



Overton
Memorial
Library

Outline of Information Literacy Teaching

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Information Literacy

Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
(Accessed 21 July 2009)

<http://www.cardiff.ac.uk/insrv/educationandtraining/infolit/hilt/HILT.pdf>



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Library Orientation Tour

Welcome

Mention library hours

Mention Overton Memorial Library Orientation and Information Literacy Skills
Handbook

Librarians here to assist you not do your work

Food and drink are ok—you spill, you pay

Tour

Circulation desk show how to scan, where to return materials, reserves

Library Database

Keyword search comes out of author, title, subject and note fields

Author search last name, comma, first name

Title search if title starts with “a”, “an”, “the” do NOT put in title field, only if they are within the title

Boolean Operators “and”, “or”, “not” increase or decrease the size of the search

Call number and cutter number

OML/HMFRC

R, CAS, BLK, PER, CRP

First section books Reference no check out

Rest of sections 2 week check out, fines

Dewey Decimal Classification / Library of Congress Classification

Journal databases and indexes

Search and explain on ATLAS

Search and explain on Restoration Serials Index

Explain difference between periodical, magazine, and journal.

Explain difference between 2 types of pagination

Explain a dummy

Please do not go out the door unless physical harm emergency

Vertical files—read and copy only

Cassette tapes

Video—variety of subjects

Microfilm and microfiche

McMeans Family Reading Area

HMFRC



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Handbook of the Overton Memorial Library

PHILOSOPHY

The philosophy of Overton Memorial Library (OML) is to strengthen Heritage Christian University by identifying, collecting, housing, and making available materials that will support a biblically based education. The library, through services offered, seeks to instill in students a Christian attitude and a desire to serve God while fostering information literacy.

HISTORY

In February 1986, the university library was moved from the Administration Building to the Alexander Activities Building. On November 2, 1986, the Library was dedicated in honor of Basil and Margie Overton and in memory of their son, Timothy Overton. After the death of Timothy, at age 27, Basil Overton set up a library memorial fund in his memory. This money was used to purchase shelving and other furniture for the new facility. In 1999, the Library was expanded to twice its original size. In the summer of 2005 the Library expanded to its present size thus enabling inclusion of the McMeans Family Reading Area and the Bagents Family Research Center.

STAFF

Jamie S. Cox, Director of Library Services

HOURS OPEN

Closed Sundays

Overton Memorial Library is open Monday through Friday 8:00 am to 5:00 pm and 12:00 to 5:00 on Saturdays with the following exceptions:

*OML is closed on most national holidays.

*OML may be closed or open for reduced hours during Heritage Christian campaign weeks, break weeks, and select weeks during the summer. If making a trip to use OML, please call ahead to verify the hours of availability.

RULES AND REGULATIONS

In order to provide proper library services, the Library needs cooperation in abiding by the following rules and regulations.

The scheduled open hours will be strictly observed!

Excessive noise is prohibited.

Regular library materials circulate for two weeks. They may be renewed for two consecutive times if there is not a previous request for the material. The material **MUST** be brought to the library for renewal.

A patron may have seven (7) materials checked out at a time.

Reference materials are not to be checked out.

Reserve materials may be checked out at the Circulation Desk. Two-hour reserve materials **MUST** not be taken out of the Library.

Periodicals must be used in the Library.

A photocopier is available in the Library.

All users are subject other copyright laws.

Fees are \$.10 a copy.

There will be **NO** charging of copy fees.

Fines must be paid at the time materials are returned to the Library.

Circulation collection--fines will be \$.10 per day not to exceed \$20.00 per material.

Reserve materials--fines will be \$1.00 per hour for hourly and \$1.00 per day for overnight and daily reserves.

Overdue materials should be brought to the attention of the staff, not placed in the book drop.

Overdue materials must be returned and all fines paid before more materials may be checked out.

Lost or damaged materials should be reported to the librarian for appropriate action. The general guideline for lost materials fees is as follows:

Cost of replacement copy plus fines incurred up until it is reported and a \$20 processing fee.

All materials and fines must be cleared by the final exam week of each semester. Failure to comply will result in exams not given and grades not given out at the end of the semester.

Faculty must check out materials they wish to take out of the library. Faculty will be allowed to check out materials for one semester.

The Library reserves the right to ban patrons from checking out materials.

COMMUNITY BORROWERS POLICY

The Overton Memorial Library extends many of its library privileges to community users. Community borrower cards are available for users. All community borrowers must present a current user card at the Circulation Desk to check out materials.

INDIVIDUALS MAY QUALIFY AS COMMUNITY BORROWERS....

Who are 21 years or older and have permanent residence in the Shoals area. Residency must be verifiable by proper identification such as a driver's license or other valid documents.

PRIVILEGES OF COMMUNITY BORROWER CARD HOLDERS INCLUDE...

Borrowing from the circulation collection of Overton Memorial Library up to a maximum of seven (7) items during one two-week period.

In-house use of library material and facilities.

Reference service, as time allows after first-priority service to Heritage Christian University faculty, staff, and students.

REGULATIONS OF USE INCLUDE...

All patrons must adhere to the general policies of the library.

Borrower's card must be presented at time of checking-out materials.

The registrants themselves are responsible for overdue fines, damages, and replacement costs. User privileges may be suspended for delinquent fees after notification.

Interlibrary loans and online search requests are not a part of this policy and should be referred to a public library.

Since the academic community has priority for use of library materials, all items checked out to community borrowers are subject to immediate recall.

Community borrowers must recognize the responsibility of the University's library to provide materials representing different viewpoints and diversity of appeal.

HERE TO HELP

The Overton Memorial Library houses an 84,000 plus volume collection of materials for the use of the faculty, staff, and students of Heritage Christian University as well as community patrons. The library staff members will assist you in any way that will lead to your study and research. A number of services are offered to help in your studies.

LIBRARY DATABASE

The Overton Memorial Library database is available on the internet. The address is <http://catalog.hcu.edu/winnebago/search/search.asp>. Proceed to the **search catalog** section. In addition to the Library Database being on the internet, there are several helps including Helps for researching, BOOLEAN searches, Anatomy of a Citation, and Information Literacy.

REFERENCE BOOKS

Books consulted for specific facts or brief information on a given topic are found in the Reference Section. These sources of information include dictionaries, encyclopaedias, atlases, bibliographies, and volumes providing biographical information. These books must NOT leave the library at anytime.

AUDIOVISUAL MATERIALS

The Overton Memorial Library has a large collection of audio cassettes and video tapes. There is a wide variety of topics in both. Videos are housed before entering the Bagents Family Research Center. The audio cassette collection is located in the Bagents Family Research Center. These materials are available for a two week check out period.

VERTICAL FILE

The vertical file contains pamphlets, newspaper clippings, and other brief informational materials arranged alphabetically by subject. These materials may NOT be checked out. These materials are located in the filing cabinets located in the Bagents Family Research Center.

MICROFILM

The Overton Memorial Library has several periodicals and books that are on microfilm. Printing is an option on the microfilm reader/printer. Cost is \$.10 a page.

INTERNET

The Internet provides a great assortment of information sources that can be culturally, professionally, and personally enlightening. The Internet is an unregulated network that also offers access to information and images outside the bounds of the University's mission and the library's collection development policies. The currency, accuracy, and reliability of Internet information sources vary greatly. It is the responsibility of the user to evaluate and determine the quality and value of the information found. The library assumes no responsibility for any damages, direct or indirect, resulting from the use of information obtained via the Internet. Users are requested to abide by the University's policies and stay off of sites that are not appropriate. The library reserves the right to prohibit a patron from using the Internet.

ONLINE DATABASES OF INDEXES

The following databases are available through Heritage Christian University's web site. Contact the library for user name and password. These databases are available for currently enrolled students at Heritage Christian University.

ATLA Religion Database with ATLASerials

An index of religious periodicals dating back to 1924, as well as over 140 full-text journals in religion.

Religion and Philosophy Collection

300 full text periodicals covering religion and philosophy

Restoration Serials Index

An index to churches of Christ periodicals and lectureships.

PyscINFO (Available on the Internet)

RESERVE MATERIALS

Faculty will at various times put materials on reserve. The materials will be obtained at the circulation desk. The materials will be available on a 2-hour, overnight, 2-day, or 7 day checkout system as requested by the faculty members.

INTERLIBRARY LOANS

Materials not found in the Overton Memorial Library often may be obtained by interlibrary loan. The average waiting period between requesting and receiving material by interlibrary loan is two weeks. Many institutions charge a processing fee, most often in the \$15-\$25 range, for interlibrary loan requests. Students requesting interlibrary loans agree to cover all processing fees as well as any applicable return postage. Materials that must be returned to loaning institutions cannot be taken out of the Overton Memorial Library.

Interlibrary loans and online search requests are not part of the OML community policy and should be referred to a public library.

PERIODICALS AND NEWSPAPERS

Current periodicals (magazines, journals) are arranged alphabetically by title in the Periodical Section of the Library. These materials may not be checked out.

The Overton Memorial Library receives the following newspapers:

Times-Daily (Florence)

East Lauderdale News

These are located in the McMeans Family Reading Area. Newspapers are not kept past the current week.

HERITAGE MARRIAGE AND FAMILY RESOURCE CENTER

The Heritage Marriage and Family Resource Center is designed to provide resources to other community-based and faith-based agencies and organizations who promote healthy marriages and family relationships in Lauderdale County, Alabama and the surrounding area. Materials are listed within the library's database and are designated by the LOCACTION "HMFRC".

SERVICES FOR PEOPLE WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), the library staff will make good faith efforts to accommodate reasonable requests for assistance in obtaining, accessing, and making use of library resources, materials, and services.

HOW TO FIND A BOOK

Books are arranged on the shelves in numerical order according to the Dewey Decimal Classification System, which divides all books into ten classifications with numbers as follows:

000-099 **GENERALITIES**: encyclopaedias, bibliographies

100-199 **PHILOSOPHY**: psychology, logic, ethics

200-299 **RELIGION**: Bible, church, theology

210 Natural religion

220 Bible

230 Christian doctrinal theology

240 Christianity, moral and devotional theology

250 Christianity, pastoral, parochial, etc.

260 Christianity, social and ecclesiastical theology

270 History and geography of the Christian church

280 Christian denominations and sects

290 Other religions and comparative religion

300-399 **SOCIAL SCIENCE**: sociology, family, economics, law, education, criminal justice, political science

400-499 **LANGUAGE**: dictionaries, grammars, readers in all languages

500-599 **PURE SCIENCE**: mathematics, astronomy, physics, chemistry, biology

600-699 **TECHNOLOGY**: human physiology, agriculture, business

700-799 **THE ARTS**: architecture, sculpture, painting, music

800-899 **LITERATURE**: poetry, drama, and essays in all languages

900-999 **HISTORY**: general geography, travel, histories of all countries and ages, biographies

The Dewey Decimal Classification number for any material is found in the library database. User-friendly instructions are on the computer screen. The words used as subjects are listed in the *Library of Congress' Subject Headings* (described later).

GLOSSARY OF ABBREVIATED CALL NUMBERS

BKL	Booklets the accompany videos
CAS	Audio Cassettes
CD	Compact Disc Audio
CD-ROM	Compact Disc Read Only Material
CRP	Current Periodicals
DVD	Digital Video Disc
DVDc	Classes on DVD
MF	Microfilm
MFC	Microfiche
PER	Bound Periodical
R	Reference
VF	Vertical file
VT	Video Tape



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Information Literacy Terms Defined

Abstract is a brief summary of an article's major points.

Almanac is a publication that provides statistics, lists, figures, tables and specific facts in a variety of areas.

Analyze is to break down complex concepts into parts and then study how the parts are related to each other in making up the whole.

Article is a print source, usually published in a newspaper or journal, which provides current information and is generally written by an expert on its topic.

Atlas is a collection of geographical and historical information.

Attribution is the acknowledgement that something came from another source.

Author is the writer or originator of a book or article. An author search will yield books written by the name entered.

Bias is a viewpoint in which facts are presented with prejudice.

Bibliography is a listing of books available in a field.

Book is several sheets of written or printed paper fastened together between two covers.

Book Review is a summary of a book and the reviewer's analysis of its contribution to the discipline.

Call Number identifies the subject of the book and the exact book. Has two parts: 1. The Dewey Decimal number identifies the subject of the book. 2. The cutter number identifies the author of the book.

Citation is the information identifying a specific book or article. It usually includes author, title, publisher, pages and journal title for articles.

Cite is to indicate a source of information or quoted material in a short, formal note.

Common Knowledge is information that is readily available from a number of sources, or so well-known that its sources do not have to be cited.

Concordance is an alphabetical list of the most pertinent words in a given text and a notation of where they might be found within that text.

Copyright is a law protecting the intellectual property of individuals, giving them exclusive rights over the distribution and reproduction of that material.

Creative thinking is the process of actively exploring possibilities, generating alternatives, keeping an open mind toward change, and combining ideas to create something new or to view old concepts in new ways.

Critical thinking is the mental process of conceptualizing, applying, analyzing, synthesizing, and evaluating information.

Database is an electronic collection of information, usually an automated online file record for books and/or articles.

Dictionary is an alphabetical listing of words and is used for a quick search of a word or topic to find word meaning, spelling, and pronunciation.

Directory is a collection of data organized in way that allows a user to access the information easily.

Encyclopedia is a collection of detailed articles on a wide range of subjects.

Endnotes are notes at the end of a paper acknowledging sources and providing additional references or information.

Essay is a group of paragraphs on a single subject.

Evaluate is to examine critically, given a specific set of criteria.

Facts are knowledge or information based on real, observable occurrences. Just because something is a fact does not mean it is not the result of original thought, analysis, or research. Facts can be considered intellectual property as well. If you discover a fact that is not widely known or readily found in several other places, you should cite the source.

Fair Use is the guidelines for deciding whether the use of a source is permissible or constitutes a copyright infringement.

Festschrift is a collection of essays in book form written in honor of someone who is usually a scholar.

Fiction is content based on imagination and not necessarily on fact.

Focused research questions are research questions designed to break down the main questions into more detailed questions directed to the specifics of the topic and purpose of the question.

Footnotes are note at the bottom of a paper acknowledging sources or providing additional references or information.

Full-Text is the entire work, usually an article, found on a website or through a database.

General index is an index that covers a broad range of topics in scholarly journals, popular magazines, and newspapers.

Handbooks are resources that provide concise data, usually in table or chart form on a specialized subject area, commonly used for finding current statistics, procedures, instructions, or specific information on a topic.

Higher-order thinking is levels of progressively more complex thinking from low levels of thinking such as knowing or identifying facts to higher levels of thinking such as analyzing, synthesizing, and evaluating complex information sets.

Hypothesis is a statement that a research will attempt to support with the results of a specifically designed study.

Index is an alphabetical list at the end of a book telling on what page a particular subject, name or scripture may be found.

Information Literacy is the ability to see when information is needed and to acquire, evaluate and effectively use the needed information.

Intellectual Property is a product of the intellect, such as an expressed idea or concept that has commercial value.

Journal a collection of scholarly articles on one subject geared to the serious student.

Keyword is a word found within an online public access catalog record. The fields in which the word can be located are title, author, subject, and note.

Library Catalog or Library Database is a list of the collection in the library.

Literature review is the section of a scholarly journal that comes after the introduction section and provides a brief overview of the relevant studies or articles that support or provide background information on the current study.

Magazine a collection of popular-level articles geared to the general audience.

Main research question is a research question that is too broad or narrow, used to focus research appropriately for a topic and audience.

Manual is a resource that provided detailed and sometimes “how to” information on highly specific topics.

Monograph is a specialized treatise on a single subject or branch of a subject.

Multimedia is information in a form other than print.

Natural point of view is a viewpoint in which only the facts are presented without bias.

Nonfiction is information presented as fact.

Notation is the form of a citation; the system by which one refers to cited sources.

Note-taking is a technique that researchers use to organize and abbreviate highlighted or other collected information.

Opinions are statements or judgments or beliefs, which may or may not be true.

Original is 1) not derived from anything else, new and unique, 2) markedly departing from previous practice, 3) the first, preceding all others in time, 4) the source from which copies are made.

Paraphrase is a restatement of a text or passage in other words.

Peer Review (refereed) is when work is anonymously reviewed by peers.

Periodical is a newspaper, magazine, journal or other publication that is published at regular intervals (weekly, monthly, or quarterly).

Periodical Index is a subject or author index to articles in selected periodicals.

Plagiarism is any means, intended or otherwise, of presenting someone else’s work as one’s own, including undocumented quotations and paraphrases and work written or rewritten by someone else. (see information on the Plagiarism section)

Problem solving is using a systematic process to find a solution to a question or issue.

Proposal is a document typically written to suggest a program or action.

Public Domain is the absence of copyright protection thus belonging to the public so that anyone may copy or borrow from it.

Purpose statement or Thesis statement is a sentence toward the beginning of an article that explicitly states the intent of the study or article.

Qualitative data are data that describe the characteristics or observations of something.

Quantitative data are data that measure something.

Quotation is using words from another source.

Reference Collection is a sort of mini-library within a larger library. It covers all the major subjects covered in the larger library, but it does so by means of dictionaries, handbooks, guides, subject bibliographies.

Reference list is a complete listing of each citation in an article.

Reference source is material from which information can be drawn.

Review article is an article written for the sole purpose of discussing the previous literature.

Scanning is moving quickly through material to see if it is what is needed.

Scope is the broadness or narrowness of a topic.

Self-plagiarism is copying material you have previously produced and passing it off as a new production. This can potentially violate copyright protection, if the work has been published, and is banned by most academic policies. Self-plagiarism is prohibited at HCU unless permission is granted by the instructor.

Skimming is reading in a superficial or cursory manner to quickly determine the main idea in text by reading subheadings and the first sentences of sections and paragraphs.

Style manual / Style guide is an instructional publication that provides guidelines for writing mechanics and documentation format for research papers and theses.

Subject is the principle theme or idea of a book or article. A subject search will yield materials that use that term in the subject field of the record.

Subject headings are specifically designed terms and phrases designed to organize library materials consistently.

Synthesize is to combine separate thoughts to form a concept.

Table of Contents is the listing of the titles of the chapters in a book. It is usually at the front of the book.

Thesaurus is a collection of synonyms, near-synonyms, antonyms (opposite words), phrases, and slang terms for words.

Thesis statement is same as purpose statement.

Title is the inscribed name of a book or article. A title search will yield books having that title.

Title page is the page of a book that list the title, subtitle, author and possibly the publisher and location of the publisher.

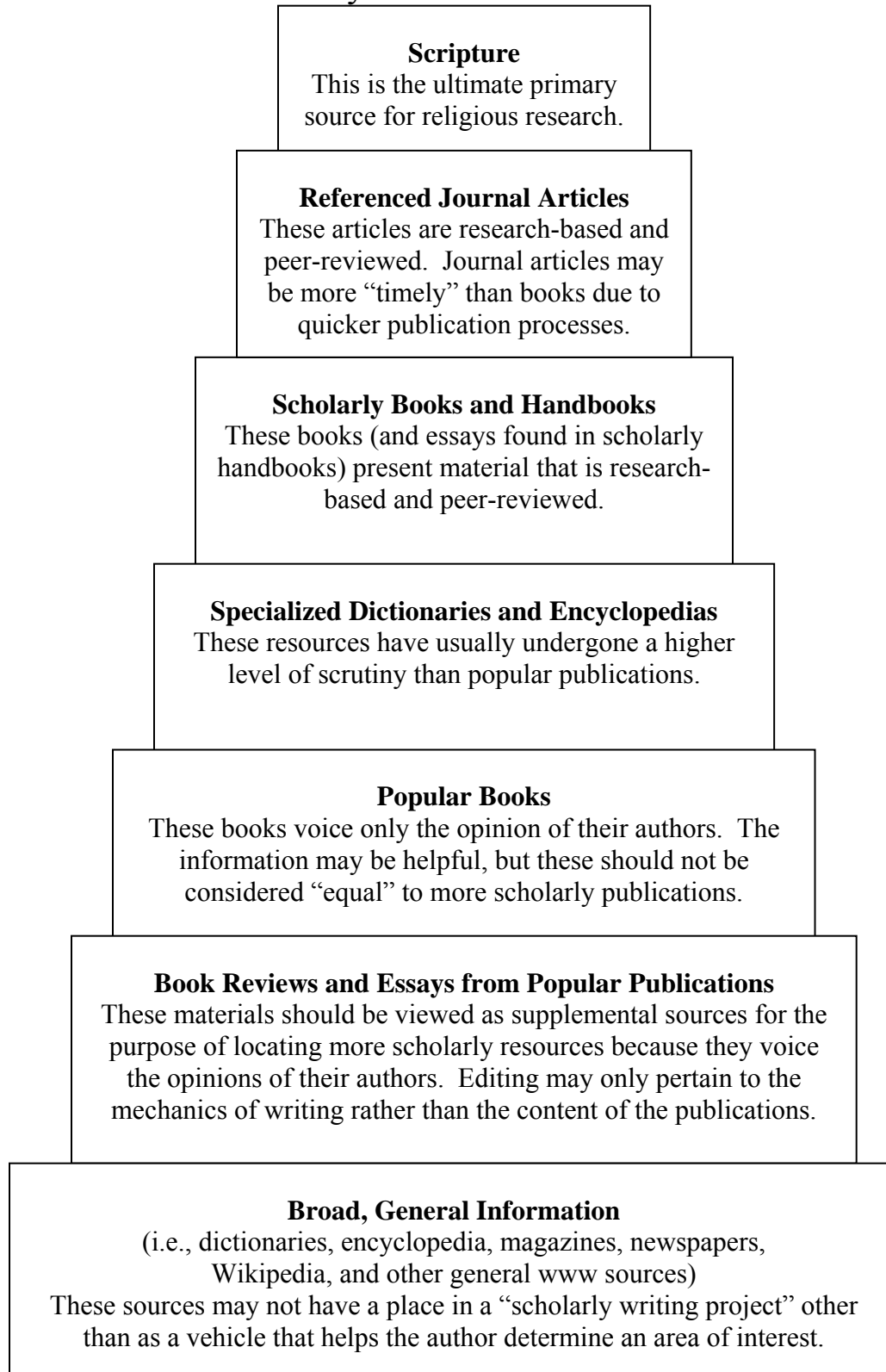
Truncation is a technique that allows you to search for various word endings and spellings simultaneously. Ex: preach* = preach, preaching, preacher, preachers

Verso is the back title page of a book. Usually the copyright date of the book is located.

Vertical Files is loose leaf materials arranged alphabetically by subject. Files are stored in filing cabinets and are not able to be checked out. These files are generally made up of pamphlets, bulletin articles, newspaper clipping and sermon outlines and illustrations.

Verifiable describes information that is based on facts that can be shown to be true or documented by another or several credible source or sources.

Hierarchy of Research Resources





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First Steps in Researching

Choose a topic, text, person or term.

Check in a general dictionary or an encyclopedia to determine the meaning of the term and to get a broad overview of your subject. Examples:

Webster's Dictionary
World Book Encyclopedia

Look for a variety of possible terms or meanings. Ex. Flood, Deluge
This could be done by using a thesaurus such as:

Roget's International Thesaurus
Webster's New World Thesaurus

Once a term is defined, then begin to narrow your focus. Refer to a subject encyclopedia or dictionary. Examples:

Zondervan's Pictorial Bible Dictionary
Baker's Dictionary of Theology

Use the bibliographies from each of the encyclopedia articles.

Once the term is defined by a specialty dictionary or encyclopedia, then look for the term, topic, text, or person in general survey or introduction books on the subject. Examples:

Jensen's New Testament Survey
General introduction to the Old Testament

Then, look for books, such as commentaries, on the specific topic.

Books on the same topic are cataloged in the same area. Find one book on the topic and browse the books on either side for additional information.

Use the table of contents or the index of a book to determine if the term or topic is in the book. More scholarly books include multiple indexes (I.E. author index, subject index, scripture index).

To search for an author the author's last name must be typed first, followed by a comma then a space and then the first name. Example:

Osterhaus, James

Once the term is manageable, look in journal indexes for latest research on the topic, term, text, or person.



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Guidelines for Researching

Choose a topic.

Schedule time to spend in the library.

Define the topic.

Gather a bibliography using already prepared bibliographies found in materials used in defining the topic.

Search for the materials listed on the bibliography.

Browse the shelves for books not listed on the bibliographies found.

Remember to always get all the information needed for the citation.

Use the databases to find journal articles and essays.

Remember many good articles are not full text online.

Plan early.

Proofread your work and ask others to proofread it as well.

Analyze the material so you can write without plagiarizing.

Checklist

Have you checked the general encyclopedias?

Have you checked the subject encyclopedias?

Have you checked general introduction books?

Have you checked journal articles?

Have you looked in ATLAS, Religion and Philosophy Database, RSI?

Have you looked for reliable Internet resources?

Have you looked at bibliographies in books or at the end of journal articles or encyclopedia articles?

Have you looked in the books around the area where you found one that you needed?

Definitions adapted from *Holt Handbook*, 6th ed. Kirszner & Mandell, Boston, MA: Heinle, 20

Revised 08/01/06 by the Library Staff



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Library of Congress Authorities

Using *Library of Congress Authorities*, you can browse and view authority headings for Subject, Name, Title and Name/Title combinations. <http://authorities.loc.gov>

Library of Congress Authorities were previously only in book form and called *Library of Congress' Subject Headings*.

Library of Congress' Subject Headings are valuable because they attempt to place all of the items within the library collection that go together under the same heading. This is more valuable than a "keyword" search because many times when searching for a keyword (such as Death Penalty) you will not find all of the items in the collection that deal with the death penalty because those words aren't in the title of the book. Finding the proper LCSH "Capital Punishment," however, opens you up to every item in the collection that has been catalogued under that heading whether the title includes those words or not.



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Searching and Limiting the Search on the Overton Memorial Library Database

Keyword

- ❖ Comes from title, subject and note fields of records
- ❖ Words need to be used here and not phrases

Title

- ❖ Must be typed exactly as title on title page of the book
- ❖ Do NOT use “A”, “AN” and “THE” when they appear at the beginning of the title Example: *The Chicago Manual of Style* will appear in the database as *Chicago Manual of Style*

Author

- ❖ Author’s name is always typed surname first separated by a comma and space from the given name Example: Smith, Bob.
- ❖ Author’s name must be typed in as it appears in the database Example: J. J. Turner is Turner, Johnny James
- ❖ Typing only the last name of the author will give all records of authors who have the same name Example: “White” will retrieve records who author’s name is Bill White, Sam White, Jane White and Sally White

Subject

- ❖ Words selected to identify what the material (book, cassette, video, dvd, etc.) is about
- ❖ Words are selected using the *Library of Congress Subject Headings (LCSH)*. Subjects create uniformity within the database thus allowing like materials to be grouped together Example: “Flood” as a subject will result in zero (0) records being retrieved LCSH “Deluge” will result in 38 records being retrieved

Call Number

- ❖ Must be typed in exactly as it is in the library’s database on spine label of the book
- ❖ It is possible for 2 libraries to have the same book but have different call numbers for the book

ISBN

- ❖ Each book (not copy) has its own International Standard Book Number (ISBN)
- ❖ It is now a 13 digit number, formerly a 10 digit number, that can be used to identify the book

LCCN

- ❖ Library of Congress gives a specific number to each of the books that they catalog (Library of Congress Catalog Number)
- ❖ Number varies in digits and while it would identify the book is rather complex in identifying

Limiting the search

Using the author's name will produce only the works published by that specific author. Remember to use the last name first followed by the first name with a comma separating each. (Ex. Rendtorff, Rolf)

Using the exact title of the book would produce only the books with that exact title. More than one book can have the same title. Titles are generally NOT trademarked though they can contain trademarks.

Using the subject field to find a work would retrieve only the materials that have that word or phrase as the subject found in the subject field.

Using the exact and complete call number field to find a work would result in only retrieving the work or works that have the same call number. It is highly unlikely that more than one work would have the same call number but it would not be impossible.

Using a keyword would retrieve the largest group of works. However combining with the last name of author or combining two or three keywords using Boolean terms would narrow or limit the search.

Boolean Operators can be used to narrow or limit a search. These operators can be used to limit a searching a combination of a keyword, author, subject and title. It would unlikely that a keyword and title search would be used. Using a keyword and the author's last name could be highly used in narrowing searches. Using two or three keywords would also be used frequently to narrow a search. Reminder: a search can become too narrow.

The database limits itself automatically to 1,000 records retrieved at a time and only 50 can be printed at a time.

Expanding a Search

A search can be expanded using truncation. Truncation is using a symbol instead of letters to search for like terms. The OML database used the * symbol for truncation. Example: instead of typing “teach”, “teaching”, “teacher,” “teachers” and “teachable” typing “teach*” would result in the same search.



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Searching with Boolean Operators

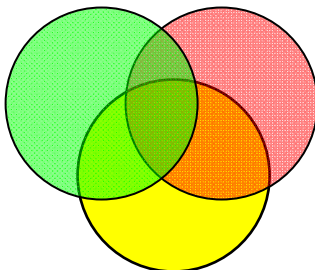
George Boole, a mathematician, designed a system of logic to produce better searching results. The Boolean operators, AND, OR, and NOT help in conducting a better search for the computer to perform. Boolean operators connect two or more search terms in a way you specify. Searching with Boolean operators is required when using two or three search terms.

John Venn, a mathematician, created the circle diagrams that help illustrate the relationships between the sets used in Boolean logic.

AND

Finds materials containing both search terms.

Jesus Christ **AND** God **AND** Holy Spirit



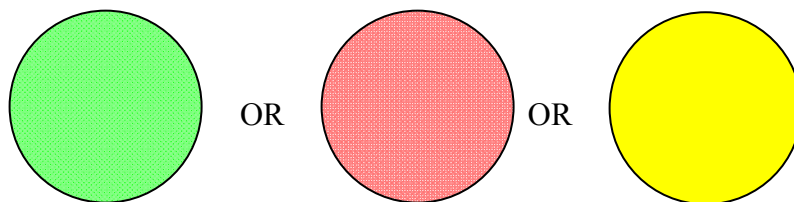
This will retrieve citations that discuss all three concepts in each article.

The more concepts you combined together with “AND”; the fewer records you will retrieve.

OR

Finds materials that contain information on either search terms

Jesus Christ **OR** God **OR** Holy Spirit



This expands your search by retrieving citations in which either or both terms appear. The more concepts or keywords you OR together, the more records you will retrieve.

AND NOT

Finds materials that contain the first search term but not the second term

Jesus Christ **AND NOT** God

Be careful using this, because you would eliminate records discussing Jesus Christ.



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Online Databases

A database is an electronic collection of information, usually an automated online file record for books and/or articles. The OML Catalogue and ATLA Religion Database with ATLASerials are two examples. Some databases are limited to a specific subject area, while others cover a variety of subjects. Databases allow for basic and advanced searching, and lead to citations and/or abstracts and/or full text articles that usually come from journals or newspapers. Some databases allow searches to be limited to scholarly journals; however, not all information from databases can be considered scholarly, because popular magazines such as *Time* are also indexed in some databases.

The following databases are now available through Heritage Christian University's web site. Contact the library for user name and password. These databases are available for currently enrolled students at Heritage Christian University.

ATLA Religion Database with Full Text ATLASerials

ATLA Religion Database with ATLASerials combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA's online collection of major religion and theology journals. The *ATLA Religion Database* includes more than 555,000 article citations from more than 1,656 journals (518 currently indexed), more than 232,000 essay citations from over 16,700 multi-author works, and more than 511,000 book review citations. Full text is provided for more than 266,000 electronic articles and book reviews. This database is produced by the American Theological Library Association. Covers many religions including Christianity. Indexes journal articles, essays, book reviews, multimedia and other materials. Materials listed are in numerous languages, not just in English.

Religion and Philosophy Collection

Religion & Philosophy Collection provides extensive coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, philosophy of language, moral philosophy and the history of philosophy. *Religion & Philosophy Collection* offers nearly 300 full text journals, including more than 250 peer-reviewed titles, making it an essential tool for researchers and students of theology and philosophical studies.

Restoration Serials Index (RSI)

The *Restoration Serials Index* is an index of articles from 72 journals, magazines and other periodicals related to the Stone-Campbell Restoration Movement. The index lists author, title, publication, volume, issue, date and up to four related subjects. No full text articles are available on this database.

PsycINFO

PsycINFO is an abstract database that provides systematic coverage of the psychological literature from the 1800s to the present. (Available on the Internet) See the librarian to gain access.

EBSCO e-journals online

Full text of journal for which the Overton Memorial Library holds print subscriptions.



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Passwords for Databases

Go to the Heritage Christian University website: www.hcu.edu
Then to Overton Memorial Library
Then Online Databases and E-Resources

Click on the Resource of your choice:

EBSCO host Research Databases

Username: S7234144

Password: Password

ATLA Religion Databases with ATLASerials
Religion and Philosophy Collection

EBSCO e-journals online

Customer Code: HCU

User ID: LIBRARY

Password: CANDY

Restoration Serials Index

No password needed



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Parts of a Scholarly Article

Abstract: A brief synopsis of the article

Introduction: An explanation of why the authors have conducted the study or written the article and why the information is important

Literature review: The section of a scholarly journal that comes after the introduction section and provides a brief overview of the relevant studies or articles that support or provide background information on the current study

Methods: An explanation in detail how the current study was conducted

Results: A presentation of the results of the study in an objective, logical manner

Discussions: An explanation of the results, discusses any problems that arose during the study that might have influenced the results, presents any unexpected event or finding, and relates the results back to the original findings in the literature

Conclusions: An explanation of the major inferences that can be logically drawn from the study and outlines why the findings are important to the industry or the general population

References: List of citation sources at the end of the article

Taylor, Terry. *100% Information Literacy Success*. Clifton Park, N.Y.: Delmar, 2007.



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Critically Analyzing Information Sources

INTRODUCTION

INITIAL APPRAISAL:

- Author
- Date of Publication
- Edition or Revision
- Publisher
- Title of Journal

CONTENT ANALYSIS:

- Intended Audience
- Objective Reasoning
- Coverage
- Writing Style
- Evaluative Reviews

INTRODUCTION

You can begin evaluating a physical information source (a book or an article for instance) even before you have the physical item in hand. Appraise a source by first examining the bibliographic citation. The bibliographic citation is the written description of a book, journal article, essay, or some other published material that appears in a catalog or index. Bibliographic citations characteristically have three main components: author, title, and publication information. These components can help you determine the usefulness of this source for your paper. (In the same way, you can appraise a Web site by examining the home page carefully.)

I. INITIAL APPRAISAL

A. Author

1. What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various *Who's Who* publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials.
2. Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.
3. Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

B. Date of Publication

1. When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.
2. Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.

C. Edition or Revision

Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

D. Publisher

Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

E. Title of Journal

Is this a scholarly or a popular journal? This distinction is important because it indicates different levels of complexity in conveying ideas. If you need help in determining the type of journal, see [*Distinguishing Scholarly from Non-Scholarly*](#)

Periodicals. Or you may wish to check your journal title in the latest edition of *Katz's Magazines for Libraries* for a brief evaluative description.

II. CONTENT ANALYSIS

Having made an initial appraisal, you should now examine the body of the source. Read the preface to determine the author's intentions for the book. Scan the table of contents and the index to get a broad overview of the material it covers. Note whether bibliographies are included. Read the chapters that specifically address your topic. Scanning the table of contents of a journal or magazine issue is also useful. As with books, the presence and quality of a bibliography at the end of the article may reflect the care with which the authors have prepared their work.

A. Intended Audience

What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?

B. Objective Reasoning

1. Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.
2. Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions.
3. Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.
4. Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

C. Coverage

1. Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.
2. Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations--a secondary source.

Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

D. Writing Style

Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

E. Evaluative Reviews

1. Locate critical reviews of books in a reviewing source, such as *Book Review Index*, *Book Review Digest*, OR *Periodical Abstracts*. Is the review positive? Is the book under review considered a valuable contribution to the field? Does the reviewer mention other books that might be better? If so, locate these sources for more information on your topic.
2. Do the various reviewers agree on the value or attributes of the book or has it aroused controversy among the critics?
3. For Web sites, consider consulting one of the evaluation and reviewing sources on the Internet.

Learning how to determine the relevance and authority of a given resource for your research is one of the core skills of the research process. For more assistance with the research process, consult your instructor or a reference librarian.

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Olin Research Library, **Research & Learning Services**, Cornell University, Ithaca NY 14853
<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>



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Citations

What is Citation?

A “citation” is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again.

Why should I cite sources?

Giving credit to the original author by citing sources is the only way to use other people’s work without plagiarizing. But there are a number of other reasons to cite sources:

- Citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from.
- Not all sources are good or right – your own ideas may often be more accurate or interesting than those of your sources. Proper citation will keep you from taking the rap for someone else’s bad ideas.
- Citing sources shows the amount of research you’ve done.
- Citing sources strengthens your work by lending outside support to your ideas.

When do I need to cite?

Whenever you borrow words or ideas, you need to acknowledge their source. The following situations almost always require citation:

- Whenever you use quotes
- Whenever you paraphrase
- Whenever you use an idea that someone else has already expressed
- Whenever you make specific reference to the work of another
- Whenever someone else’s work has been critical in developing your own ideas.

How do I cite sources?

This depends on what type of work you are writing, how you are using the borrowed material, and the expectations of your instructor.

First, you have to think about how you want to identify your sources. If your sources are very important to your ideas, you should mention the author and work in a sentence that introduces your citation. If, however, you are only citing the source to make a minor point, you may consider using parenthetical references, footnotes, or endnotes.

There are also different forms of citation for different disciplines. For example, when you cite sources in a psychology paper you would probably use a different form of citation than you might in a paper for an English class.

Generally speaking, Heritage Christian University uses the Society of Biblical Literature style as its form with footnotes being used rather than parenthetical references or endnotes.

Finally, you should always consult your instructor to determine the form of citation appropriate for your paper. You can save a lot of time and energy simply by asking “How should I cite my sources,” or “What style of citation should I use?” before you begin writing.

Identifying Sources in the Body of Your Paper

The first time you cite a source, it is almost always a good idea to mention its author(s), title, and genre (book, article, or web page, etc.). If the source is central to your work, you may want to introduce it in a separate sentence or two, summarizing its importance and main ideas. But often you can just tag this information onto the beginning or end of a sentence. For example, the following sentence puts information about the author and work before the quotation:

Milan Kundera, in his book The Art of the Novel, suggests that “if the novel should really disappear, it will do so not because it has exhausted its powers but because it exists in a world grown alien to it.”

You may also want to describe the authors if they are not famous, or if you have reason to believe your reader does not know them. You should say whether they are economic analysts, artists, physicists, etc. If you do not know anything about the authors, and cannot find any information, it is best to say where you found the source and why you believe it is credible and worth citing. For example,

In an essay presented at an Asian Studies conference held at Duke University, Sheldon Garon analyzes the relation of state, labor-unions, and small businesses in Japan between the 1950s and 1980s.

If you have already introduced the author and work from which you are citing, and you are obviously referring to the same work, you probably don’t need to mention them again. However, if you have cited other sources and then go back to one you had cited earlier, it is a good idea to mention at least the author’s name again (and the work if you have referred to more than one by this author) to avoid confusion.



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Anatomy of a Citation

Citations serve as pointers to where the searcher may locate cited sources. Citations list the essential bibliographical information useful to finding or identifying the full text used in research. Below are some examples and what is needed for each kind of source used.

Book:

Author
Title
Place
Publisher
Date of publication
Pages

Last Name, First Name. *Title of Book*. Place of publication: Publishers Name, Date of Publication. Pages used for paper.

Chapman, Gary. *Five signs of a functional family*. (Chicago: Northfield, 1997), 144-151.

Journal article:

Author
Title of article
Journal name
Volume number
Year of publication
Pages

Last Name, First Name. "Title of the Article." *Title of Journal*_ Volume of journal, (number or date of issue): Page number(s) of article.

Johnson, Samuel. "The Date of the Exodus." *Journal of Biblical Literature* 114, 4 (October 2002): 157-169.

Essay (Article) in an Edited Volume:

Author of article
Title of article
Book title
Name of editor
Place of publication
Publisher

Date of publication

Last Name, First Name. "Title of Essay." Pages In *Book Title*. Edited by Name of Editor.
Place of Publication: Publisher, Date of Publication.

Attridge, Harold A. "Jewish Historiography." Pages 311-43 in *Early Judaism and Its Modern Interpreters*. Edited by R. A. Kraft and G. W. E. Nickelsburg. Philadelphia: Fortress, 1986.

The following is an example of how an article citation looks on the ATLA Religion Database ATLA Serials:

No Son-of-God Christology in Matthew 1.18-25.

By: Nolland, John Source: Journal for the Study of the New Testament, no 62 Je 1996, p 3-12. Publication Type: Article

Full Text from ATLA: [Click here for electronic resource](#)

PDF Full Text

Add to folder

Parts of the above Citation

Author or Authors

Nolland, John

Title of the Article

No Son-of-God Christology in Matthew 1.18-25

Type of Publication

Article

Journal Title

Journal for the Study of the New Testament

Volume and issue

62

Pages

3-12

Year

1996

Month

Je



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Bibliographies

A bibliography is a list of all of the sources you have used in the process of researching your work. In general, a bibliography should include:

- the authors' names
- the titles of the works
- the names and locations of the companies that published your copies of the sources
- the dates your copies were published
- relevant page numbers (optional)

Different kinds of sources, such as magazine articles and chapters in multi-author volumes, may require more specific information to help your reader locate the material.

Essential things you need for bibliographical data

Book:

Author
Title
Place
Publisher
Date of publication
Pages

Last Name, First Name. *Title of Book*. Place of publication: Publishers Name, Date of Publication. Pages used for paper.

Chapman, Gary. *Five signs of a functional family*. (Chicago: Northfield, 1997), 144-151.

Journal article:

Author
Title of article
Journal name
Volume number
Year of publication
Pages

Last Name, First Name. "Title of the Article." *Title of Journal*. Volume of journal, (number or date of issue): Page number(s) of article.

Johnson, Samuel. "The Date of the Exodus." *Journal of Biblical Literature* 114, 4 (October 2002): 157-169.

Essay (Article) in an Edited Volume:

Author of article
 Title of article
 Book title
 Name of editor
 Place of publication
 Publisher
 Date of publication

Last Name, First Name. "Title of Essay." Pages In *Book Title*. Edited by Name of Editor. Place of Publication: Publisher, Date of Publication.

Attridge, Harold A. "Jewish Historiography." Pages 311-43 in *Early Judaism and Its Modern Interpreters*. Edited by R. A. Kraft and G. W. E. Nickelsburg. Philadelphia: Fortress, 1986.

Example for EBSCO Bibliography:

McDowell, Janet Dickey. "Ethical Implications of In Vitro Fertilization." *Christian Century* 100, no. 30 (19 October 1983): 936-38. Cited 27 January 2009. Online: <http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0000933977&site=ehost-live>.

NOTE: The order is day first, only when the periodical requires it, and only when citing an online source that is also found in print (7.3.13).

Spell out the entire name of the month—no abbreviations.

Ok, so what's an Annotated Bibliography?

An annotated bibliography is the same as a bibliography with one important difference: in an annotated bibliography, the bibliographic information is followed by a brief description of the content, quality, and usefulness of the source.

What are "works cited" and "works consulted" pages?

Sometimes you may be asked to include these – especially if you have used a parenthetical style of citation. A "works cited" page is a list of all the works from which you have borrowed material. Your reader may find this more convenient than footnotes or endnotes because he or she will not have to wade through all of the comments and other information in order to see the sources from which you drew your material. A

“works consulted” page is a complement to a “works cited” page, listing *all* of the works you used, whether they were useful or not.

Isn't a “works consulted” page the same as a “bibliography,” then?

Well, yes. The title is different because “works consulted” pages are meant to complement “works cited” pages, and bibliographies may list other relevant sources in addition to those mentioned in footnotes or endnotes. Choosing to title your bibliography “Works Consulted” or “Selected Bibliography” may help specify the relevance of the sources listed.



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Footnotes

Footnotes are notes placed at the bottom of a page. They cite references or comment on a designated part of the text above it. For example, say you want to add an interesting comment to a sentence you have written, but the comment is not directly related to the argument of your paragraph. In this case, you could add the symbol for a footnote. Then, at the bottom of the page you could reprint the symbol and insert your comment. Here is an example:

This is an illustration of a footnote.¹ The number “1” at the end of the sentence corresponds to the note below. See how it fits in the body of the text?

¹ At the bottom of the page you can insert your comments about the sentence preceding the footnote.

When your reader comes across the footnote in the main text of your paper, he or she could look down at your comments right away, or else continue reading the paragraph and read your comments at the end. Because this makes it convenient for your reader, most citation styles require that you use either footnotes or endnotes in your paper. Some, however, allow you to make parenthetical references (author, date) in the body of your work.

Footnotes are not just for interesting comments, however. Sometimes, they simply refer to relevant sources. In other words, they let your reader know where certain material came from, or where they can look for other sources on the subject.

To decide whether you should cite your sources in footnotes or in the body of your paper, you should ask your instructor.

Where does the little footnote mark go?

Whenever possible, put the footnote at the end of a sentence, immediately following the period or whatever punctuation mark completes that sentence. Skip two spaces after the footnote before you begin the next sentence. If you must include the footnote in the middle of a sentence for the sake of clarity, or because the sentence has more than one footnote (try to avoid this!), try to put it at the end of the most relevant phrase, after a comma or other punctuation mark. Otherwise, put it right at the end of the most relevant word. If the footnote is not at the end of a sentence, skip only one space after it.

What's the difference between Footnotes and Endnotes?

The only real difference is placement – footnotes appear at the bottom of the relevant page, while endnotes all appear at the very end of your document. If your notes are very important, footnotes are more likely to get your reader's attention. Endnotes, on the other hand, are less intrusive and will not interrupt the flow of your paper.

If I cite sources in the footnotes (or endnotes), how's that different from a bibliography?

In footnotes or endnotes, you are citing sources that are directly relevant to specific passages in your paper. In a bibliography, you are citing all of the sources that you researched, whether they relate to any specific part of your paper or not. So your bibliography might contain “extra” sources which you read, but did not specifically cite in your paper. Also, citations in footnotes or endnotes will always have page numbers, referring to the specific passages relevant to that part of your paper, while citations in bibliographies may have none (if you read an entire book, for example, you would not have to list specific page numbers in your bibliography. If you quoted the book, however, you would have to mention the page numbers in your notes).

Example for EBSCO Footnote

¹Janet Dickey McDowell, “Ethical Implications of In Vitro Fertilization,” *Christian Century* 100, no. 30 (19 October 1983): 936-38. Cited 27 January 2009. Online:
<http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0000933977&site=ehost-live>.

NOTE: Breaks in URLs should occur after a colon, a slash or double slash, or the symbol @, but before a period or other punctuation or symbols. Never use a hyphen unless it is actually part of the address.



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Scholarly Periodicals vs. Popular Periodicals

<http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>

Many students have trouble distinguishing between scholarly sources and popular sources in their research. Often, below the graduate level, students form the habit of using light popular treatments of a topic for essays and school projects. Also, the worldly ideas about relativism and inclusiveness have influenced Christian more than we realize—we think sometimes that it is bad to make any distinction between scholarly work and non-scholarly. The only valid distinction, many students believe, is between works that are biblical and ones that are not. This leads to problems with papers, with grades, and with the overall quality of education that students receive.

Scholarly sources are written by specialists in the field.

Popular sources are written by pastors and evangelists, who, due to the nature of their ministry are generalists.

Scholarly sources consider the topic fairly and objectively and most often from an academic perspective.

Popular sources can be either devotional (encouraging Christian to live for Christ) or polemical (advocating the author's point of view using rhetoric rather than reason). Either way the popular source covers a topic very lightly.

Scholarly sources include documentation (footnotes or endnotes).

Popular sources normally do not bother with such matters.

Scholarly sources consider a matter in some detail.

Popular sources offer a quick overview of the matter.

Scholarly sources use language that is at least somewhat formal, and objective. The goal is precision in expressing the exact truth of a matter.

Popular sources use language that is friendly, familiar, that makes an appeal to the reader. Precision and formality is not important.

Scholarly sources often look “plain” in terms of the page layout, book cover, etc. since they focus on the ideas themselves.

Popular sources often use creative fonts, sidebars, colorful bindings etc., to appeal to the eye and draw the reader in.

Popular sources are not necessarily “bad” in terms of their intended purpose. In fact, the best popular sources are written by pastors or by specialists who have done the hard work of scholarly reading and research, and who have taken solid information and distilled it down so as to make it appeal to laymen.

If you try to get by in your paper using light easy reading produced by popular writers you will do two things:

- 1) You will write a shallow paper that won’t be well backed up and which won’t get a good grade.
- 2) You will deny yourself the opportunity to explore deeply the truth in the area of your topic—thus you will have only “warmed over hash” to give the people to whom you minister. If you do the deeper reading required of a good paper, you will be able, years later to recall what you’ve learned and to make it simple, clear and relevant to the people who will hear you preach and teach.

Seek out and use the best scholarly sources for your paper (even though they are often less “fun” to read and less “interesting” than the popular book). You owe it to yourself and to the people you minister to, both now and in coming years to do the hard scholarly work now while you are in seminary.

Dr. C. Fred Smith and Dr. Leo Percer
Liberty Theological Seminary
2005
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Scholarly periodicals

Called journals
Written by experts
Reviews by experts
Peer-review process
Authoritative
Sold generally by the publisher
Lists author’s credentials
Abstract
Biography
Footnotes
Bibliography
Specialized vocabulary
Longer in length

Popular periodicals

Called magazines
Flashy advertisements
Sold at newsstands and checkout counters
Newspapers are considered popular periodicals
Brief in length 1-5 pages
Trade papers are considered popular periodicals



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How to Evaluate a Website

Questions to ask to help evaluate a website:

Who is the author?

What academic credentials does he/she have to this topic?

What is the author's experience related to the topic?

What kind of credential(s) does the author have (such as a license or certificate)?

What is the author's affiliation?

What else has the author published?

Is the author well-known in the field?

Is the site sponsored by a reputable and stable organization?

What is the sponsor's philosophy?

Is the sponsor suitable to address this topic?

Do others recognize this organization?

Does this organization have any particular bias?

Does the author provide a bibliography?

Is the bibliography up to date?

Did the author prepare this information as a part of his or her professional duties or have some other relationship with the sponsor?

Is contact information given?

If the site is from another country, is it valid for the purpose of your research?

Reliable Internet resources include postings by government agencies, articles by recognized scholars in a given field of study, and information gained from academic sites (IE, a professor's class notes).

A full-text journal article read from the web is simply a journal article. The form in which it was read is irrelevant.

Anonymous articles are always treated as **unreliable** resources.



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Primary Sources and Secondary Sources

Primary sources are original, uninterpreted information. Generally written as first-hand accounts or direct evidence. Often they are memoirs, autobiographies or oral histories. They can be in various formats, diaries, correspondence, film, emails to name a few.

Example: Bible, memoirs, diaries, autobiographies, interviews with people, letters, e-mails, memos, listservs, blogs, discussion threads, meetings and minutes to meetings, surveys, government documents

Secondary sources interpret, analyze or summarize.
Commentary upon, or analysis of, events, ideas, or primary sources.

Example: Commentary on the Gospel of John, review articles from scholarly journals, scientific reports, conference papers and proceedings, handbooks, databases, newspaper articles that analyze events, dictionaries and encyclopedias, magazine articles, multimedia that has been edited



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Quoting Material

Quoting is taking the exact words from an original source. You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make. If you want to borrow an idea from an author, but do not need his or her exact words, you should try paraphrasing instead of quoting.

How often should I quote?

Quote as infrequently as possible. You never want your essay to become a series of connected quotations, because that leaves little room for your own ideas. Most of the time, paraphrasing and summarizing your sources is sufficient (but remember that you still have to cite them!). If you think it's important to quote something, an excellent rule of thumb is that for every line you quote, you should have at least two lines analyzing it.

How do I incorporate quotations in my paper?

Most of the time, you can just identify a source and quote from it. Sometimes, however, you will need to modify the words or format of the quotation in order to fit in your paper. Whenever you change the original words of your source, you must indicate that you have done so. Otherwise, you would be claiming the original author used words that he or she did not use. But be careful not to change too many words! You could accidentally change the meaning of the quotation, and falsely claim the author said something they did not.

For example, let's say you want to quote from the following passage in an essay called "United Shareholders of America," by Jacob Weisberg:

"The citizen-investor serves his fellow citizens badly by his inclination to withdraw from the community. He tends to serve himself badly as well. He does so by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to."

When you quote, you generally want to be as concise as possible. Keep only the material that is strictly relevant to your own ideas. So here you would not want to quote the middle sentence, since it is repeated again in the more informative last sentence. However, just skipping it would not work – the final sentence would not make sense without it. So, you have to change the wording a little bit. In order to do so, you will need to use some **editing symbols**. Your quotation might end up looking like this:

In his essay, “United Shareholders of America,” Jacob Weisberg insists that “The citizen-investor serves his fellow citizens badly by his inclination to withdraw from the community. He tends to serve himself badly. . . by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to.”

The ellipses (. . .) indicate that you have skipped over some words in order to condense the passage. But even this version is still a bit lengthy – there is something else you can do to make it even more concise. Try changing the last sentence from

“He tends to serve himself badly. . . by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to.”

to

“He tends to serve himself badly. . . by focusing his pursuit of happiness on [money].”

The brackets around the word [money] indicate that you have substituted that word for other words the author used. To make a substitution this important, however, you had better be sure that “money” is what the final phrase meant – if the author intentionally left it ambiguous, you would be significantly altering his meaning. That would make you guilty of fraudulent attribution. In this case, however, the paragraph following the one quoted explains that the author is referring to money, so it is okay.

As a general rule, it is okay to make minor grammatical and stylistic changes to make the quoted material fit in your paper, but it is not okay to significantly alter the structure of the material or its content.

Quoting within Quotes

When you have “embedded quotes,” or quotations within quotations, you should switch from the normal quotation marks (“”) to *single* quotation marks (‘’) to show the difference. For example, if an original passage by John Archer reads:

The Mountain Coyote has been described as a “wily” and “single-minded” predator by zoologist Ima Warner.

your quotation might look like this:

As John Archer explains, “The Mountain Coyote has been described as a ‘wily’ and ‘single-minded’ predator by zoologist Ima Warner.”

Note the double quotes surrounding the entire quotation, and the single quotes around the words quoted in the original.

How do I include long quotes in my paper?

The exact formatting requirements for long quotations differ depending on the citation style. In general, however, if you are quoting more than 3 lines of material, you should do the following:

- Change the font to one noticeably smaller (in a document that is mostly 12 point font, you should use a 10 point font, for example)
- Double indent the quotation – that means adjusting the left and right margins so that they are about one inch smaller than the main body of your paper.
- If you have this option in your word-processor, “left-justify” the text. That means make it so that each line begins in the same place, creating a straight line on the left side of the quotation, while the right side is jagged.
- Do NOT use quotation marks for the entire quotation – the graphic changes you have made already (changing the font, double indenting, etc.) are enough to indicate that the material is quoted. For quotations within that quotation, use normal quotation marks, not single ones.
- You might want to skip 1.5 times the line-spacing you are using in the document before you begin the quotation and after it. This is optional and depends on the style preferred by your instructor.



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The following material was obtained from www.plagiarism.org from the research resources. The materials are printable handouts for educators.

Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else's work and **lying** about it afterward.

But can words and ideas really be stolen? According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on “fair use” rules)

Attention! **Changing the words of an original source is *not* sufficient to prevent plagiarism.** If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized.*

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Types of Plagiarism

Anyone who has written or graded a paper knows that plagiarism is not always a black-and-white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.

I. SOURCES NOT CITED

1) “The Ghost Writer”

The writer turns in another’s work, word-for-word, as his or her own.

2) “The Photocopy”

The writer copies significant portions of text straight from a single source, without alteration.

3) “The Potluck Paper”

The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.

4) “The Poor Disguise”

Although the writer has retained the essential content of the source, he or she has altered the paper’s appearance slightly by changing key words and phrases.

5) “The Labor of Laziness”

The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.

6) “The Self-Stealer”

The writer “borrows” generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

II. SOURCES CITED (but still plagiarized!)

1) “The Forgotten Footnote”

The writer mentions an author’s name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

2) “The Misinformer”

The writer provides inaccurate information regarding the sources, making it impossible to find them.

3) “The Too-Perfect Paraphrase”

The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

4) “The Resourceful Citer”

The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

5) “The Perfect Crime”

Well, we all know it doesn’t exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.



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Plagiarism Tutorial Assignment Five

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

Send score to: jcox@hcu.edu



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“... There is no new thing under the sun.” Ecclesiastes 1:9

When in doubt cite the source.

Give credit where credit is due.



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Mistakes Related to Form and Style Made by Students on Research Papers

by Coy Roper

1. Mistakes in form and style:
 - A. 1 ½” margin on the left; all other margins – 1”, double-spaced; 12-point font; pages numbered; right margin should not be justified; long quotes—single-spaced and indented—should not be justified on right margin’ first page: 2” down, center title of paper in all caps (CR’s preference.)
 - B. Single-spaced, indented material (block quotes) found in the text should be in the same kind and size of font as the rest of the text, and should not be justified on the right margin. The single-spaced block quotes should not be included in quotation marks (the fact that it is a block quote indicates that it is a direct quote).
 - C. No more than two spaces should separate the text on the page from the beginning of the footnotes on that page.
 - D. “BIBLIOGRAPHY” page should be “WORKS CITED” page and should include only works cited in the paper, in alphabetical order, in correct form.
 - E. Better not to use first person or second person.
 - F. Don’t use contractions (e.g. “don’t”).
 - G. A dash is written with two hyphens and no spaces: “many things—including,” rather than “many things-including,” or “many things – including,” or “many things – including.”
 - H. All materials which have been published separately are thought of as “books” and must be underlined (or italicized—but be consistent), in the text of the paper, in the footnotes, and in the “Works Cited.”

2. Mistakes in the form and style of footnotes.
 - A. Should be in the same size and kind of font as the text.
 - B. First line should be indented.
 - C. Should be single-spaced with a space between footnotes.
 - D. Follow Turabian in the kind and sequence of information found in footnotes and bibliography (reference page). Give all the information required. (Sometimes you may need to sue “n.d.” for “no date” or “n.p.” for “no place [given].)
 - E. Punctuate footnotes correctly: Do not put punctuation marks immediately before parenthesis. Do put a comma after the parenthesis which include the publication details and before the page numbers.
 - F. Underline (or italicize, but don’t do both) the names of books and of periodicals in the text of the paper, in the footnotes, and on the Works Cited page. The titles of

- periodical articles (or chapters) or research papers which have not been published should be in quotation marks, not italicized or underlined.
- G. Use *ibid.* when appropriate. (*Ibid.* means “in the same place.” It is always followed by a period.)
 - H. For second and succeeding reference to the same source, use the shorter form—usually just the last name of the author and the page number.
 - I. Footnotes should be on the same page as the numbers to which they refer.
 - J. Footnotes should have the same right and left margins as the text.
 - K. Each footnote should end with a period.
 - L. Entries on the reference page (works cited page) should be in alphabetical order; the first line of each entry should be even with the left margin in each succeeding line of the entry should be indented; entries should be single-spaced and there should be a space between entries.
 - M. Most important rule regarding footnotes and reference page: Be consistent!
3. Mistakes in references:
- A. Give the source for all information derived from another source! Not to do so is to be guilty, at worst, of plagiarism; at best, of keeping your reader in the dark and leaving him unconvinced. Plagiarism is academically unacceptable and wrong!
 - B. If you use the exact words of the source, include those words in quotation marks. If you use information or ideas from another source, but not the exact words, you do not use quotation marks, but you must still use a reference to indicate where the information came from.
 - C. When referring to scripture, give simply the book, chapter, and verse, whether in the text or in a footnote (“Acts 20:28,” not “Acts, chapter 20, verse 28”). If it is significant (if, e.g., you usually use one version but in a particular case are using another), you may want to give the version (in abbreviated form: KJV, NASB, RSV, NRSV, etc.). Usually, you should, early in the paper, when referring to scripture, include a footnote in which you say something like:
 “⁶ Acts 20:27, NRSV. Unless otherwise indicated, all scriptural quotations in this paper will be from the NRSV.” You do not need, in the footnote or on the reference page, to specify that the quote or reference is from “The Bible,” nor do you need to indicate the particular edition or publisher of the Bible you are using (e.g. Dickson Analytical Bible or Harper Study Bible) unless you are referring to notes or comments taken from that particular edition.
 - D. When referring to the notes from a certain Bible, then you should include publication details for that particular book.
 - E. Capitalize “Bible.” It is the name of a book (but not “biblical,” as in “a biblical truth”). Likewise, capitalize “Old Testament” and “New Testament.”
4. Mistakes in spelling: Do not rely solely on the spellcheck feature of your computer. It cannot distinguish, for instance, between “their” and “there.” One of the most important, yet neglected, things for you to do is to proofread your paper, and/or to get someone else to proofread it for you, before you hand it in.
- A. it’s for its (or vice versa)
 - B. to for too
 - C. effect for affected
 - D. loose for lose

- E. expected for accepted
 - F. their for there (or vice versa)
 - G. excepts for accepts
 - H. principle for principal (or vice versa)
5. Mistakes in style and word usage:
- A. Do not include title when giving credit to authors, either in the text or in footnotes. It is not “Dr. John Smith but John Smith” or “Rev. Harry Brown” but “Harry Brown” or “Mrs. Mary Nell Wyatt” but “Mary Nell Wyatt.” Do not include references to degrees in footnotes: Not “Trent C. Butler, Ph.D., Holman Bible Dictionary” but “Trent C. Butler, Holman Bible Dictionary.”
 - B. Do not introduce Bible quotes as follows: “In Hebrews 2:3,4 it says...” You may write instead, “Hebrews 2:3,4 says...” Or: “In Ephesians 2:8,9, Paul says ...”
 - C. Do not use “due to” for “because of.”
6. Mistakes in punctuation:
- A. Usually, quotation marks are on the outside of, or follow, other punctuation marks. References to footnotes go on the outside of, or follow, all other punctuation.
 - B. Longer quotations (more than eight lines) should be single-spaced and indented. When this is done, no quotations are needed around the material that has been single-spaced. (The fact that it has been single-spaced shows that it is a direct quotation.)
 - C. If you use a word like “say” or “said” followed by a comma to introduce a direct quotation, the direct quotation must begin with a capital letter. Direct quotations can be included without the use of a comma or capital letter. Both of the following are correct: (1) On the Day of Pentecost, Peter said, “Be baptized...for the remission of sins.” (2) On the Day of Pentecost Peter said that the people had to “be baptized...for the remission of sins.” Do not use “mention” or “remark” in such constructions. In any case, the quotation should fit smoothly into the text of the paper.
 - D. Omitting commas where they are needed, including them where they are not needed.
 - E. Mistakes in showing possession. Generally, use an apostrophe to show possession, except with personal pronouns, (e.g., my, min, his, hers, their, theirs, its). Note especially: “It’s is the contraction of “it is;” “its” is the possessive of “it.” Wrong: “The donkey fell under it’s load.”
7. Mistakes in syntax:
- A. Sentence fragment (“no-sentence fault”) and run-on sentences. E.g.: Sentence fragment: “Its major trade being wool and purple dye.” Run-on sentence: “He left Troas, he went to Macedonia, he went on to Thessalonica, then he went to Berea, the Bereans were more noble than the Thessalonians.”
 - B. If you include two or more independent clauses (clauses that would stand alone as sentences) in one sentence, punctuate them by either (1) using a semi-colon between them, or (2) using a comma followed by a coordinating conjunction (usually “but” or “and”).
 - C. Write clearly!

8. Mistakes in grammar:
- A. Disagreement between pronouns and their antecedents. “If a person is not sound in their doctrine, then they are a false teacher” should be “If a person is not sound in his doctrine, then he is a false teacher.”
 - B. Use of the wrong tense. “The first letter to the church at Corinth was wrote some time around A.D. 52-54.” Should be: “...was written.” Again: Paul seen this...” should be “Paul saw this...”
 - C. Use of the wrong case for pronouns. “It could also be said that Mark, who we have associated with Peter, is the John Mark of the New Testament.” Should be: “...Mark, whom we have associated with Peter...”
 - D. Unclear references, including dangling participles. “Though not exhaustive in content, hopefully doubts can be alleviated as to the value of the book.” Write clearly.



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General Rules: SBL Research Style

This list of rules is not meant to be comprehensive. It is primarily a reorganization by topic of the rules demonstrated in the sample SBL research paper. Other guidelines covering common errors have been added. References to the sample research paper appear at the end of the rules below so that an example of the rule in action can be found in the paper.

TEXT FORMATTING

- **TITLE PAGE:** Include the same type of information on your title page as shown in the HCU sample paper with either the spacing as shown or the spacing given on the sample page in the SBL supplement, unless your instructor specifies otherwise (EX 0.1).
- **STATE ABBREVIATIONS:** SBL does not use the postal abbreviation for states on the title page or in bibliographical information. A list of state abbreviations is available in the *SBL Handbook* 8.1.1 (EX 0.2).
- **ALL CAPS:**
 - Use all caps on the title page (EX 0.3).
 - The titles on the first page of text and the title on the first page of the bibliography are all caps but not bold or underlined. The font size is the same as used in the text. The colon introduces the subtitle (EX 1.4, 13.1).
- **FONTS:** A standard font (i.e., Times New Roman, Courier New, Ariel, Franklin Gothic Medium), 12 pt., is acceptable. Your instructor may specify a personal preference. Do not change fonts or size of font on the title page or in the text of your paper (EX 1.1). (Footnotes are 10 pt. in the same font.)
- **MARGINS:**
 - The first page of text and the first page of the bibliography have a top margin of two inches. Subsequent pages of text and bibliography have 1" margins on all sides (EX 1.2, 13.1).
- **PAGINATION:**
 - No page number appears on the title page (EX 0.4).
 - Proper SBL style places the page number on the first page of the text and the bibliography at the bottom of the page. **HCU modification:** It is acceptable to place ALL page numbers in the upper right hand corner (EX 1.3, 13.10).
- **TEXT SPACING:** The text of the paper is double spaced. Two double line spaces

separate the title and first line of text and the title and first entry in the bibliography. No extra line spaces should appear between paragraphs (EX 1.5, 13.1).

- INDENTATION:
 - The first paragraph of text is not indented (EX 1.6).
 - BLOCK QUOTES are used for direct quotations that are five lines or longer when word processed. Indent the entire quote five spaces on the left. **HCU modification:** Rather than double spacing block quotes (SBL 3.2.1.2), single space as shown in the sample paper. Indent after a block quote only if beginning a new paragraph; block quotes may appear within the context of a longer paragraph (EX 2.4).

GENERAL TEXT STYLE

- NAMES:
 - In SBL style, no comma appears between the last name and designations such as *Jr.* or *III* (EX 1.8).
 - DEITY PRONOUNS: **HCU modification** of SBL 4.4.8: Capitalize pronouns referring to members of the Godhead (EX 2.1).
 - The first time a cited author's name is used in the text, the complete name should be given. Subsequent references use the last name only (EX 2.2).
- COMMAS: SBL style requires a comma before the *and* in items in a series (see SBL 4.1.2).
- ITALICS FOR EMPHASIS: Do not capitalize an entire word in the text to add emphasis; instead, use italics (CMS 7.50–EX 10.2). Also, use italics to indicate a word being used as a word (EX -- The word *love* has several meanings in the Bible.)
- GREEK:
 - When a word in Greek font begins a sentence, follow the rule for English and capitalize it as the first word of the sentence (EX 10.1).
 - Words, sentences, or passages in Greek font do not require quotation marks (EX 5.3).
 - **HCU recommendation:** Download the font *Greek Old Face C*, available on the HCU website at www.hcu.edu/index_downloads.asp. Other Greek fonts are available on the website in Unicode format, which means they can also be viewed on computers who do not have that font installed.
- PERSON: Modern trends in biblical papers allow for occasional references to self (*I*) and to others in first person (*we*). However, avoid second person (*you* and the more formal *one*) (EX 9.1).
- INVERTED SENTENCES: Avoid using inverted sentence structures (*There is . . . ; It is . . .*) as thesis statements or as topic (or first) sentences in paragraphs.
- IDIOMS: Avoid using idiomatic phrases (i.e., “hit the nail on the head”) in the formal writing of a research paper.
- INSPECIFIC WORDS: Avoid words such as *biggest* or *thing*. Use a thesaurus to aid you in choosing a more specific word.

- REDUNDANCY: Do not use the same word repetitiously. Use a thesaurus to find a synonym (but make sure that the synonym fits the context).
- DIRECT QUOTATIONS:
 - No more than one third of a research paper should be quoted verbatim from a source. Instead, paraphrase.
 - Do not abut direct quotes without intervening text. A parenthetical citation is not intervening text. Exception: A series of quotes introduced with a colon and separated by semi-colons.
 - Direct quotations should be verbatim; changes to quotations should be minimal. To add comments or to make the quotation fit your sentence structure, use brackets []. To remove words from a direct quotation use the ellipsis (EX 4.1).
 - INTRODUCTORY PUNCTUATION/CAPITALIZATION:
 - A colon is often used to introduce direct quotations in a scholarly paper, especially quotations longer than five or six words introduced with verbs such as *writes* or *states*. A comma or a colon is used at the writer's discretion (EX 3.1).
 - When a "run in" quote is imbedded in the original text (usually introduced with the word *that*), no punctuation (comma) is used other than what would normally occur in the structure of the sentence (EX 5.1).
 - While some research styles would call for removing the initial capital letter in imbedded ("run in") quotes by using brackets (i.e., [*t*]*he*), it is acceptable, and recommended, to leave all capitals as they were in the original source (EX 6.1).
 - QUOTATION MARKS:
 - Single quotation marks (indicating the original punctuation) are used inside double quotation marks (indicating a direct quotation is being used). If both the single and double quotation marks occur at the beginning or end of a quote, do not separate them with a space or with the end punctuation mark (EX 5.2).
 - Block quotes do not require quotation marks. Double quotation marks are used only as they appear in the original within a block quote (EX 2.5).
- EMPHASIS ADDED: Indicate to the reader whether emphasis in a direct quote was added by the original author or by the writer of the research paper. An explanation should be given at the end of the quotation or in the footnote (EX 7.1).
- BRACKETS: Changes or additions to a direct quote are added inside brackets.
- *SIC*: Use *sic* in brackets to inform the reader that a mistake was made in the source, not by the author of the paper (EX 8.1).
- ELLIPSIS:
 - An ellipsis is used to remove words from a direct quotation.
 - An ellipsis maintains one space before, after, and between each point. If a punctuation mark appears before the ellipsis, it appears in its normal position (see example in SBL 4.1.6–EX 11.1).

- An ellipsis is generally not needed at the beginning or end of a quoted sentence. It is used, however, to indicate the omission of sentences that may appear between two quotes from the same passage (EX 11.2).

FORMATTING SBL CITATIONS

- IN TEXT AND IN PARENTHESES:
 - BIBLE:
 - Cite scripture in parentheses. In the first parenthetical reference indicate the version being used throughout the paper. If an occasional different version is used, be sure to indicate the correct translation.
 - When a book of the Bible is used with chapter or chapter and verse in the text, it is abbreviated. If only the book is cited, it is written out (see SBL 8.2). For abbreviations of books of the Bible, see SBL 8.3.1 and SBL Student Supplement 1.2. Scripture references do not appear in the bibliography (EX 1.7).
 - CLASSICAL WORKS: Well known classical sources (i.e., Jerome) are cited in parentheses (see SBL 7.3.2). Information about the particular translation may be given in a footnote at the writer's discretion. The full citation usually appears only in the bibliography (EX 4.2).
- FOOTNOTES and BIBLIOGRAPHY:
 - GENERAL FORMAT:
 - Footnotes are typed below a 2" line beginning at the left hand margin. Indent each footnote 5 spaces. Use a superscript number. Single space footnotes, but double space between footnotes. Use the automatic footnoting feature in your word processing program and modify as needed (EX 3.3).
 - Bibliographical entries are alphabetized by the first author's name given (do not change the order of the authors' names on an individual work). Each entry is single spaced with a double space between entries. All entries are reverse indented five spaces (also called "hanging indentation") (EX 13.2).
 - FOOTNOTE VARIATIONS:
 - ABBREVIATED TITLES: The titles of well-known secondary sources may be abbreviated in the initial footnote as well as in the short form of the citation (see SBL 8.4 for proper abbreviations). Give the full title in the bibliography (EX 6.3).
 - SHORT CITATION FORM: The shortened form of citation is used when a source has already been cited in full form in an earlier footnote. Examples of the short form of citation are shown in individual examples in SBL 7.2 (EX 5.4).
 - IBID.: Ibid. is used in place of the short form of citation when the reference cited is the same as the immediately preceding citation. Do not use *ibidem* if other works have intervened or if the previous citation occurs on the preceding page of your text, thus requiring the reader to turn back a page to find the full or short citation (EX 5.4).

- INFORMATION FORMATTING:
 - ORDER & EBSCO: For the correct order of information to follow the author(s) and title information, see SBL 7.1.1 (EX 13.3). **HCU modification**: If an article is taken from a database such as EBSCO, only a .pdf file is acceptable. Omit the database information and URL and cite as a printed source.
 - AUTHORS:
 - In the bibliography the first author's name is listed last name first, but all subsequent authors' are listed with given name first followed by family name (EX 13.7). Do not change the order of the names as listed by the publisher.
 - When a name ends in Jr. or numbers, that portion of the name stays in place at the end (EX 15.1).
 - TITLES:
 - Do not capitalize coordinating conjunctions, prepositions (including long words and phrasal prepositions), and articles (a, an, the) unless they are the first or last word of the title or subtitle. All words in hyphenated combination should be capitalized (see SBL 7.1.3.3–EX 14.2).
 - Extremely long titles may be shortened with the ellipsis (CMS 17.62–63–EX 13.5).
 - A three-em dash followed by a period indicates that the entry has exactly the same authorship (all authors) as the previous entry (EX 13.8).
 - PUBLISHING INFORMATION:
 - List the first city of publication only; if the state is necessary, use the standard abbreviation, NOT the postal abbreviation (see SBL 7.1.4.2; for state abbreviations see 8.1.1--EX 14.3).
 - When listing the location of the publisher, it is unnecessary to give the state or country when the city is well known (i.e., Chicago, Philadelphia, London) (SBL 7.1.4.2--EX 13.4).
 - Replace *and* with the ampersand (&) in a publisher's name (see SBL 7.1.4.1–EX 14.1).
 - Publisher's names are shortened by omitting words such as *Press* and *Co.* Exceptions to this rule are publications by educational institutions (see SBL 7.1.4.1–EX 14.5).
 - Use the latest copyright date given on the copyright page of a book (CMS 17.115–EX 13.6).
 - The names of months in dates are not abbreviated (SBL 4.4.15).
 - See SBL 4.2.3 as a guide to omitting specific digits in page numbers (EX 13.9).
 - Use *n.d.* to indicate that no date is given. If any information is missing but is known, it may be supplied in brackets (EX 14.4).

- INTERNET SOURCES:
 - Carefully and sparingly use Internet resources. Two very different formats for citing Internet sources have been given: one is in SBL 7.3.12–14 (probably the method preferred by most HCU professors) and the second is in the SBL student supplement (revised February 2009) in 1.6 (Note EX 15.2).
 - It is best to change the blue font color to black in citations.
 - Line divisions in URLs should only precede a dot (see SBL 7.3.13–EX 15.3).



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Student Supplement for *The SBL Handbook of Style*

http://www.sbl-site.org/assets/pdfs/SBLHSrevised2_09.pdf

http://www.sbl-site.org/assets/pdfs/sblhs_ss92804_revised_ed.pdf

You would be wise to print off these pdf files and add it to this work. It will come in handy as you prepare SBL style papers. It includes how to avoid common mistakes when writing papers, and how to format correctly using the SBL style. Samples are also included.



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Copyright and Its Laws

Works created by a person or group of persons is owned by them. Copyright is the ownership of that work. The work can include books, articles, music, lyrics and films. The owners (creators) can then sell the rights to publishers and other companies usually for a profit. Thus the publisher becomes the owner.

Laws are created by the United States government to protect the creators of the works. These laws are broad, extensive and many times ambiguous. Laws are frequently challenged and change over the course of time.

Works that you create are yours and you should be proud of the work you do. You would not be inclined to have someone take your work and state that they created it and not give you credit for it. The same goes for everyone else. They put time, effort and energy into the product and should be given credit.

Copyright generally deals with how much of the work can be reproduced, in what format and what is going to happen to the work (e.g., sold for profit). Generally, materials cannot be put into a new format (e.g. print to digital) without permission from the owner. All permission needs to be in writing when dealing with copyright.

There is what is called Fair Use practice that allows educators and librarians opportunities to copy materials for educational use. This is where educators can make copies of materials and give to students. There are however restrictions to this as well. Again, how much of the work is being copied, how the material is “packaged” and either sold or given to the student and how often the piece of work is used is all regulated. No more than one article out of any given issue of a journal can be used for any one class. Materials cannot be packaged into a “book” form and sold for profit. Teachers are to not to use the same work repeatedly for a class.

HERITAGE CHRISTIAN UNIVERSITY Policy Regarding Use of Copyright Protected Material Created 7.4.07

US Copyright Law seems to be in a state of major confusion. It will always be the policy of Heritage Christian University to comply fully with the law. Until the courts bring clarification to the application of existing laws, the policy of Heritage Christian University is as follows:

1. Do not post copyright protected in any electronic form for student access.
2. Do not create “print packs” of copyright protected material for student access. **NOTE:** This restriction applies even if the “packs” are made available free or on non-profit basis.

3. Do not copy or require the copying of the same specific articles term after term.
4. Use copyright protected electronic materials (video, digital material, etc.) only in the classroom setting, unless you secure permission for use over the internet.
5. Assign copyright protected reading to students only if they meet one of the following conditions:
 - a. The material is available to students online (ATLAS, EBSCO, etc).
 - b. HCU holds permission from the copyright holder to copy the material for classroom use.
 - c. Students can purchase the material.
 - d. OML can legally make the material available as requested by individual students. NOTE: It appears that current law excludes transmission of copyright protected material by electronic means. Library staff will, as allowed by law, copy and mail individually requested materials to students.
6. Alternatives that will assist in compliance with the statements above include:
 - a. The teacher presents a summary of key articles to the class.
 - b. Individual students, respectively, present a summary of key articles to the class. I.E., each key article is assigned to only one student who reviews and reports to the class.
 - c. Expanded use of textbooks.
 - d. Give preference to in assignments to articles available through ATLAS.

We acknowledge that these recommendations will change instructional procedures for some of you. We acknowledge that this will be inconvenient. However, we are unable to identify a policy that allows unrestricted use of copyright protected material, even for educational purposes.

For further information: <http://librarycopyright.net/digitalslider>



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Scholarly Biblical Sets

Ancient Christian Writers

English translation of the writing of early Christians 61 volumes

Ante-Nicene Fathers

The Ante-Nicene Fathers, subtitled "The Writings of the Fathers Down to A.D. 325", is a collection of books in 10 volumes (one volume is indexes) containing English translations of the majority of Early Christian writings. The period covers the beginning of Christianity until before the promulgation of the Nicene Creed at the First Council of Nicaea. The translations are very faithful, but sometimes rather old-fashioned.

Aramaic Bible

While any translation of the Scriptures may in Hebrew be called a Targum, the word is used especially for a translation of a book of the Hebrew Bible into Aramaic. Before the Christian era, Aramaic had in good part replaced Hebrew in Palestine as the vernacular of the Jews. It continued as their vernacular for centuries later and remained in part as the language of the schools after Aramaic itself had been replaced as the vernacular." from the Editors' Foreword to The Targum Onkelos to Genesis.

This series represents the first time all the extant Targums will have been translated into English. Scholars of both Jewish and Christian communities of the English-speaking world have given a warm welcome to the series, which is filling a large gap in the body of Targums available in English. 22 volumes published

Babylonian Talmud

"The Hebrew word Talmud means study or learning. The Babylonian Talmud is a collection of study teachings based upon the Hebrew Bible and oral commentaries of Jewish learning. The six major divisions of the Talmud are derived from the Mishnah or oral Torah. The Gemara section of the Talmud explains the Mishnah. The Talmud incorporates teachings from the Jewish sages who lived from the second Temple period until the time of the Amoraim in the fifth century. Most of the Rabbis cited in the Talmud lived from 20 B.C. to 450 A.D." -- Dr. Brad Young Oral Robert University

Biblia Hebraica Quinta

This is the new (fifth) edition of the Biblia Hebraica. It is being published in parts (fascicles).

Features include:

- Text of the Leningrad Codex, cited from new color photographs

- Masorah magna and parva of Leningrad Codex are included with the text
- A single apparatus with all relevant textual variants at bottom of the page
- Two other Tiberian codices are collated for each book
- Qumran and Judean Desert fragments are collated
- All available pre-Tiberian witnesses for each textual case are noted
- Each book is also accompanied by a commentary

This text includes:

- General Introduction presenting Biblia Hebraica Quinta, characterizes the text and masorah of the base text, the particular use of resources, and the relation of BHQ to BHS and previous editions, etc.
- Ruth, Canticles (Song of Songs), Qoheleth (Ecclesiastes), Lamentations, and Esther
3 fascicles published

Biblia Sacra iuxta Latinam Vulgatam versionem ad codicum fidem

Major critical edition of Jerome's Latin Vulgate Series 1926-1995 18 volumes

Brill's New Pauly

BRILL'S NEW PAULY is the English edition of the authoritative DER NEUE PAULY, published by Verlag J.B. Metzler since 1996. The encyclopaedic coverage and high academic standard of the work, the interdisciplinary and contemporary approach and clear and accessible presentation have made the NEW PAULY the unrivalled modern reference work for the ancient world.

Fifteen volumes (*Antiquity*, 1-15) of BRILL'S NEW PAULY are devoted to Greco-Roman antiquity and cover more than two thousand years of history, ranging from the second millennium BC to early medieval Europe. Special emphasis is given to the interaction between Greco-Roman culture on the one hand, and Semitic, Celtic, Germanic, and Slavonic culture, and ancient Judaism, Christianity, and Islam on the other hand.

Five volumes (*Classical Tradition*, I-V) are uniquely concerned with the long and influential aftermath of antiquity and the process of continuous reinterpretation and revaluation of the ancient heritage, including the history of classical scholarship. 20 volumes

Corpus Christianorum

The mission of this longstanding project is to produce critical editions of texts by Christian authors from Late Antiquity till the end of the Middle Ages, with the expectation that they will serve as reference-works of first resort for scholars worldwide. The core task of Corpus Christianorum, namely the editions of primarily Latin and Greek texts, is supplemented by the production of ancillary handbooks, bibliographies, monographic studies and electronic databases. 500 published with more being published yearly

Discoveries in the Judaean Desert

Definitive critical edition of the Dead Sea Scrolls 39 volumes published

Fathers of the Church

English translation of the writings of the Church Fathers 120 volumes

Goettingen Septuagint

The Göttingen Septuagint represents the largest Septuagint project ever undertaken. Published between 1931 and 2006, the 26-volume Göttingen Septuagint contains the most authoritative critical apparatus of the Greek Old Testament ever assembled. Combining textual evidence from countless manuscripts and ancient sources—including Philo, Josephus, and the Greek Church Fathers—the Göttingen Septuagint is the most detailed and elaborate critical edition of the Septuagint ever published.

Hebrew University Bible Project

The Hebrew University Bible Project — the flagship of research projects of the Mandel Institute of Jewish Studies at the Hebrew University — was established in 1956 to undertake a comprehensive survey of the history of the textual development of the Hebrew Bible and to produce a major critical edition. 3 volumes published

International Greek New Testament Project (IGNTP)

The International Greek New Testament Project (IGNTP) exists to produce a comprehensive critical apparatus of the Greek New Testament. It began in 1949, following on from the Critical Greek Testament project of 1926, and consists of a committee of European and American textual scholars which oversees the work. The fruits of this collaboration may be seen in the IGNTP edition of The Gospel according to St Luke (1984, 1987). The Gospel according to St John is currently in preparation. (4 volumes the Gospels)

Jerusalem Talmud/ Talmud Yerushalmi

The Talmud Yerushalmi, also known as the Jerusalem Talmud (JT), the Palestinian Talmud, Talmud Eretz Yisrael (Talmud of the Land of Israel) and Gemara de Eretz Yisrael, is the Mishna plus the Yerushalmi gemara. It is interesting to note that the JT that we have today is missing a huge amount of material. There is only commentary for the first four orders of the Mishna; The rest has been lost to history. The JT gemara is also missing for tractates Avot and Eduyot, parts of Toharot and other sections as well. Despite extensive scholarship, it still is unclear why this material was not included in the final redaction of the JT. Rabbi Yohanan bar Nappaha was the main redactor of the JT. It was redacted around 500 to 550 CE. Additionally, the name 'Jerusalem Talmud' is a misnomer; it was most likely written in Northern Israel, specifically Tiberias.

Legends of the Jews

A masterpiece of Jewish literature, Legends of the Jews presents a comprehensive compilation of remarkable stories connected to the Hebrew Bible. It is an indispensable reference on that body of literature known as Midrash, the imaginative retelling and elaboration on Bible stories in which mythological tales about demons and magic co-exist with moralistic stories about the piety of the patriarchs.

Loeb Classical Library

The Loeb Classical Library® is the only series of books which, through original text and English translation, gives access to all that is important in Greek and Latin literature. Epic and lyric poetry; tragedy and comedy; history, travel, philosophy, and oratory; the great medical writers and mathematicians; those Church fathers who made particular use of pagan culture—in short, our entire classical heritage is represented here in convenient

and well-printed pocket volumes in which an up-to-date text and accurate and literate English translation face each other page by page. The editors provide substantive introductions as well as essential critical and explanatory notes and selective bibliographies. 503 volumes

Nicene and Post-Nicene Fathers

A Select Library of the Nicene and Post-Nicene Fathers of the Christian Church, usually known as the Nicene and Post-Nicene Fathers (NPNF), is a set of books containing translations of early Christian writings into English. It was published between 1886 and 1900.

Novum Testamentum Graecum Editio Critica Maior

The Editio Critica Maior of the New Testament opens the way for a new understanding of the history of the Greek New Testament by:

- Exhibiting the history of the Greek text through its first millennium as documented in manuscripts from the second century onward
- Providing scholars engaged in the tasks of exegesis and textual criticism with all the relevant materials found in Greek manuscripts, patristic citations, and the versions
- Citing evidence that includes many textually significant manuscripts that have hitherto been either slightly or completely ignored

4 fascicles published

Oxford Hebrew Bible

The Oxford Hebrew Bible will be a new critical edition of the Hebrew Bible featuring a critical text, apparatus, and text-critical introduction and commentary. Each book of the Hebrew Bible will be addressed in a separate volume, published by Oxford University Press, with a single volume each for the Minor Prophets, the Megillot, and Ezra-Nehemiah. This project represents a departure from the other major textual editions (the Biblia Hebraica Quinta and the Hebrew University Bible), which are diplomatic editions. Not yet published

Sources Chretiennes

The 530-volume « Sources Chrétiennes » collection presents on the left-hand page full original texts, often with an entirely new critical apparatus (established according to modern scientific standards), and a new French translation on the right, together with introductions, notes and indexes which make their study and understanding more accessible.

In addition to the well-known [*Collection des Universités de France*](#), devoted to the Greek and Roman classics, the « Sources Chrétiennes » collection presents ancient Greek and Latin texts by Christian writers, but also Eastern ones (Syrian, Armenian and Coptic), together with some medieval works. Among Latin Christian writers a special series is devoted to the "Textes monastiques d'Occident", which make available various spiritual works of the Middle Ages that, despite their importance, had been very difficult to obtain hitherto.

This series meets the expectations of the linguist, the historian, the philosopher and the theologian and also appeals to the educated layman seeking guidance with regard to an authentic return to the Christian biblical, liturgical and patristic sources. It is the only series of such dimensions to present issues which both reach the level of international

scholarship and cater for the needs of the general reader, thus going far beyond the field of the specialist.

516 volumes

Vetus Latina: die Reste der altlateinischen Bibel

Major critical edition of the Latin Bible before Jerome Series 1951- 34 fascicles



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Notes on Indexes on Series

Nicene and Post-Nicene Fathers

Id. Subject on page more than once

Sq. Subject continues on the next page

Fathers of the Church

Indexes are in page numbers as well in homily numbers Example for pages 124, 189, 310. Example for homilies. 1.3.(2); 3.5(5), 6,9; 4.6.

Indexes are at the conclusions of volumes of letters

There are General Indexes, Proper Name Indexes, Scripture Citation Indexes and Greek Term Indexes.

Some Books have more than one General Index in them. If more than one book is bound in same binding.

Page number 85f in index means pages 85 and 86. Page number 85ff in index means pages 85, 86, and at least 87.

Page number 160n means the subject is mentioned in the notes on page 160.

Ancient Christian Writers

Notes are at the end of the books

Legends of the Jews

7 total volumes

Volume 5 is notes to volumes 1 and 2

Volume 6 is notes to volumes 3 and 4

Volume 7 is index for volumes 1-6

Citations for Jewish Literature

TJ, BK 8:10 Citations for Jerusalem Talmud

RH 18a; Ber 7a; Yoma 23a Citations for Babylonian Talmud

Tosef, Sot 4.1; T., Sot 4.1; Tosef., BK 9:29. Citations for Tosefta

“k” is also “q” Babba Qamma is also Babba Kamma



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How to Prepare an Annotated Bibliography

- WHAT IS AN ANNOTATED BIBLIOGRAPHY?
 - ANNOTATIONS VS. ABSTRACTS
 - THE PROCESS
 - CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT
 - CHOOSING THE CORRECT FORMAT FOR THE CITATIONS
 - SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE
-

What is an annotated bibliography?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Annotations vs. Abstracts

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

The Process

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Critically Appraising the Book, Article, or Document

For guidance in critically appraising and analyzing the sources for your bibliography, see *How to Critically Analyze Information Sources*. For information on the author's background and views, ask at the reference desk for help finding appropriate biographical reference materials and book review sources.

Choosing the Correct Format for the Citations

Heritage Christian University uses SBL Style format for citations.

Sample Annotated Bibliography Entry for a Journal Article

The following example uses the SBL format for the journal citation.

Waite, L. J., F. K. Goldschneider, and C. Witsberger. "Nonfamily living and the erosion of traditional family orientations among young adults." *American Sociological Review*, 51, no. 4 (1986): 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[How to Prepare an Annotated Bibliography](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm)

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Olin Library Reference

Research & Learning Services

Cornell University Library

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Permission Letter

April 2, 2009

Dr. Bill Bagents
Vice-President of Academic Affairs
Heritage Christian University
PO Box HCU
Florence, AL 35630

Dear Dr. Bagents:

My name is Jamie Cox and I am graduate student at Heritage Christian University. I am working on my master's thesis. I am dealing with the topic "The Minister Helping Those Who Have Been Sexually Abuse by Relatives to Forgive". In my review of the literature I came across your dissertation.

I would like your permission to use your Forgiveness Workshop: Handout 5 "Why Forgive?" in my thesis. I will, of course, give credit to you.

Enclosed is a self-addressed envelope for your reply. I would be delighted to send you a copy of my thesis.

Sincerely,

Jamie Cox



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Permission Granted Letter

April 23, 2009

Jamie Cox
Heritage Christian University
PO Box HCU
Campus Box 24
Florence, AL 35630

Dear Jamie:

You are welcome to use the Forgiveness Workshop: Handout 5 "Why Forgive?" from my dissertation.

I wish you well in you course work as you have chosen a topic that is not only sensitive but needed as well. I would be glad to have a copy of your thesis.

Sincerely,

Bill Bagents
Vice President of Academic Affairs
Heritage Christian University
PO Box HCU
Florence, AL 35630



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Permission Thank You Letter

May 9, 2009

Dr. Bill Bagents
Vice President of Academic Affairs
Heritage Christian University
PO Box HCU
Florence, AL 35630

Dear Dr. Bagents:

Thank you for your permission to use the Forgiveness Workshop: Handout 5 "Why Forgive?" in my thesis.

I am glad to say that I graduated with honors this morning.

Enclosed you will find a copy of my thesis.

Again thank you for your permission.

Sincerely,

Jamie Cox



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Questionnaire Letter

April 2, 2009

To Whom It May Concern:

I am a graduate student at Heritage Christian University working on my master's thesis. I am writing on "The Role of the Minister in the Forgiveness."

Enclosed is a questionnaire that I have sent to 500 ministers of congregations of churches of Christ. I hope that you will take the time to complete the questionnaire and return it in the self-addressed/ stamped enclosed envelope before May 2, 2009.

All results will be kept confidential. I have numbered each of the questionnaires and will not attach names to any of the questionnaires.

If you are interested in receive a copy of the thesis, please indicate at the bottom of the questionnaire. If the address is different than what you receive the questionnaire please indicate.

Thank you for your time in helping me with this project.

Sincerely,

Jamie Cox



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Questionnaire on Forgiveness

1. How would you define forgiveness?

2. Do you feel comfortable preaching on forgiveness?

3. Do you feel it is necessary for the person to ask for forgiveness before it can be granted?

4. In counseling members of your congregation, do you stress the need for them to forgive?

5. Do you see forgiveness having positive physical benefits?

6. Briefly describe how you tell someone how to forgive.

7. I would like a copy of the thesis. Circle: YES NO

Thank you for completing the questionnaire.



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Survey Letter

April 2, 2009

To Whom It May Concern:

I am a graduate student at Heritage Christian University working on my master's thesis. I am writing on "Forgiveness after Sexual Abuse."

Enclosed is a survey that I have sent to 500 individual. I hope that you will take the time to complete the survey and return it in the self-addressed/ stamped enclosed envelope before May 2, 2009.

All results will be kept confidential. I have numbered each of the survey and will not attach names to any of the survey.

If you are interested in receive a copy of the thesis, please indicate at the bottom of the survey. If the address is different than what you receive the survey please indicate.

Thank you for your time in helping me with this project.

Sincerely,

Jamie Cox



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Survey on Forgiveness
Please check your answers in the box.

1. Have you ever been sexually abuse?

Yes No

2. If yes, was the abuse done by a relative?

Yes No

3. Were you a child when the abuse occurred?

Yes No

4. Have you forgiven the person you who abused you?

Yes No

5. Did the person who abused ask you for forgiveness?

Yes No

6. How many years did it take for you to forgive the person?

1-3 3-6 6-10 10-15 Over 15

7. After forgiving, did you feel better emotionally overall?

Yes No

8. After forgiving, did you feel better physically overall?

Yes No

9. I would like a copy of the thesis.

Yes

No

Thank you for completing the questionnaire.



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