	<b>Unacceptable – 80-85</b>
Course materials	Extensive and very appropriate use of references to course materials.	Extensive and appropriate use of references to course materials. Footnotes and bibliography adhere to APA or Turabian style.	Some references to course materials. Only a fair use of APA/Turabian style.	Minimal references to course materials. Did not follow APA or Turabian formatting for footnotes or bibliography.
Outside references	Extensive and very appropriate use of outside materials.	Extensive and appropriate use of outside materials.	Some references to outside materials.	Minimal references to outside materials.

Bakke, R. J. (1997). *A Theology as Big as the City*. Downers Grove, IL: InterVarsity Press.

Barnes, G. (June 10, 2008). *Introduction to Transformational Leadership*. Paper presented at the Bakke Graduate University, Overture I, Seattle, WA.

George Fox Evangelical Seminary. Spiritual Formation. Retrieved from <http://www.georgefox.edu/seminary/about/formation.html>

Melton, J. (2006). *Philosophy of Ministry*. Bakke Graduate University,

Paul, R., & Binker, A. J. A. (1990). *Critical thinking: what every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Center for Critical Thinking and Moral Critique, Sonoma State University.

Paul, R., & Elder, L. (2001). How to study and learn (part three). Retrieved from <http://www.criticalthinking.org/pages/how-to-study-and-learn-part-three/515>