

Guidelines for Writing

Research Papers,
Citations
and
Book Reviews

*Africa Reformation Theological
Seminary*

February 2017

Introduction

The following articles form the official “Guidelines for Writing Research Papers, Citations and Book Reviews” for students at Africa Reformation Theological Seminary. These articles will provide helpful practical information on these important subjects for master’s level studies. Included are two articles on research papers, three on Turabian citation and format style, including the explanation of the Turabian in-text author-date citation and selected bibliography (reference list, works cited, or sources consulted list) that ARTS students are to use, and three articles on writing book reviews. Since lecturers often ask for book reviews as part of the reading assignments, these are included. Since the articles are not from one source there is some repetition. The repetition hopefully will help the student gain the necessary information from differing angles and writers. A description of the *Journal of Africa Reformation Theological Seminary* is also included. If a student has any questions on these subjects, please consult your lecturer or the Dean.

ARTS Papers and Writings Basics

ARTS research papers and reports are to be typed in 12 point font, 1.5 spacing of lines on standard A4 size paper with one (1) inch margins written in Microsoft Word.

Ten Steps to a Good Research Paper

To write a good research paper, you must be specific about your topic, know what you want to say, and say it effectively. Following these ten steps will help you write a good research paper.

- **Step 1. Choose Your Topic.** When choosing a topic, choose one in which you are interested, and for which there is enough information. If your topic is too broad, you will have difficulty completing your paper. "The Effects of Pollution" is too broad because there are so many effects of pollution. "The Effects of Pollution on Geese in the Northeast Section of Duluth, Minnesota" is too narrow. You are not likely to find much information that is this specific. "The Effects of Pollution in Yosemite National Park" is just about right as a topic.
- **Step 2. Locate Information.** Use information from a variety of reference sources. These sources include encyclopedias, almanacs, scholarly journals, books, magazines, and newspapers. Find these sources in print form, on CD-ROMS, and on the Internet.
- **Step 3. Prepare Bibliography Cards.** Prepare bibliography cards to document the sources of information you use when writing your paper. Your library will have style manuals to illustrate how to prepare bibliography cards for various sources of information.
- **Step 4. Prepare Note Cards.** Use note cards to record notes from each source you use when writing your paper. Number your note cards to keep track of them.
- **Step 5. Prepare an Outline.** Write an outline for your paper by organizing your notes from the note cards into topics, subtopics, details, and subdetails. Use an organization such as:
 - I. (topic)
 - A. (subtopic)
 - 1. (detail)
 - a. (subdetail)
- **Step 6. Write A Rough Draft.** Use your note cards and outline to write a rough draft of your paper. As you write your draft, use numbered footnotes to credit sources from which you take quotations or major ideas.
- **Step 7. Revise Your Rough Draft.** Make any changes needed to be sure your ideas are clearly expressed and your writing has accurate spelling and grammar.
- **Step 8. Prepare Your Bibliography.** At the end of your paper, provide a list of all the sources you used to gather information for the paper. Your bibliography cards will provide this information. List your sources in alphabetical order by the first word on each of your bibliography cards.

- **Step 9. Prepare a Title Page and Table of Contents.** The title page is the first page of the paper. It should include the title of your paper, your name, and the date on which the paper is due. The table of contents is the second page. It should list the main topics, important subtopics, and the page on which each is introduced in your paper.

- **Step 10. Final Checklist.** Before handing in your paper, be sure you can answer "Yes" to each of the following questions.
 - Did I include a title page?
 - Did I include a table of contents?
 - Did I number all pages correctly?
 - Did I provide footnotes for quotations and major sources of information?
 - Did I include a bibliography?
 - Did I keep a second copy for my files?

Following these ten steps will help you write a good research paper.

See our other study skills resources at www.how-to-study.com and don't forget to visit www.mangrum-strichart.com to learn about our study skills products.

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Term Paper Template or Guide

Dr. Jeff Lowman, professor of Systematic Theology, Birmingham Theological Seminary

For use at Africa Reformation Theological Seminary

Note: these are helpful suggestions and guidelines, not binding rules for all ARTS papers.

Introduction (1/2 page): provide an overview and outline the issues to be addressed; grab the reader's attention, and why he/she should read this paper; address how your perspective has changed in preparing the paper.

Thesis Statement (1/2 page): an outline of your paper in two or three sentences, including the purpose of your paper

Body of the Paper (10 1/2 to 12 1/2 pages)

1. Begin with definitions (1/2 page); this is usually the best way to start; define covenant theology; define dispensational theology;
2. Cover the history of these two doctrines in one page each (2 pages);
3. Biblical foundations: one or two pages for covenant theology and one or two pages for dispensational theology; these are the "showcase" texts for each theology/viewpoint (2 to 4 pages);
4. Compare the doctrines: covenant theology teaches...; dispensational theology teaches...; one page for each (2 pages);
5. A defense of the position you hold; why covenant theology is superior; or why dispensational theology is superior or debunk both and present a third option (2 to 3 pages);
6. Implications of the two views (e.g. implications for life, for the church, for ministry and for understanding Scripture); 1 page

Conclusion: summarize the thesis and purpose of your paper and bring it to a close (1/2 to 1 page)

Total Pages: 12 to 15 pages typed, double spaced

Quotations: only 5% can be direct quotes; instead of quoting, rewrite and paraphrase while still giving credit in footnotes; use quotations only that will nail a point. (**Note:** this requirement is not a binding rule for all ARTS research papers, but it is a good guideline to promote papers that are the student's own work and to avoid papers that are another author's work. Too many direct quotes means the students is relying too much on someone else's work).

ARTS Writing Guidelines

Turabian Style In-Text Author-Date Citations and Selected Bibliography

All ARTS papers must be formatted in accordance with Turabian Chicago standards including the title page. In the last few years Turabian added to the long-in-use notes and bibliography system a simplified reference system called the parenthetical references system, or the in-text author-date reference system. This has become the most widely used system in the natural and social sciences. This is the system and format that will be required for all ARTS papers using references.

Explanation of the Two Citation Systems

1. The **old notes and bibliography system:** numbered footnotes (at the bottom of a page of the text of the paper) or endnotes (at the end of the paper), with a Bibliography or Works Cited list at the end of the paper, listing alphabetically the sources in your notes. Example:

Text reference: ...the counseling revolution began with Jay Adams wrestling with biblical principles in the 1960s. 1.

Footnote (at page bottom) or Endnote: 1. Jay E. Adams, *Competent to Counsel* (Grand Rapids MI: Zondervan, 1970), 10.

Subsequent footnote: 22. Adams, *Competent to Counsel*, 103.

Bibliography: Adams, Jay E. *Competent to Counsel*. Grand Rapids, MI: Zondervan, 1970.

2. The **newer parenthetical reference system or the in-text author-date citations and reference-list system:** in the text of the paper, brief parenthetical references consisting of the author's last name, publication year, and page(s) referred to, with an alphabetized Selected Bibliography or

Reference List at the end of the paper providing complete entries for works cited in parenthetical references. Example:

Intext reference: ...the counseling revolution began with Jay Adams wrestling with biblical principles in the 1960s (Adams 1970, 10).

Subsequent references: same

Selected Bibliography or Reference List: Adams, Jay E. 1970. *Competent to Counsel*. Grand Rapids, MI: Zondervan.

All ARTS papers will use the parenthetical reference system or format (the in-text author-date citations) and a Selected Bibliography, Reference List, Works Cited or Sources Consulted List. This system is to be consistently applied throughout each reference paper submitted.

Explanatory Footnotes or Endnotes

Explanatory footnotes (or endnotes) may be used in addition to the parenthetical, in-text, author-date references. An explanatory footnote provides additional information that the author does not wish to include in the text. An explanatory footnote may be added at the bottom of a page of the text of the paper and numbered. Each footnote on each page may be numbered beginning with “1” and continuing “2” etc. depending on the number of footnotes. Subsequent footnotes also begin with “1” on each new page of the text. An explanatory footnote should ordinarily be brief or it will dominate the text. A student may ordinarily wish to use only a few explanatory footnotes in a given research paper. An alternative is to provide **explanatory endnotes** (at the end of the paper) and to title this “Explanatory Endnotes.” This is in addition to and distinct from the Selected Bibliography or Reference List also at the end of the paper. Explanatory endnotes should be numbered consecutively. Computer programs can do this numbering automatically. Explanatory footnotes have the advantage of providing immediate access to the reader without requiring page shuffling. Explanatory endnotes have the advantage of additional space when the number or size of the notes is larger. Here’s an **example** of explanatory footnotes (explanatory endnotes will have the same format at the end of the paper):

...the counseling revolution¹ began with Jay Adams wrestling with biblical principles in the 1960s (Adams 1970, 10). Although Adams acted almost alone at first, he soon recruited a cadre of fellow teachers and trainers to help him advance the revolution.²

Turabian Citation and Format Style Guide

Bucknell University, July 4, 2003

www.isr.bucknell.edu/img/assets/6535/turabian.pdf -

Parenthetical reference system of citation explained

Turabian recently added format advice for writers of academic papers desiring to use parenthetical references, alternately called the author-date system. Some scholars note that this citation system has now become the most widely used system, especially in the natural and social sciences. This system places, within the text of the paper, a reference to a different work within a set of parentheses. The parentheses contain the author of that referenced work (or compiler, translator, or editor), its date of publication, and a page reference, if appropriate. Each source represented by a parenthetical reference within the text must be included in the Reference List. The Reference List entry will be a complete bibliographic citation, including author, title, source, publisher, and date of publication.

***Turabian* advises that the bibliography might be more accurately called a Selected Bibliography, Works Cited, or Sources Consulted list. Usually, it is in the form of a single, alphabetical list. It is single-spaced with one blank line between entries. The first line of each entry is flush left with subsequent lines indented five spaces.**

Examples of the Parenthetical and Footnote/Endnote References

N = Footnote or Endnote entry

B = Bibliographic list entry

PR = Parenthetical Reference entry

B = Bibliographic list entry **RL** = Reference List entry

¹ Webster's Dictionary defines a revolution as a complete and drastic change of any kind. This term rightly applies to what Adams was proposing in the arena of pastoral and personal counseling.

² See David Powlison 2010, *The Biblical Counseling Movement: History and Context* (New Growth Press) for a helpful account of this history. Chapter 3 provides specific information on the individuals who became Adams' co-workers.

Standard Format (example only):

N 1. Author first name Author last name, *Title* (Location of Press: Press Name, Year Published), page number.

B Author last name, Author first name. *Title*. Location of Press: Press Name, Year Published.

PR (Author last name Year Published, page number)

RL Author last name, Author first name. Year Published. *Title (with only first word capitalized)*. Location of Press: Press Name.

Note: These examples are for clarification only, and should not replace close examination of the more specific examples below, or of the *Turabian* text itself.

Concordia University Libraries
Citation Guide – Turabian

The purpose of this guide is to provide students with a basic introduction to citation style for social sciences term papers. It is based on the 7th edition of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007).

Two forms of citation are permitted by Turabian, the traditional method of footnotes with a bibliography and the now generally favoured method of parenthetical references with a reference list at the end of the paper.

This guide follows the parenthetical reference method. Titles of works cited may be italicized or underlined.

This guide uses italics for titles.

PARENTHETICAL REFERENCES* (Turabian, Chapter 15)

In the parenthetical reference system recommended in this guide, authors' names, date of publication and page number(s) are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper.

Parenthetical reference following a quotation (example):

The color blue became more prominent in the eighteenth century (Pastoureau 2001, 124).

Parenthetical reference within a sentence (example):

While one school claims that “material culture may be the most objective source of information

we have concerning America's past" (Deetz 1996, 259), others disagree.

Parenthetical reference when the author is mentioned in the sentence (example):

Chang then describes the occupation of Nanking in great detail (1997, 159-67).

REFERENCE LIST

This list is arranged alphabetically by author's last names and chronologically within lists of works by a single author. It can be called "References," "Works Cited," or "Literature Cited."

The following sets of examples illustrate parenthetical-reference (**PR**) forms and corresponding reference-list (**RL**) entries. Further samples are found in the Turabian Manual, Chapter 18.

Book, Single Author

PR (Franklin 1985, 54)

RL Franklin, John Hope. 1985. *George Washington Williams: A biography*. Chicago: University of Chicago Press.

Book, Two Authors

PR (Lynd and Lynd 1929, 67)

RL Lynd, Robert, and Helen Lynd. 1929. *Middletown: A study in American culture*. New York: Harcourt, Brace and World.

More than Three Authors

PR (Greenberger et al. 1974, 50)

RL Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey, eds. 1974. *Networks for research and education: Sharing of computer and information resources nationwide*. Cambridge: MIT Press.

Institution or Organization as "Author"

PR (American Library Association 1978, 25)

RL American Library Association, Young Adult Services Division, Services Statement Development Committee. 1978. *Directions for library service to young adults*. Chicago: American Library Association.

Editor or Compiler as "Author"

PR (von Halberg 1984, 225)

RL von Halberg, Robert, ed. 1984. *Canons*. Chicago: University of Chicago Press.

Author's Work Contained in Collected Works

PR (Coleridge 1884, 18)

RL Coleridge, Samuel Taylor. 1884. The complete works of Samuel Taylor Coleridge. Edited by W.G.T. Shedd. Vol.1, *Aids to reflection*. New York: Harper and Bros.

Edition Other than First

PR (Daniels 2002, 84)

RL Daniels, Roger. 2002. *Coming to America: A history of immigration and ethnicity in American life*. 2nd ed. New York: Harper Perennial.

Component Part by One Author in a Work by Another

PR (Beech 1982, 115)

RL Beech, Mary Higdon. 1982. The domestic realm in the lives of Hindu women in Calcutta. In *Separate worlds: Studies of purdah in South Asia*, ed. Hanna Papanek and Gail Minault, 110-138. Delhi: Chanakya.

Secondary Source of Quotation

PR (Barthes 1968)

RL Barthes, Roland. 1968. "La mort de l'auteur" (The death of the author). *Manteia*, vol. 5. Translated by Stephen Heath in *Image/music/text*. New York: Hill and Wang, 1977, 147. Quoted in Wayne C. Booth. *Critical understanding: The powers and limits of pluralism*, 372-373, n. 9. Chicago: University of Chicago Press, 1979.

Article in a Journal

PR (Jackson 1979, 180)

RL Jackson, Richard. 1979. Running down the up-escalator: Regional inequality in Papua New Guinea. *Australian Geographer* 14 (May): 175-84.

Article in a Magazine or Newspaper

PR (Weber 1985, 42)

RL Weber, Bruce. 1985. The myth maker: The creative mind of novelist E.L. Doctorow. *New York Times Magazine*, 20 October, 42.

Online Journal Article

PR (McFarland 2004)

RL McFarland, Daniel A. 2004. Resistance as social drama: A study of change-oriented encounters. *American Journal of Sociology* 109, no.6 (May)
<http://www.journals.uchicago.edu/AJS/journal/ issues/v109n6/050199/050199.html>
(accessed May 3, 2006).

Book Review in a Journal

PR (Frankfather 1985, 524)

RL Frankfather, Dwight. 1985. Review of *The disabled state*, by Deborah A. Stone. In *Social Service Review* 59 (September): 523-25.

Thesis or Dissertation

PR (Artioli 1985, 10)

RL Artioli, Gilberto. 1985. Structural studies of the water molecules and hydrogen bonding in zeolites. Ph.D. diss., University of Chicago.

Web Sites

PR (Evanston Public Library Board of Trustees 2005)

RL Evanston Public Library Board of Trustees 2005. Evanston Public Library strategic plan, 2000-2010: A decade of outreach. Evanston Public Library.
<http://www.epl.org/library/strategic-plan-00.html> (accessed June 2005).

Films and Videorecordings

PR (Perlman 1985)

RL Perlman, Itzak. 1985. *Itzak Perlman: In my case music*. Produced and directed by Tony DeNonno. 10 min. DeNonno Pix. Videocassette.

Works of Art Reproduced in Books

PR (Nast 1967, plate 52)

RL Nast, Thomas. 1967. The Tammany tiger loose: "What are you going to do about it." Cartoon. *Harper's Weekly*, 11 November 1871. As reproduced in J. Chal Vinson, Thomas Nast: Political cartoonist, plate 52. Athens, Ga.: University of Georgia Press.

For further examples consult the Turabian manual, called, *A manual for writers of research papers, theses and dissertations*, 7th ed. (Ref LB 2369 T8 2007). Copies are kept at the Reference Desk at Vanier Library, on Reserve and in the Reference collection at Webster Library.

How to Write a Book Review Temple University Guide

A book review is an essay whose purpose is to comment on a particular work or a series of works bearing upon a single subject or related subjects. The most important element about a book review to remember is that it is a **commentary**, not merely a summary. You should devote relatively little space to surveying the contents. Simply present a brief outline or synopsis, indicating the general topic, the chronological scope, the major emphasis (political, economic, intellectual, etc.) and which, if any, aspects of the subject are totally ignored. The bulk of your review, therefore, should concentrate on your evaluation of the way the author(s) handled the issues discussed. What is (are) the overall thesis(es) -- the points of view or conclusion? what are your reactions? Did the book(s) enhance your understanding of the issues? Be as direct as possible. Remember, you are the expert.

In framing your review, you should provide some information on the author(s). What are his or her relevant qualifications and background (or lack thereof) for writing on this subject? What were his or her reasons for writing this book? (Often the preface contains such information) What evidence is cited, and has new documentation become available? If so, identify the new documentation. Or, does the book present a novel interpretation based on previously available documents, or does it provide a new literary or dramatic account of a subject already treated by others? Your conclusions and assessments regarding these aspects, of course, will affect your comparative evaluations of the works. You should also consider the time during which the book was written and, if evident, the author's values and biases. For example, in all likelihood a biography of Senator Joseph McCarthy written by a conservative Republican journalist in 1954 will differ from a biography written by a neo-Marxist academic in 1974.

It will probably be necessary to refer to specific portions of the book to illustrate your statements and conclusions, but it is generally not advisable to quote extensively from it. When reviewing more than one book, choose aspects of the subject that are sufficiently broad to cover all of them and compare the books from these particular perspectives. Do not try to make more points than can be accomplished thoroughly in your review. It is better to make a few points well than many points poorly. Once you have decided on the central points you intend to make, treat

each one as a separate section of your review. Each section should explain the one point, supporting it with your own arguments and with brief examples from the book(s) under review and drawing conclusions as to the meaning and importance of the point.

Your review should conclude with your personal critique. Refer back to your introductory paragraph(s). What is your ultimate judgment of the style, format, contents, and historical value of each book? Has each author achieved the purpose, explicit or implicit, for writing the book? Has he or she persuasively argued the thesis to your satisfaction? Why or why not? Compare the evidence cited and argumentation used to support the respective conclusions. Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? Or does the author simply rehash what everyone already knows? Would you recommend any or all of these books, and at what level -- secondary, undergraduate, graduate? What book on this subject still needs to be written?

LEO: Literacy Education Online Writing Book Reviews

Steps for Writing a Good Book Review

Introduce the subject, scope, and type of book

Identify the book by **author**, **title**, and sometimes **publishing information**.

Specify the **type** of book (for example, fiction, nonfiction, biography, autobiography). Help your readers to review with perspective.

Mention the book's **theme**.

Sometimes you will need to include **background** to enable reader(s) to place the book into a specific context. For example, you might want to describe the general problem the book addresses or earlier work the author or others have done.

Briefly summarize the content

For a nonfiction book, provide an overview, including paraphrases and quotations, of the book's thesis and primary supporting points.

For a work of fiction, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.

Provide your reactions to the book

Describe the book: Is it interesting, memorable, entertaining, instructive? Why?

Respond to the author's opinions: What do you agree with? And why? What do you disagree with? And why?

Explore issues the book raises: What possibilities does the book suggest? Explain. What matters does the book leave out? Explain.

Relate your argument to other books or authors: Support your argument for or against the author's opinions by bringing in other authors you agree with.

Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed? How is the book related to your own course or personal agenda.

Conclude by summarizing your ideas

Close with a direct comment on the book, and tie together issues raised in the review. Briefly restate your main points and your thesis statement if your teacher requires it. If you like, you can offer advice for potential readers.

If you're still having trouble getting started writing your review, try working through some [prewriting questions](#) for writing reviews of books, movies, or plays.

[Return to the Write Place Catalogue](#)

For questions and suggestions, please e-mail us at leolink@stcloudstate.edu.

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Last update: 28 September 1997

URL: <http://leo.stcloudstate.edu/acadwrite/bookrev.html>

Writing Book Reviews

Library Guide
No. 1.12

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read

What are the author's subject and the broad field into which the work fits?

What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

What are the author's primary sources? How comprehensive is the research?

For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

How is the book structured? Is its development orderly and logical? Is it clear?

Is the author's prose readable? Exceptionally good? Does the author have an intrusive style?

Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

How appropriate is the book's title? Does it promise essentially what the book delivers?

Are you aware of factual errors in the book? Oversights? Faulty assumptions?

Why was the book written? Has the author met these objectives?

What is your personal response to the book? Is it satisfying to read? Is it enjoyable? Convincing? Why? If it isn't, why not?

3. Writing the review

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

1. A brief description of the subject, aim, and scope of the book
2. An outline of its thesis and its bias
3. A detailed assessment of the author's main contentions
4. An evaluation of the book's major strengths and weaknesses
5. A survey of topics not yet covered (sources, illustrations, indexes, etc.)
6. An assessment of the book's place in the literature of its subject

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, overwritten, etc.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.

Gary Draper, Copyright: University of Waterloo <http://www.lib.uwaterloo.ca/libguides/1-12.html>

Journal of Africa Reformation Theological Seminary Description

1. General Character

- A. A journal of theological reflection and pastoral practice for Africa written by Africans and those teaching in Africa;
- B. A journal that will utilize the written contributions, reviews and papers of students and faculty of ARTS Uganda;
- C. An on-line journal accessed by a website and/or a link from the ARTS website;

2. Publication goals

- A. The Journal will be published two times annually;
- B. The publication goals will be the end of January and the end of June.

2. **Editor** of the journal is the resident Dean of ARTS and/or the resident and visiting faculty members.

4. Selection and permission of articles

- A. Articles will be selected from the papers, written assignments and reviews submitted by ARTS students in fulfillment of the requirements of ARTS courses;
- B. The editor(s) will select articles from student papers submitted;
- C. A students will be notified when his/her paper has been selected;
- D. Students must grant permission for articles to be published in the Journal;
- D. The faculty, including visiting faculty, may also write and submit articles.

5. Submission of articles

- A. All articles selected for publication, must be submitted in electronic form preferably as a word document. Submission may be done by email;
- B. Submission of electronic versions of papers will facilitate any preparation and editing required for on-line publication.

5. Editorial Policy

- A. The Seminary, the Journal and the faculty of ARTS, embraces, without reservation the inspiration, inerrancy, full trustworthiness, sufficiency and final authority in all matters of faith and practice of the Old and New Testaments of the Holy Bible.
- B. In addition to affirming Sola Scriptura, they also subscribe to the other “solas” of the Reformation: that salvation for sinners is accomplished by Christ alone, by grace alone, through faith alone and to God’s glory alone;
- C. A more complete expression of the theological position of the Seminary, Journal and faculty is set forth in the Westminster Confession of Faith and Catechisms and in the Belgic Confession, the Heidelberg Catechism and the Canons of Dordt;
- D. The editor(s), Seminary and Journal do not necessarily endorse every opinion that may be expressed by individual writers in the Journal.