

*An Academic  
Success Workshop*

Presented by  
Academic Support Services  
& the Writing Center



# CSI: ASHLAND SEMINARY

CONTENT – STRUCTURE – INTEGRATION

**WRITING A GREAT PAPER!**



# CSI: ASHLAND SEMINARY



# CONTENT



# CSI: ASHLAND SEMINARY (CONTENT)



## Choosing the Topic: The Assignment

Read the syllabus for specifics about your research assignment.

Talk with your professor (in class, by e-mail, or by phone).

Write the due date on your calendar.

Start planning your project with your calendar.



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## Choosing the Topic: Purpose

- Keep in mind the purpose of the writing assignment.
- Writing can have many different purposes. Here are just a few examples:



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## Choosing the Topic: Purpose

Summarizing: Presenting the main points or essence of another text in a condensed form

Arguing/Persuading: Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct

Narrating: Telling a story or giving an account of events

Evaluating: Examining something in order to determine its value or worth based on a set of criteria.



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## Choosing the Topic: Purpose

Analyzing: Breaking a topic down into its component parts in order to examine the relationships between the parts.

Responding: Writing that is in a direct dialogue with another text.

Examining/Investigating: Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.

Observing: Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.



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## Choosing the Topic: Prewriting Questions

Journalistic questions: Who? What? Where?  
When? Why? How? So What?

Stasis questions: what are the facts?; what is the meaning or nature of the issue?

Definition: How does the dictionary/Bible define \_\_\_\_?

Comparison/Contrast: What is \_\_\_\_ similar to?  
In what ways?

Relationship: What causes \_\_\_\_?



# CSI: ASHLAND SEMINARY (CONTENT)



## Choosing the Topic: Working Knowledge

Gain working knowledge of your topic by consulting a specialized reference source first (e.g. Dictionary of Bible, Theology, Counseling, etc.)





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## Choosing the Topic: Focus

Narrow your focus

- The Divinity of Christ in the New Testament is broad.
- The Divinity of Christ in the Gospel of John is a little better.
- Christ as the Bread from Heaven in John 6 is very focused.



# CSI: ASHLAND SEMINARY (CONTENT)



## Doing the Research: Question

Develop a Research Question. Determine the *kind of question* you are asking.

It is imperative that you have a research question clearly focused in your mind.

A research question provides direction for you as a researcher and your reader(s).



# CSI: ASHLAND SEMINARY (CONTENT)



## Doing the Research: Three Questions

Conceptual Question: What should we think? It tells your readers how to understand an issue or problem.

Practical Question: What should we do? It tells your readers what to do to change or fix some problematic situation or issue.

Applied Question: What we must understand before we know what to do? It helps your reader understand the problem better and then offers a step toward the solution (it does not solve it).



# CSI: ASHLAND SEMINARY (CONTENT)



## Doing the Research: Example

Research Question Example:

To what extent does the relationship between Jesus and the Holy Spirit set a paradigm for the relationship between believers and the Holy Spirit?



# CSI: ASHLAND SEMINARY (CONTENT)



## Doing the Research: Hypothesis/Thesis

Develop a working hypothesis/thesis statement.

A working hypothesis/thesis statement is the tentative answer to your research question. Be advised, this may change or may need to be reworked as you do your research.

A good hypothesis *makes a claim* about a topic. It says something about a topic.



# CSI: ASHLAND SEMINARY (CONTENT)



## The Thesis Statement: Basics

1. Determine what kind of paper you are writing:

An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

An expository (explanatory) paper explains something to the audience.

An argumentative paper makes a claim about a topic and justifies this claim with specific evidence



# CSI: ASHLAND SEMINARY (CONTENT)



## The Thesis Statement: Basics

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.
3. The thesis statement usually appears at the end of the first paragraph of a paper.
4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.



# CSI: ASHLAND SEMINARY (CONTENT)



## The Thesis Statement: Examples

Example of an expository (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:  
explain how students spend their time studying,  
attending class, and socializing with peers





# CSI: ASHLAND SEMINARY (CONTENT)



## The Thesis Statement: Examples

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:  
present an argument and give evidence to support the claim that students should pursue community projects before entering college



# CSI: ASHLAND SEMINARY (CONTENT)



## The Thesis Statement: Examples

### Theological Example :

In Anabaptist theology, atonement is more than just forensically justifying; it is also experientially regenerative for those professing faith.

The paper that follows should:  
present an argument and give evidence to support the claim that atonement for Anabaptists is predominantly experientially regenerative.



# CSI: ASHLAND SEMINARY (CONTENT)



## Research Question and Thesis Statement

Research Question: To what extent does the relationship between Jesus and the Holy Spirit set a paradigm for the relationship between believers and the Holy Spirit?

Thesis: The biblical evidence suggests that Jesus' relationship with the Holy Spirit sets a paradigm for the believer's relationship with the Holy Spirit in two areas: the spiritual and experiential connection with God and the ability to carry on the ministry of Jesus after His death, resurrection, and ascension.



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# STRUCTURE



# CSI: ASHLAND SEMINARY (STRUCTURE)



## Creating an Outline: Why?

Aids in the process of writing

Helps you organize your ideas

Presents your material in a logical form

Shows the relationships among ideas in your writing

Constructs an ordered overview of your writing

Defines boundaries and groups



# CSI: ASHLAND SEMINARY (STRUCTURE)



## Creating an Outline: Components

### Introduction

- A. Get the reader's attention by asking leading questions; relay something significant about the subject in a manner that commands attention.
- B. State the thesis, the causes and effects to be discussed; your position on the issue; and the main points that will develop your argument.



# CSI: ASHLAND SEMINARY (STRUCTURE)

## Creating an Outline: Components

### Body

- A. First Point, Assertion, Explanation.
  - 1. Supporting evidence
  - 2. Supporting evidence
  
- B. Second Point, Assertion, Explanation.
  - 1. Supporting evidence
  - 2. Supporting evidence



# CSI: ASHLAND SEMINARY (STRUCTURE)

## Creating an Outline: Components

### Body

C. Third Point, Assertion, Explanation.

1. Supporting evidence
2. Supporting evidence

D. Address opposing viewpoints.





# CSI: ASHLAND SEMINARY (STRUCTURE)

## Creating an Outline: Components

### Conclusion

- A. Show how explanations (causes) are logical reasons producing the effects discussed.
- B. Deal with opposing views.
- C. Appeal to the reader to see how you have come to a logical conclusion.
- D. Make a memorable statement.



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## Creating an Outline: Sample

### Introduction

- A. Understand the nuances and importance of the relationship between Jesus and the Holy Spirit, and discover to what extent this relationship sets a paradigm for the relationship between believers and the Holy Spirit.
  
- B. Thesis: Utilizing the paradigms identified throughout this project, I will illustrate how they can make a significant impact in believers' Christian experience in two fundamental areas: 1) their relationship with God, 2) their ability to serve in ministry.



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## Creating an Outline: Sample

### Body

#### A. Introduction to Spirit-Christology

1. Review the general concept of Spirit-Christology
2. Briefly compare two models of Spirit-Christology.

#### B. Luke-Acts: A Model of Ministry

1. Focus on the prominence of the Holy Spirit in virtually every aspect of Jesus' life from his sense of self to his powerful ministry.



# CSI: ASHLAND SEMINARY (STRUCTURE)

## Creating an Outline: Sample

### Body

#### C. Spirit-Christology in John: A Model of Relationship

1. Observe the prominence of the relational aspect of Jesus in terms of his connection with, reliance on, and obedience to the Father and the extent by which the Spirit mediates this unique bond.

#### D. Spirit-Christology in Pauline Writing: A Model of Experience

1. The Spirit's relationship with the earthly Jesus is not a primary theme in Pauline theology. Paul concentrates on the relationship between the risen Christ and the Spirit.



# CSI: ASHLAND SEMINARY (STRUCTURE)

## Creating an Outline: Sample

### Conclusion

1. An Intrapersonal model of Spirit-Christology
2. Jesus' relationship with the Holy Spirit in Luke-Acts provides a model of ministry.
3. Jesus' relationship with the Holy Spirit in the Gospel of John provides a model of relationship.
4. Jesus' relationship with the Holy Spirit in Pauline writing provides a model of experience.
5. Ultimately, by analyzing Jesus' relationship with the Spirit it is possible to identify and apply several models to the believer's relationship with the Spirit. These models reveal that a Spirit filled believer is capable of 1) experiencing a relationship with God at a level unknown by those without the Spirit, and 2) continuing the ministry of Jesus in fulfillment of the great commission.



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# INTEGRATION



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## When to use quotations

Use quotes sparingly – Use Your own voice

When language is especially vivid or expressive

When exact wording is needed for technical accuracy

When the words of an important authority lend weight to an argument



# CSI: ASHLAND SEMINARY (INTEGRATION)



## Writing Transitions

Good transitions can connect paragraphs and turn disconnected writing into a unified whole.

The key to producing good transitions is highlighting connections between corresponding paragraphs.

By referencing in one paragraph the relevant material from previous ones, writers can develop important points for their readers.





# CSI: ASHLAND SEMINARY (INTEGRATION)

## Conciseness

Replace several vague words with more powerful and specific words.

**Wordy:** Suzie believed but could not confirm that Billy had feelings of affection for her. (14 words)

**Concise:** Suzie assumed that Billy adored her. (6 words)



# CSI: ASHLAND SEMINARY (INTEGRATION)

## Conciseness

Interrogate every word in a sentence.

**Wordy:** The teacher demonstrated some of the various ways and methods for cutting words from my essay that I had written for class. (22 words)

**Concise:** The teacher demonstrated methods for cutting words from my essay. (10 words)



# CSI: ASHLAND SEMINARY (INTEGRATION)

## Conciseness

### Combine Sentences.

**Wordy:** Ludwig's castles are an astounding marriage of beauty and madness. By his death, he had commissioned three castles. (18 words)

**Concise:** Ludwig's three castles are an astounding marriage of beauty and madness. (11 words)



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## Properly Citing Sources

### Direct Quotes

Essentially, Paul's understanding of the "gospel" is that "the one true God was now made known in Jesus (and in the Spirit)." 1

1. N.T Wright, *What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* (Grand Rapids: William B. Eerdmans Publishing Company, 1997), 61.



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## Paraphrasing

### Original Quote:

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

### This is a bad paraphrase

75% of bicycling deaths each year are caused by head injuries and half of those killed are children. According to one study, wearing a bike helmet reduces the risk of head injuries 85% of the time because the helmet absorbs the shock and cushions the head. ("Bike Helmets" 348).



# CSI: ASHLAND SEMINARY (INTEGRATION)

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### This is a good paraphrase

The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children ("Bike Helmets" 348).



# CSI: ASHLAND SEMINARY (INTEGRATION)



## Turabian and APA

Helpful website for generating citation references.

<http://citationmachine.net/index2.php?start=#>



# CSI: ASHLAND SEMINARY (INTEGRATION)



Write

Proofread

Rewrite

Proofread

Rewrite





# CSI: ASHLAND SEMINARY (INTEGRATION)

## Helpful Sites

Purdue Online Writing Lab (OWL)

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

Turabian Quick Guide

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

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2008.

<http://www.acts.twu.ca/Library/textbook.htm>

