

Academic Writing Online
Ministry 6105-I1
Fall 2021
North Park Theological Seminary
1 credit hour

Course Instructor:

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I teach Academic Writing, provide academic coaching and support, and lead workshops at NPTS. Questions can be sent to me via Canvas or e-mail, and I will respond as promptly as I am able. You may also reach me on my cell phone between 9 a.m. and 9 p.m. M-F.

Introduction:

This course is designed to develop your academic “tools,” so that you can communicate more efficiently and effectively through the various forms of seminary writing. It will also address issues closely related to academic writing, such as proactive reading, research, test preparation, and time management. Many of the assignments are meant to align with your other courses during the semester.

Course Description and Participant IDEA Learning Objectives for Course:

This course will shape students’ capacity to succeed in seminary writing by strengthening theological and biblical reasoning, critical thinking, and reading. Focus will be given to effective and proper use of outside sources. It will especially serve those who are new to theological categories, studying in a second language, or second career students. The course will also benefit those who wish to improve their ability to read with focus and write with clarity.

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses. The overarching IDEA objectives for this course are the following:

Participant IDEA Learning Objectives

- Comprehend fundamental principles, generalizations, and theories.
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives

- Demonstrate the ability to communicate another person’s perspective fairly and accurately.
- Analyze, evaluate, and gain new perspectives on issues raised in texts.

- Synthesize understanding of the content of the primary and secondary source reading with personal perspective on the subject matter.
- Improve overall academic competence
- Incorporate effective methods of reading and writing into their seminary coursework
- Utilize available resources to accomplish their academic goals

Required Texts:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th or most current edition. (purchase)

Vyhmeister, Nancy *Quality Research Papers for Students of Religion and Theology*. 3rd Edition. Grand Rapids: Zondervan, 2014. (purchase)

North Park Theological Seminary Writing Handbook 2021-2022 (Available online and in Canvas)

Additional Readings:

As assigned and posted on Canvas

Participant Responsibilities:

1. Engaged, timely participation is required. **Thorough and prompt completion of assignments is a critical component of your grade.** Each writing assignment and each week's discussion post are worth 10 points. Late assignments will lose 1 point per week.
2. Participants should plan on spending 45 total hours on course responsibilities (e.g. reading, responding, written assignments, and conferencing with professor).
3. PLEASE NOTE: a grade of incomplete can only be given in the case of an emergency, when work to that point has been completed in a timely manner. Please request an incomplete from the professor by email, before assignments are more than two weeks late. Grades will be lowered for late work in accordance with the policy listed under grading, below.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.
5. Submitting your own work previously submitted for another course, unless asked to do so.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's [Safe Community](#) site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates she will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the [Seminary Academic Catalog](#).

EVALUATION OF ASSIGNMENTS AND DISCUSSION BOARD PARTICIPATION:

Your work in this course will be evaluated according to your successful completion of the following: Please note: A final course grade percentage of 78% or above is required for this course to be counted toward a degree (C- or above) See the NPTS catalog for institutional grading policies.

https://assets.northpark.edu/wp-content/uploads/20180731102109/UMC-15340_Seminary_Academic_Catalog_2017-18-FINAL.pdf

1. Assignments

Criteria for Assignments (10 possible points for each assignment; Late assignments will lose 1 points/week)

POINT VALUE	CHARACTERIZATION OF THE ASSIGNMENT
0-5	No response, or submitting incorrect assignment; late submission

6-7	Assignment is incomplete, does not follow the directions given, or contains numerous careless errors; late submission
8 9-10	Assignment is thorough, follows directions, but contains errors. Late submission. Excellent work, careful attention to details.

2. Discussion Board participation (Post and response each week per directions in module)

Criteria for participation in discussion board (posting and response) (10 possible for each week. Late posts will lose 1 point per week.)

POINT VALUE	CHARACTERIZATION
0-7	No posting or response, late posting or response, incomplete response
8-9	Partial or inappropriate participation; late posting or response
10	Engaged, full, timely and appropriate posting and response

Course Calendar:

WEEK 1 Begins August 30

METACOGNITIVE WRITING: SYLLABUS ANALYSIS

Learning Objective: To create a master plan for completing all semester assignments by analyzing syllabi and course Canvas sites.

Reading this week (available on Canvas Week 1 Module):

- Professor’s post: Your Companion, the Syllabus
- North Park Theological Seminary Writing Handbook (available on Canvas and NPTS website):
- Read over the syllabi and Canvas sites for all your courses this semester.

Discussion Board Posts this week (10 points) due September 5:

- Post an introduction, following the questions listed, on the Canvas site discussion board.
- Respond to your classmates’ posts.

Assignment this week (10 points) due September 5:

Create a chronological list (by week) of all writing assignments due throughout the semester for each course. Use your syllabi and Canvas site to locate the assignments. Include the length of the assignment (word count), resources needed, and the due date.

Estimate the hours needed to complete each assignment, including reading, research, pre-writing, writing, editing, etc. Add this estimate to each item on your list.

Upload your document under Assignments for week 1.

WEEK 2 Begins September 6

TIME MANAGEMENT/LEARNING STYLES

Learning Objective: Identify issues to enhance optimal completion of assignments; prepare action plan for semester, focusing on large or long-term writing projects and presentations.

Reading this week (documents available on Canvas Week 2 Module):

- Professor's post: Using Time
- Summary of Covey on Motivation and Time Management
- Summary of Learning Styles

Discussion Board Posts this week (10 points) due September 12:

- In 200 words (or so) reflect on how the semester is going for you so far. What issues are you experiencing that are addressed in the readings for this week? How are you doing with estimating the time required for your assignments? How does time management work for you generally? Can you identify your learning style from the descriptions?
- Respond to at least one of your classmate's posts

Assignment this week (10 points) due September 12:

Schedule, attend and participate in a one on one phone conference with your Professor.

By Tuesday evening, send an email to kbruckner@northpark.edu with 3 suggested time windows (30 minutes in length) for a phone conference. The times may be any day Tuesday - Friday. Evening time slots are fine. I will choose one that works for me and respond to you via email to set up the appointment.

During the conference, we will be discussing your classes and assignments for the semester and a plan to get your work done that works well for you. This is a follow-up to your assignment from last week.

WEEK 3 Begins September 13

READING TO WRITE -- PRE-READING

Learning Objective: Improve understanding of texts by analyzing their context and structure

Reading this week (documents available on Canvas Week 3 Module):

- Professor's Post: Read Before Reading
- Crucial Questions for Reading and Pre-Reading Document
- Active, Curious Reading with summary of Adler's *How to Read a Book*

Discussion Board Posts this week (10 points) due September 19:

(Use 200 words) When you practice pre-reading, you can improve your speed and accuracy in processing texts. Describe your own experiences with reading (non-fiction) texts, and how they have impacted your way of dealing with multiple reading assignments in your course work. Respond to at least one of your classmate's posts.

Assignment this week (10 points) due September 19:

Carefully read the "Active, Curious Reading" document and look at the summary from Mortimer Adler's *How to Read a Book* (also in the Canvas assignment).

Use Adler's categories to pre-read each of your textbooks from this class and your other classes this semester (up to 5 books).

Describe each book in brief detail. Use the items from Adler that apply or seem relevant.

Write 200 words total on your findings, using a **list format and bullet points to describe your texts.**

WEEK 4 Begins September 20

BACKGROUND KNOWLEDGE

Learning Objective: Enhance memory/engagement with course material by researching vocabulary and related topics.

Reading this week (available on Canvas Week 4 Module):

- Professor's Post: Building and Organizing Background Knowledge
- Online Seminary Resources
- Summary –Jesus in Christian Theology

Discussion Board Posts this week (10 points) due September 26:

- Describe 2-3 types of knowledge you bring from your background to your seminary studies.
- How are you able to connect to, understand and organize information based on your prior experiences and knowledge?
- Where do you find gaps in what you are expected to already know?
- Your experiences in the church or other ministry, your family, or your personal study may apply.
- Discussion posts should be around 200 words.
- Respond to at least one of your classmate's posts.

Assignment this week (10 points) due September 26:

You can write for your courses with greater skill and fluidity if you understand the concepts about which you are hearing and reading. This seems obvious, but a challenge of multiple distinct disciplines in seminary is gaps in one's background knowledge of the subject matter.

PRIMARY ASSIGNMENT (Create glossary): Choose one of your other classes. Using your syllabus and course textbooks (check the table of contents or index), locate 20 words which are unfamiliar to you. List them alphabetically, and define each word, using an online theological dictionary or other quality seminary academic source. OR

ALTERNATE ASSIGNMENT (Create annotated bibliography): Using the document Online Resources (in this module), locate 5 websites (or pages of websites) that are a valuable background resource for

your present or future seminary studies. For each one list the title of the website, the web address, and a paragraph that describes the information in brief detail. List the content, approach, interest of the site, etc. This is a type of annotated bibliography, to which you can return when you need to fill in some gaps in your course content knowledge.

WEEK 5 Begins September 27

TYPES OF SEMINARY WRITING

Learning Objective: Distinguish between genres of seminary writing and their appropriate styles.

Reading this week (available on Canvas Week 5 Module):

- Professor's Post: Variations in Seminary Writing
- Read your textbook: Vyhmeister pp. 1-65
- Rubric for Book Reflections
- How to Write a Short Exegesis Paper

Discussion Board Posts this week (10 points) due October 3:

One of the most common types of seminary papers is a summary, or a summary and response (also called a précis). A review of a book or article is similar, as is an entry in an annotated bibliography.

- Discuss the process of objectively describing an argument in a book or article, particularly if you disagree or are uncomfortable with it . . .
- Respond to at least one of your classmate's posts

Assignment this week (10 points) due October 3:

Upload a short paper you have turned in for another class (2-3 pages, max).

Add a full copy of the assignment it fulfills (from the syllabus), and the name of the course for which you wrote it.

OR, ALTERNATE ASSIGNMENT:

If you have not yet written any short papers, you may use a paper from your undergraduate work, an essay from your seminary admissions, or something else you have written. Include a detailed description of the purpose or assignment of the piece.

WEEK 6 Begins October 4

WRITING AN ESSAY TEST/CREATING AN ESSAY TEST

Learning Objective: Improve effectiveness of writing for a test by creating a study guide for upcoming exam

Reading this week (available on Canvas Week 6 Module):

- Professor's Post: Writing for a Test
- Strategies for Test Taking Document

- Keywords for Essay Tests Document

Discussion Board Posts this week (10 points) due October 10:

- Describe how test taking affects you: Are you confident? nervous? does your mind go blank? do you see it as a challenge? What factors in your life have influenced your response to tests? What strategies do you already use? What in the readings was new or useful to you?
- In the document "Key Words for Essays," the focus is on the verbs. In a test question, or most assignments for papers, you are asked to take a specific action in your writing, often one of those listed in this document. Comment on the subtle distinctions and similarities between these verbs.
- Respond to at least one of your classmate's posts. Use 200-300 words total.

Assignment this week (10 points) due October 10:

For an upcoming mid-term exam, create a study guide, using all information given to you by your instructor. Fill in the answers you will need to know for the test.

If you have been given a study guide, fill in all the detailed information you will need to take the test, using your reading, notes, lectures, or other resources.

Create a document (bullet points or incomplete sentences are fine) that will contain all information you need for the test in an organized format.

OR ALTERNATE ASSIGNMENT:

If you do not have any mid-term exams this semester, find a long-term project, presentation, or similar assignment for which you can start to gather data. Follow the general format above.

If this does not work for your classes, please email me kbruckner@northpark.edu and we will figure out a way to fulfill this assignment in a way that is meaningful.

WEEK 7 Begins October 11

CHOOSING A TOPIC

Learning Objective: Choose paper topics and their related sources based on the criteria of effectiveness, interest, and efficiency.

Reading this week (available on Canvas Week 7 Module):

- Professor's Post: Just Right
- Selecting a Topic document
- Read textbook Vyhmeister pp. 99-117
- Read textbook Turabian pp. 5-23

Discussion Board Posts this week (10 points) due October 17:

Discussion post 200 words

Choosing a topic for a paper or project is an extremely important first step in the process. If you need to correct your topic mid-paper, it can be a large set-back, especially given time constraints.

When you are given the freedom to choose a topic, what appeals to you? Simple? Complex? Obvious? Obtuse? Specific? General? Large? Small?

Given this week's readings, reflect on your natural instincts in this area, and how you might adjust your process going forward.

Respond to at least one of your classmate's posts

Assignment this week (10 points) due October 17:

From your current courses, choose a larger project or paper assignment that **involves choosing a text, topic or thesis**. If you do not have an assignment that fits this criterion, you may choose a ministry-related work project, such as a sermon, Bible study, youth ministry curriculum, or small group sessions on a topic, etc. Choose something that will be practical for the actual courses or ministry you are engaged in.

Using the guidance of this week's readings, choose a topic or thesis that conforms to the assignment (if you are doing your own project, make it something you can teach or write on at a later time), has sufficient material/data available to use in your research for the project, is an answerable question, or a clear, focused topic, is not too big or too vague

Present your findings in a **one page summary** that includes a copy of your specific assignment (as it appears in your syllabus), your topic, a rationale for how it will fulfill the requirement and the preliminary range of resources you have located to assure it will work well for you.

Please submit an alternate plan for a sermon, class, project etc. if you have no assignments requiring research. If you aren't sure of how to proceed, please contact me at kbruckner@northpark.edu

READING WEEK October 18-22 NO ASSIGNMENTS DUE

WEEK 8 Begins October 25

FINDING AND EVALUATING SOURCES

Learning Objective: Locate appropriate sources for a paper; Use proper Turabian parenthetical/reference list format.

Reading this week (available on Canvas Week 8 Module):

- Professor's Post: Using Online Sources
- Read Textbook Vyhmeister pp. 128-152
- Read Textbook Turabian pp. 24-48
- Chicago Turabian Style Summary Document (Key for completion of assignment!)
- NPTS Writing Handbook

Discussion Board Posts this week (10 points) due October 31:

- In 200 words, discuss the aspects of finding the best sources for your paper or project that you have found to be frustrating or confusing in the past.
- Are you comfortable with the library search tools?
- What pieces are you missing as you go forward with doing research?
- Respond to at least one of your classmate's posts

Assignment this week (10 points) due October 31:

- (USE THE CHICAGO TURABIAN SUMMARY DOCUMENT.) Create a BIBLIOGRAPHY (shown beginning on page 1) or a REFERENCE LIST (shown beginning on page 4) in correct Turabian style.
- Find 4 specific sources for a project, sermon, or paper, as per the information in this week's readings. If you do not have such a project, you may choose ANY 4 academic sources, including books, chapters in books, journal articles, ebooks, scholarly web sites, etc. This could include the texts for this course.
- Title the page: BIBLIOGRAPHY or REFERENCE LIST and center it as a heading
- List each source as a full bibliographic or reference list entry, using Turabian style. See Turabian or the Chicago/Turabian style shortcut (the document under course resources at the beginning of the course), etc. for examples.
- Entries should be listed alphabetically by authors' last name. Each entry is single spaced within, and double spaced between. The first line of each entry is on the left margin, and subsequent lines are indented 5 spaces from the left.

WEEK 9 Begins November 1

INCORPORATING OUTSIDE SOURCES

Learning Objective: Incorporate sources smoothly and correctly through paraphrase, summary, and direct quotations, using parenthetical citations

Reading this week (available on Canvas Week 9 Module):

- Professor's Post: Citation Hacks
- Document on incorporating outside sources
- Read Textbook Vyhmeister pp. 153-167; 188-195
- Read Textbook Turabian pp. 75-83; 135-163; scan 164-278

Discussion Board Posts this week (10 points) due November 7:

- Discuss in 200 words (total for post) your understanding of plagiarism: what is it?
- How do you avoid it?
- What are the ramifications of plagiarizing, in your view?
- What do you find confusing about it?
- What frustrates you??
- Respond to at least one of your classmate's posts

Assignment this week (10 points) due November 7:

By this point in the semester, you have most likely written a paper that uses an outside source (by this I include in-class readings to which you may be responding). Using what you have learned in the readings for this week, take 1-2 pages of a paper and edit it/them to be an example of a smooth, integrated, and appropriate use(s) of an outside source.

Be sure you introduce your source, and cite it correctly in each instance, using Turabian style. You should have at least 2 sources in your paper (or two-page excerpt of a longer paper).

You may use parenthetical notes rather than footnotes for this assignment, as the focus is on the smooth integration of the sources.

Upload the edited document.

WEEK 10 Begins November 8

PRE-WRITING – STRUCTURES AND OUTLINES

Learning Objective: Organize paper by creating a structure or an outline for the argument.

Reading this week (available on Canvas Week 10 Module):

- Professor's Post: Organizing your Thoughts
- Read from Textbook Vyhmeister pp. 118-127; 179-187
- Read from Textbook Turabian pp. 63-74
- Writing a Research Paper Document
- Guidelines for Writing Research Papers Document

Discussion Board Posts this week (10 points) due November 14:

On the Discussion Board, type in a brief outline, description or plan for a larger paper, project, or sermon. Ideally this is something you are working on this semester. Include your main points and your thesis, so you can ask each other questions about your project. You can use bullet points, or whatever is most clear or works best for you.

You will each **respond by asking two clarifying questions** about each other's projects. Your questions should be aimed at better understanding what the writer is trying to say. Respond to at least one of your classmate's posts.

Assignment this week (10 points) due November 14:

This week, as in week 2, we will be having a phone conference to discuss how the semester is going for you, but more specifically, to discuss the writing sample you turned in last week.

Please email me kbruckner@northpark.edu by Tuesday with 3 options for times we could talk (30 minutes). I will respond quickly. The scheduled time should be between Monday and Friday of this week. Evenings are ok if necessary.

WEEK 11 Begins November 15
MAKING AN ARGUMENT

Learning Objective: Student will practice argumentation using flexibility and detachment in shaping claims.

Reading this week (available on Canvas Week 11 Module):

- Professor's Post: What is an Argument?
- Everything's an Argument document
- Read Textbook Turabian pp. 49-62

Discussion Board Posts this week (10 points) due November 21:

In a debate, a person may be asked to argue for or defend a position contra to what they actually think or believe. They are asked to do this in part to develop empathy and to be able to see the merits of opposing points of view.

At the very least, arguing in this way can be an exercise in first listening to and understanding the rationale of another person, and why their point of view is important to them. What are your thoughts on this??

Respond to at least one of your classmate's posts

Assignment this week (10 points) due November 21:

Write a 200 word essay. First choose a topic statement which begins: "Why I . . ." You fill in the rest of the statement. Use anything defensible, on any subject you are familiar with or passionate about. For this exercise, keep the topic simple and personal. You don't need to argue why something is the best, or why everyone should do it, merely give the reasons that you have for a behavior or belief. If you can make the essay engaging, funny, heartfelt or whimsical, great. For instance:

- Why I watch CNN news
- Why I go fly fishing
- Why I read my Bible every day
- Why I get up early . . . or stay up late . . .

Come up with 2-3 good reasons to defend your statement. Make each reason into a paragraph, including the details about the reason (warrant).

Edit the essay and upload it.

WEEK 12 Begins November 22
WRITING AS CLEAR THINKING

Learning Objective: Clarify arguments in writing by identifying logical and fallacious arguments

Reading this week (available on Canvas Week 12 Module):

- Professor's Post: Using Logic, Rather than Fallacy, to Persuade
- Critical Thinking Document

Discussion Board Posts this week (10 points) due November 28:

Discussion post 200 words; responses 100 words total

Discuss the relationship between pre-writing and clear, objective writing as it works for you. Have you found the process of "thinking it through" before you begin to compose helpful? Has it helped you to shape stronger arguments and to rely on logic as you develop your thoughts? What are your experiences with this as you continue to write papers?

Respond to each other's posts.

Assignment this week (10 points) due November 28:

Frequently you will be asked to respond to, analyze or critique an argument in an article or book. This means describing, and then finding the brilliance or flaws in the author's argument, and the weaknesses or strengths of their claims or their evidence. How well did they do at achieving their goal, or convincing the reader of their claim??

Usually you are not being asked to agree or disagree outright with their thesis, but rather to provide a nuanced set of reasons for why you found their argument credible, where the weak spots were, etc. In other words, how well did they do at what they were trying to do . . .

This process helps to expose potential logical fallacies of the author, and those of the reader. We are tempted to react to certain approaches or arguments, but it is best to use logic to expose or understand them. We may also come to recognize our own prejudices and preconceived ideas.

Given this, **write 200 words describing something you have read or heard in a lecture this semester that was challenging or troubling to you in some way. Try to identify precisely what the problem was and reflect on what you learned from the experience.** Upload your document.

WEEK 13 Begins November 29

STYLE IN WRITING – GRAMMAR AND FORMAT

Learning Objective: Student will improve fluidity and clarity, by using strong, clean sentences and paragraphs.

Reading this week (available on Canvas Week 13 Module):

- Professor's Post: The Importance of Style
- Read Textbook Vyhmeister pp. 219-251 See also sample pages in appendices, at back of book.
- Read Textbook Turabian scan pp. 281-357
- Writing Handbook Document

- An Exercise in Style Document

Discussion Board Posts this week (10 points) due December 5:

Discussion 200 words; Response 100 words

- Writing is a bit like playing a musical instrument . . . eventually, after you learn the rules, you can start to play by ear, or even to play jazz. Writing by ear can be a big asset to grammar and style. You need to be able to see and hear how you want something to look and sound.
- Do you write by ear, or from the rules of grammar you have memorized? What stands between you and the most error-free version of your thoughts?
- Respond to at least one of your classmate's posts

Assignment this week (10 points) due December 5:

Upload a paper you have already completed for one of your other classes. Use a final, edited version, with a view to your best writing style, as discussed in the readings.

I will give you detailed feedback on your writing style.

WEEK 14 Begins December 6

REVISION AND EDITING

Learning Objective: Practice global and local revision by self-editing a final draft.

Reading this week (available on Canvas Week 14 Module):

- Professor's Post: Respecting Your Work
- Turabian pp. 100-121
- Revision Exercise Document

Discussion Board Posts this week (10 points) due December 12:

Discussion post 200 words

Once you have a draft of a paper, it can be hard to find the motivation to revise and edit your document. The process of making changes to improve a text can seem tedious. Indeed, if you have done an excellent job of pre-writing, and have paid close attention along the way to format, style, logic, etc. you may not have much to change.

But there are very few drafts that do not benefit from extensive revision and editing. Every published author receives multiple changes and improvements from their editors, and then copy editors go to work locating small errors of spelling and punctuation. You will find that the time to improve, both your (big picture) argument and your (small picture) sentences, is well spent. This is the step that will take your work from muddy to clear, and from fine to excellent.

For this week, discuss how this process has worked for you in the past and how you feel about making changes to your work. Also discuss how you feel about someone else giving you feedback to improve your document.

Respond to at least one of your classmate's posts.

Assignment this week (10 points) due December 12:

Choose 1-2 paragraphs, containing 4-7 sentences. Pull the paragraphs from your own writing.

Carefully and thoroughly revise and edit them for perfect style and grammar, clear ideas, varied sentences, etc. Try to make them as good as you possibly can, until you can find no way to improve.

The paragraph(s) you post should be of publishable-level quality, free of errors, correctly formatted, as it would appear in a journal. In editing, perfection is possible . . . do your best . . .

Additional Useful Links for Seminary Studies

<https://www.grammarly.com/>

<https://owl.english.purdue.edu/owl/>

<http://www.library.georgetown.edu/tutorials/research-guides/turabian-footnote-guide>

<https://www.library.georgetown.edu/tutorials/research-guides/turabian-paren-guide>

<http://www.eslcafe.com/>

<http://writingcenter.unc.edu/handouts/>

<https://www.biblegateway.com/>

<https://www.northpark.edu/seminary/academics/student-resources/>

<http://www.enterthebible.org/>

<http://www.workingpreacher.org/>