

**NT 799-1**  
**MA BIBLICAL STUDIES INTEGRATIVE PROJECT**  
**SPRING 2022**  
**WEDNESDAY, JANUARY 19<sup>TH</sup> THROUGH TUESDAY, MAY 3<sup>RD</sup>**

**COURSE INSTRUCTOR:** Dr. Shawn Craigmiles

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**APPOINTMENT INFORMATION/OFFICE HOURS:**

Open office hours by telephone or video chat using Zoom. *Please request all other appointments in advance.*

**Recommended Texts:**

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. Edited by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and The University of Chicago Press Editorial Staff. 9th ed. Chicago: University of Chicago Press, 2018.

- ISBN: 9780226430577 [TURABIAN]

Collins, Billie Jean, Bob Buller, and John F. Kutsko, eds. *The SBL Handbook of Style, Second Edition: For Biblical Studies and Related Disciplines*. Atlanta: SBL Press, 2014.

- ISBN: 9781589839649 [SBL]

***Some general guidance regarding the research for, the organization of, and the formatting of your project:***

- ***You should engage with at least ten (10) sources, including but not limited to journal articles, commentaries, monographs, etc.***

You will be using the Bible and scholarly, academic sources in this project. Any of your required textbooks from your past courses should provide bibliographies of modern, well-researched and documented resources for you to use, and you should also make use of electronic versions of such works available online through the Nyack Library.

***You will not be making use of other online, public-domain commentaries and/or teaching/preaching websites, such as, but not limited to, the following:***

1. Barnes' Notes
2. Matthew Henry's Commentary
3. Adam Clarke's Commentary
4. Jamieson-Fausset-Brown (JFB) Bible Commentary
5. Other similar commentaries from the 1700s, 1800s, and early 1900s
6. Online Sermon, Preaching, and Teaching websites and the commentaries found on them.

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**If you have any doubt about whether you should or should not use a source, please contact me before using it, and I will be happy to provide you with some guidance.**

***In general, if you cannot determine the author, the date, and/or the publisher, then the source is not appropriate for your use in this paper.***

Scripture references ***should not*** be in footnotes, but instead in parenthetical citations like this (**Jonah 1:1-4**) or this (**1 Thess 4:1-8**). They are the only things that you will cite using parenthetical citations.

For ***all other*** information that you include from another source, such as the notes from the *Jewish Annotated New Testament*, the *Oxford Annotated Bible with Apocrypha*, a modern commentary, a modern Bible dictionary, etc., you will cite the source using ***footnotes (NO parenthetical Author-Date citations!)*** in accordance with the Turabian/SBL 2.0 style manuals.

Be very careful when using online/electronic resources. Please see the following guidance from the Turabian style manual:

#### **15.4 Electronic Sources**

The standard citation forms evolved in the age of print, but researchers now not only find their sources online but also increasingly consult them online and in a variety of electronic formats. These sources have been used long enough for researchers to have created standard citation forms adapted to their special characteristics.

##### **15.4.1 Sources Consulted Online**

**15.4.1.1 INFORMATION IN CITATIONS.** When you cite sources consulted online, you include many of the same pieces of information as you would for print sources. For some types of sources, such as published books and journal articles, it makes little difference what format you consult. Readers will be able to follow your citations and find the same sources in the same formats. But other types of sources can be difficult to find or subject to change, or disappear without notice. These factors may make you question the authority and reliability of a source.

- A lot of content found online has no identifiable author, publisher, or sponsor. This makes it the equivalent of any other anonymous source, unlikely to be authoritative or reliable enough to use without serious qualification (see 3.3.2).
- Online content can be revised without notice, and though some websites are meticulous about documenting revisions, many are not. Further, a revision date on one site may indicate correction of a spelling error while on another it may mark changes in factual data or claims.
- Online content may be simultaneously available from more than one site, some more reliable than others.
- Most online sources are located through a URL (uniform resource locator) or a search, but URLs come and go, and search results vary over time. You cannot always be certain that a given source will be available at the same URL months, weeks, or even days later, and its disappearance could make it difficult or impossible for you or your readers to find the content you originally consulted.

Choose online sources carefully. When information is available from multiple websites or in multiple media (print and online), consult the most reliable version available, and always cite the version you consulted. As you do your research, save a screenshot or other permanent copy of any source that is likely to change or disappear.

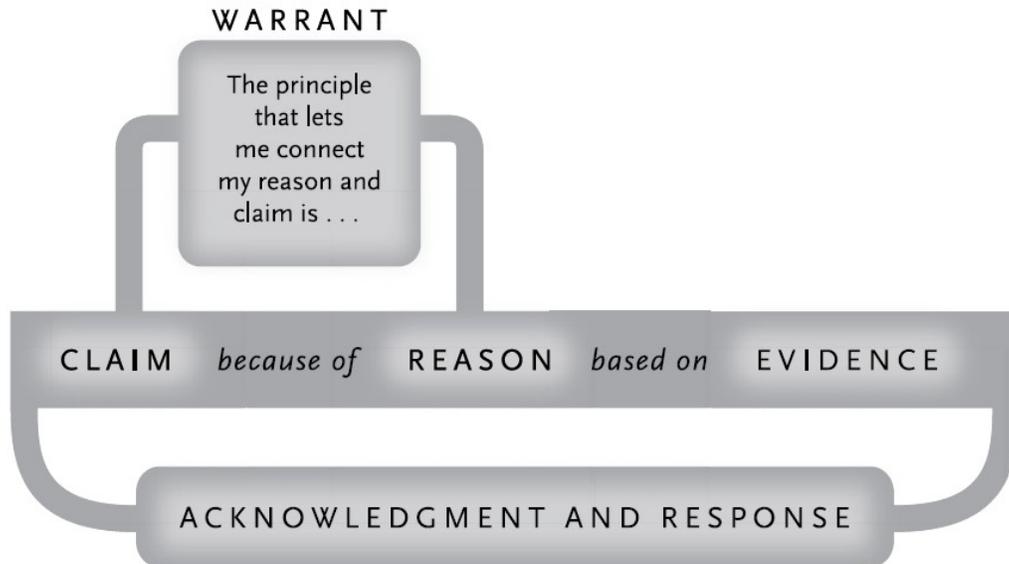
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- **The final document you submit will meet the following criteria:**
  - a. Appropriate word count/page length
  - b. 12-point Times New Roman or equivalent font, double-spaced
  - c. 1-inch margins (top, bottom, left, right)
  - d. Page Numbers on the top right of each page
  - e. **Footnotes** (No parenthetical Author-Date citations) that conform to SBL 2.0/Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*.
    - i. There are sample papers that utilize the *Chicago Manual of Style* guidelines, upon which Turabian is based, available from Purdue University's Online Writing Lab (OWL)
      1. Notes and Bibliography:
        - a. [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_nb\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_nb_sample_paper.html); or [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/documents/20180216124500\\_717\\_11.pdf](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/documents/20180216124500_717_11.pdf)
      2. Author and Date (Parenthetical Reference):
        - a. [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_author\\_date\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_author_date_sample_paper.html); or [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/documents/201802161242\\_717\\_10.pdf](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/documents/201802161242_717_10.pdf)
      3. These will allow you to see how the footnotes should look. These sample papers also provide some great guidance for writing, citation, etc.
    - ii. **You might also find the following pages useful:**
      1. **Guidance for Paraphrasing and Avoiding "Too-Close" Paraphrasing**  
<https://poorvucenter.yale.edu/too-close-paraphrase>
      2. **For specific guidance about introducing quoted material, making clear who is the source of your information, etc.:**  
[https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/handout\\_quoting\\_others.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/handout_quoting_others.html)
    - iii. There is a free program called Zotero that can make your gathering, quoting, and citation of sources much easier. It is available at <https://www.zotero.org/>, and there are plugins for Google Chrome and Microsoft Word. It keeps track of all of the sources that you have used in your paper, using full notes, shortened notes, Ibid., etc., along with making a Bibliography for you at the end. Please check it out online if you get a chance and let me know if you have questions about it.

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- **You should have a clear statement of your research question/topic if you are answering a question or exploring a topic.**
  - a. Have a clear thesis statement/statement of your claim if you are arguing for a particular position or conclusion. This statement should include at least the following elements:<sup>1</sup>



You may also need to add a warrant to this statement:<sup>2</sup>

- b. The general guideline for the overall argument structure of the paper is as follows:<sup>3</sup>



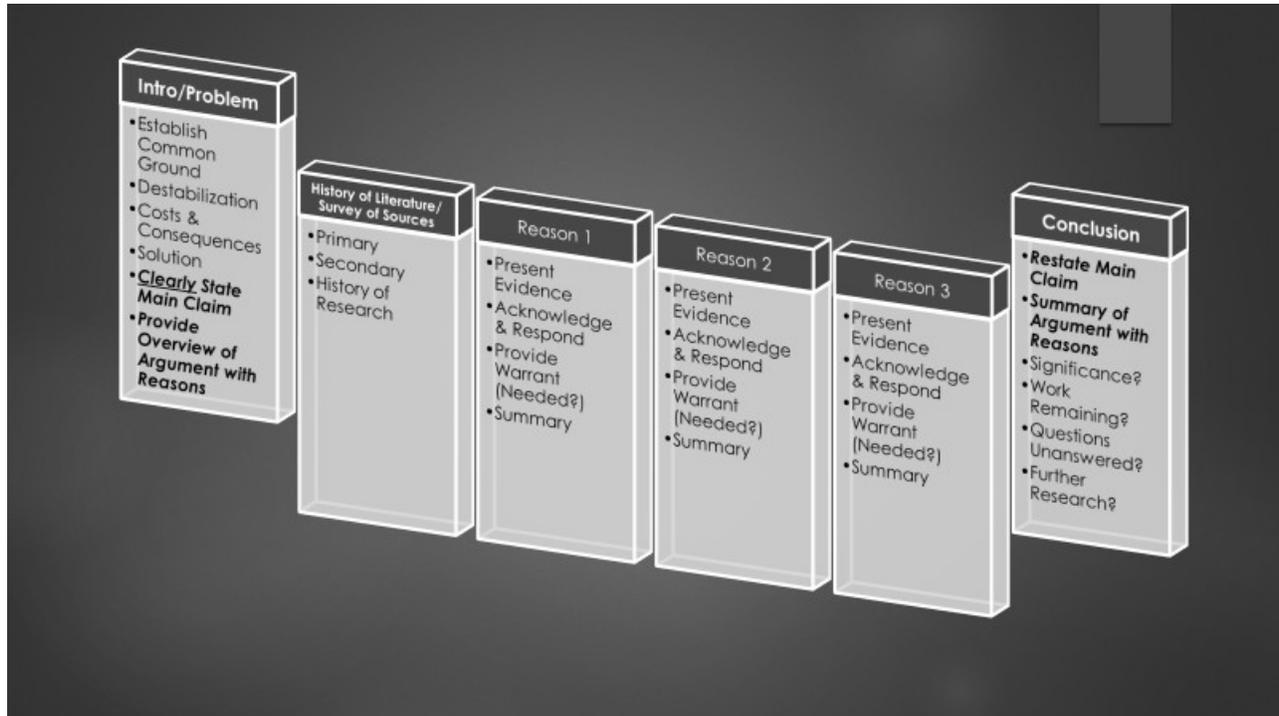
<sup>1</sup> Wayne C. Booth, *Genre* (Chicago: University of Chicago Press, 1984), 116.

<sup>2</sup> *Ibid.*, 116.

<sup>3</sup> *Ibid.*, 131.

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And here is a more in-depth look at the components of the paper:



***Please pay special attention to the requirements regarding style and formatting (Times New Roman, 12-point font, double-spacing, page numbering, etc.) as well the requirements for (1) stating your claim, topic, and/or original research question, (2) stating your reasons supporting your claim/discussion/answer, and (3) interacting with at least ten (10) sources.***

It should be clear to your reader what you are arguing for or planning to discuss or explore, why you are arguing for it or discussing/exploring it, and what evidence your argument is based on.

**Also, I expect you to make full use of the spelling and grammar-checking capabilities of your word-processing software and free add-ons like Grammarly, etc. In other words, please do a spell and grammar check of your document before submitting it into the Dropbox.**

Here are some things to consider as you are researching, outlining, drafting, and writing your final document:

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*Will your reader be able to easily answer the following questions, and/or answer them positively?*

- **Claims, Reasons, Evidence, and Acknowledgment of/Response to Alternatives:**
  - What was the student claiming, what was he/she arguing for, what topic was he/she exploring, or what was he/she proposing as an answer in this paper?
  - What reasons/sub-topics did he/she present to support his/her claim/topic?
  - What evidence did the student present to support his/her reasons/sub-topics?
  - What were some of the alternatives/complications/objections offered by others, and how did the student respond?
- **Evaluation of the Clarity, Sense of the Argument, and Handling of Evidence and Alternatives:**
  - **Clarity:** Did the student clearly present what he/she was claiming, arguing for, and/or attempting to convince his/her readers of? Did he/she define essential terms and concepts used within his/her discussion?
  - **Argument:** Did the student's argument(s) make sense? Did they present a clear argument that moved from evidence to reason to claim?
  - **Handling of Evidence:** Did the student handle the evidence evenly and fairly, evaluating all of the evidence, or did he/she pick and choose evidence, presenting only that part of the evidence which seemed to support his/her conclusions? Were sources properly quoted and cited?
  - **Handling of Opposing/Alternate Views:** Did the student acknowledge opposing/alternative views fairly and respectfully, showing what the views were, how those holding them came to those views, and demonstrating why those views were incorrect, based on the evidence?

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**Grading**

Students will be assessed on a four-point scale for each category.

4 = A (Exceptional); 3 = B (Very good); 2 = C (Average); 1 = D (Below average); 0 = F (Unacceptable). The student must pass with an assessment of 3.0 or higher.

**The project will be graded for each of the following:**

- i. Introduction (5%) - Appropriately introduces the paper; contains a clear, appropriate thesis.
- ii. Summary of research (25%) - Summarizes relevant scholarship.
- iii. Analysis (25%) - Critically analyzes relevant scholarship.
- iv. Creativity (20%) - Synthesizes research, producing an informed conclusion.
- v. Prospects (5%) - Questions for further research identified.
- vi. Grammar and style (20%) - Correct spelling and grammar. Footnotes and bibliography formatted according to the SBL style.

There is more information about what your paper should include, how you should organize your paper, and how it will be graded within the course page in E360.