Style Guide

for
Academic Writing

Version 2.0

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Contents

Authority of this Style Guide: The Teleo University Style Guide is adapted from the Modern Language Association (MLA) Handbook 9th Edition. This version and date of this guide supersede all previous editions of the Teleo University Style Guide for Academic Writing.

Writing Academic Papers

The following is a brief list of suggestions to improve student academic writing style. From among the many valuable resources for improved writing style, the most basic and concise resource to follow is *The Elements of Style*, by William Strunk, Jr., and E. B. White. (Third Edition: published by Macmillan, 1979).

1. **What is an Academic Style?**
   Academic writing is different from other writing. It is a formal style of writing used in universities and scholarly publications. LibGuides at the University of Hull in Yorkshire, England, suggests seven things to help students obtain an academic tone in their writing.

   - **First, Use Formal Language.** Avoid writing in the say way you speak. They suggest avoiding the three Cs:
     - **Contractions (won't, isn't, can't, etc.)**
     - **Clichés** (expressions that are trite, worn-out, and overused: time flies, more than meets the eye, the bottom line, etc.)
     - **Colloquialisms** (popular expressions used in casual language: life's short, loads of, he's a flake, that's cool, etc.).

     Also, try to use more formal words for some commonly used spoken words. For example, use 'quotation' rather than 'quote', 'many' rather than 'lots of' and 'obtain', 'acquire' or 'become' instead of 'get'."

   - **Second, Use Cautious Rather Than Definite Statements.** Use guarded words like "this suggests "or "may indicate" rather than writing the definite statement, "this proves." Also, avoid over-generalizations in your writing.

   - **Third, Be Clear.** Use a logical structure in your essay, report, or chapter. Use shorter sentences to add clarity. Academic writing does not require lengthy, complex sentences.

   - **Fourth, Back Your Points with Evidence.** When you make a point in academic writing, you need to back up that point with evidence from reliable sources. Use authoritative books, articles, and reports. Or describe results you have observed or experienced in your field work.

   - **Fifth, Give a Balanced Viewpoint.** When you include alternative viewpoints in your writing, your readers will see that you have looked at your subject from different perspectives and read varied sources.

   - **Sixth, Be Objective.** Keep your wording impersonal. Avoid attempting to persuade your reader with overly emotional words like horrendous, amazing, or dreadful.

   - **Seventh, Admit Limitations.** You will work with limitations of time, research resources, the scope of the study, and more. Acknowledge the limits of your written work (LibGuides, https://libguides.hull.ac.uk/writing/style).

2. **Things to Avoid When Writing**
   - **Avoid single-sentence paragraphs.** A good paragraph should communicate one clear idea using at least three sentences. You should include a topic sentence, supporting sentences, and a closing or transition sentence.

   - **Avoid using personal pronouns.** Use the personal pronoun "I" only when necessary. Because you are reporting on a ministry project, you will be required to use personal pronouns more often than found in a research dissertation. Use "we" when it refers to

a specific group of people of which you are a member. Finally, do not use "you" to directly address the reader.

- **Avoid the use of exclamation marks.** Allow your writing to communicate emphasis rather than using an exclamation mark. Include them only when part of a quotation.

- **Avoid the use of contractions.** In academic writing, always spell out contractions as separate words. Examples: don't, do not.

- **Avoid Firstly, Secondly, Thirdly, etc.** Instead, use First, Second, Third.

- **Avoid the use of the phrase "The Author."** In reflective research papers or for the more personal portions of your graduate school project, use "I" or "me" (sparingly). Avoid the use of "the author" as it is artificial. The reader knows who "the author" is.

- **Avoid beginning sentences with "This" or "It."** Work on identifying the antecedent to identify clearly and precisely to what or to whom you are referring. You don't want to leave your reader asking, "What?" or "Who?"

- **Avoid overuse of the word "today." "**Christians today need" could be "Christians need" or "Contemporary Christians need."

- **Avoid using "bold type" for emphasis.** Reserve Bold for the appropriate headings and sub-headings.

- **Avoid italicizing words for emphasis**. Do italicize titles of books, journals, etc., when citing sources.

- **Avoid overuse of parenthesis.** Use commons for parenthetical phrases.

- **Avoid Long and run-on sentences.**

3. **English Variations (British or American)** There are many differences in the types of English language used worldwide. The default English will be American for Teleo University. However, because we encourage students to use Grammarly software, you are free to choose one of the following four variations supported by Grammarly: American, British, Canadian, or New Zealand/Australian. You must, however, consistently use the selected English variation throughout your Ministry Project Report.

If you compare British and American English, you will find spelling differences concerning vowels, double letters, and suffixes such as -ize/-ise or -yze/-yse. Australian and New Zealand English tend to follow the same conventions as British English. Canadian English often uses the spellings found in British English but occasionally uses variants that appear in American English, too (https://www.grammarly.com/blog/how-to-switch-dialects/).

- **American:** I didn't **realize** your **favorite color** is green.
- **British:** I didn't **realise** your **favourite colour** is green.
- **Canadian:** I didn't **realize** your **favourite colour** is green.
- **New Zealand/Australian:** I didn't **realise** your **favourite colour** is green.

4. **Abbreviations of Bible Books** – In the text of your paper, do not abbreviate the Bible book name. However, do so in the parenthetical citation. See Appendix B for MLA recommended abbreviations for books of the Bible.

5. **Capitalization** – See Appendix C for recommended capitalizations of important and frequently used words.

Avoiding Plagiarism

Most cases of plagiarism can be avoided by citing sources. A citation is a reference to a source, a book, paper, or author, acknowledging that particular material has been borrowed and providing your readers with the information necessary to find that source. Citing sources is usually enough to prevent plagiarism.

Avoiding Plagiarism

1. **Plagiarism.** Presenting the ideas or work of another as if they were your own or without giving credit and citing the source is plagiarism. If you submit a Ministry Project Report or paper that includes plagiarism, you risk dismissal from the program with no opportunity to complete your degree. For further explanation on plagiarism, read the following outline published May 18, 2017, by the website plagiarism.org.

   ### What is Plagiarism?
   Many think plagiarism is copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

   ### According to the Merriam-Webster online dictionary, to "plagiarize" means:
   - to steal and pass off (the ideas or words of another) as one's own
   - to use (another's production) without crediting the source
   - to commit literary theft
   - to present as new and original an idea or product derived from an existing source

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

   ### But can words and ideas be stolen?
   According to United States law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file) (https://www.plagiarism.org/article/what-is-plagiarism).

   ### The most common types of plagiarism to avoid are:
   - **Paraphrasing plagiarism** – Rephrasing someone else's ideas without citation is the most common form of plagiarism. Paraphrasing is not plagiarism as long as you cite your sources. Unless the idea or concept is common knowledge, you must cite the source if you paraphrase, just as you would with a direct quote.

   - **Direct or verbatim plagiarism** – Directly copying a passage of text without citation. If you use another person's work word for word or even delete or change a few words but do so without attribution or quotation marks, you have committed direct plagiarism. Plagiarism software detection programs easily identify this form of plagiarism.

   - **Mosaic or patchwork plagiarism** – Combining text and ideas from various sources without citation. Here a student may draw on different sources using direct and paraphrase plagiarism to create a new text that retains many of the original's exact words and structures but without citing the sources.

   - **Accidental plagiarism or incorrect citations** – Not citing correctly, failing to cite a source, or not providing all the necessary information in your source citation (www.studyusa.com/en/a/1612/plagiarism-and-american-academia).

All the following are considered plagiarism:

- submitting someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit (https://www.plagiarism.org/article/what-is-plagiarism)

2. **Plagiarism Software Detection.** To uphold our institution's academic integrity, we will review all Ministry Project Reports and papers for plagiarism using software programs designed to detect plagiarism. Turnitin.com and Grammarly are two such programs. Grammarly, for instance, checks for plagiarism against over 8 billion web pages. Turnitin.com assists in identifying similarities between the student's work and Internet sources and academic databases.

MLA Quick Citation Guide

Citing sources is required in research papers, Ministry Project Reports, and papers. To avoid plagiarism, cite the sources used in your writing. Teleo University uses the Modern Language Association (MLA) system of citation. The student should cite sources based on the current MLA Handbook or the citation and MLA style guide currently posted at the Purdue University Online Writing Lab known as "OWL" (owl.purdue.edu/owl/).

Modified MLA Parenthetical Citation Style

The Modern Language Association (MLA) establishes values for acknowledging sources used in a research paper. MLA citation style uses a simple two-part parenthetical documentation system for citing sources: citations in the text of a paper point to the alphabetical Works Cited list that appears at the end of the paper. Together, these references identify and credit the sources used in the report and allow others to access and retrieve this material. Below is an introduction to parenthetical citations within the text of your writing and guidelines on preparing the required "Works Cited" section.

This MLA Quick Citation Guide is based on the MLA (Modern Language Association) Style, 8th edition (2016) of the MLA Handbook and the online explanations and illustration of the handbook at owl.purdue.edu/owl and the Penn State University (guides.libraries.psu.edu/mlacitation). Visit https://style.mla.org/ for further information on MLA guidelines. **Follow the current MLA formatting and citation guidelines when you write your paper or use the following MLA Quick Citation Guide.**

General Guidelines for Parenthetical In-Text Citation of Sources

In MLA style, writers place references to sources in the paper to briefly identify them and enable readers to find them in the Works Cited list. Keep these parenthetical references as brief and straightforward as possible. Usually, the simplest way to do this is to put the source information in parentheses at the end of the sentence just before the period. Give only the information needed to identify a source. Usually, the author's last name and a page reference suffice.

- Place the parenthetical reference as close as possible to its source. Insert the parenthetical reference where a pause would naturally occur, preferably at the end of a sentence.

- Information in the parenthesis should complement, not repeat, the information given in the text. If you include an author's name in a sentence, you do not need to repeat it in your parenthetical statement.

- The parenthetical reference should precede the punctuation mark that concludes the sentence, clause, or phrase that contains the cited material.

- Electronic and online sources are cited just like print resources in parenthetical references. If an online source lacks page numbers, omit numbers from the parenthetical references. If an online source includes fixed page numbers or section numbering, such as the numbering of paragraphs, cite the relevant numbers.

- Any source information you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left-hand margin of the corresponding entry on the Works Cited page.

Examples of Common In-Text Citations:

Author's name in-text	Dover has expressed this concern (118-21).
Author's name in reference	This concern has been expressed (Dover 118-21).
Two authors of a work	Davis and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9). The authors claim that surface reading looks at what is "evident, perceptible, apprehensible in texts" (Best and Marcus 9).
Three or more authors of a work	According to Franck et al., "Current agricultural policies…poor health of Americans" (327). The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck et al. 327).
Two locations cited within a work	Williams alludes to this premise (136-39, 145).
Two works cited, separated by a ;	Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass and Varonis 143; Thomas 24).
References to volumes and pages	(Wilson 2:1-18)
References to an entire volume	(Henderson, vol. 3)
In-text reference to an entire volume	In volume 3, Henderson suggests
Corporate authors	When a source has a corporate author, use the name of the corporation followed by the page number for the in-text citation. Example: (United Nations, Economic Commission for Africa 51-63)
Works with no known author	Use a shortened title of the work instead of an author name. Place the title in quotation marks if it is a short work (such as an article) or italicize it if it is a longer work (e.g., books, entire web sites) and provide a page number if it is available. If abbreviating a title, omit initial articles and begin with the word by which it is alphabetized in the Works Cited list. Example: as stated by the presidential commission (*Report* 4).
Online source with numbered paragraphs	(Fox, pars. 4-5)

Citing the Bible

In your first parenthetical citation, make clear which Bible version you are using, as each version varies in its translation (underline or italicize the title). Follow the version name with the name of the Bible book (do not italicize or underline), chapter, and verse. For example:

> Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a
>
> lion, an ox, and an eagle (*English Standard Version*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you are using, list only the book, chapter, and verse in the parenthetical citation:

> John of Patmos echoes this passage when describing his vision (Rev. 4.6-8).

Citing multiple works by the same author

If you cite more than one work by an author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

> Murray has argued that computers are not useful tools for small children (*Too Soon*
>
> 38), though he has acknowledged elsewhere that "early exposure to computer games
>
> does lead to better small motor skill development in a child's second and third year"
>
> ("Hand-Eye Development" 17).

Citing authors with the same last name

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

> Although some medical ethicists claim that cloning will lead to designer children (R.
>
> Miller 12), others note that the advantages for medical research outweigh this
>
> consideration (A. Miller 46).

Citation for long quotations

For quotations that are more than four lines of prose or three lines of verse, display quotations as an indented block of text and omit quotation marks. Place your parenthetical citation at the end of the block of text, after the final punctuation mark.

> In addition to awareness-raising, practicing listening to accented speech has been
>
> shown to improve listening comprehension. This article recommends developing
>
> listening training programs for library faculty and staff, based on research from the
>
> linguistics and language teaching fields. Even brief exposure to accented speech can

help listeners improve their comprehension, thereby improving the level of service to

international patrons. (O'Malley 19)

General Guidelines for Creating the Works Cited List

References cited in the text of a research paper must appear at the end of the paper in a Works Cited list or bibliography. This list provides the information necessary to identify and retrieve each source that specifically supports your research.

- Arrange entries in alphabetical order by authors' last names (surnames), or by title for sources without authors.
- Cite T-Net Tier 1 and Tier 2 manuals using the citations found in Appendix A of this Guide.
- Capitalize the first word and all other principal words of the titles and subtitles of cited works listed. (Do not capitalize articles, prepositions, coordinating conjunctions, or the "to" in infinitives.)
- Shorten the publisher's name; for example, omit articles, business abbreviations (Co., Inc.), and descriptive words (Press, Publisher).
- Use the conjunction "and," not an ampersand [&], when listing multiple authors of a single work.
- **Italics:** Choose a font in which the italic style contrasts clearly with the regular style.
- **Double-spaced:** All entries should be double-spaced.
- **Indentation:** Align the first line of the entry flush with the left margin and indent all subsequent lines (5 spaces) to form a "hanging indent."
- **Pagination:** Do not use the abbreviations **p.** or **pp.** to designate page numbers.

Core Elements for Works Cited MLA Citations

This guide contains examples of standard citation formats in MLA (Modern Language Association) Style, based on the 8th edition (2016) of the MLA Handbook. The 8th edition of the MLA Handbook recommends using the following core elements in every citation. If components are missing from the source, omit them from the citation.

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date.
9. Location.

For online sources:
- Include the URL (without http:// or https://). Angle brackets are not used around it.
- Use DOIs (digital object identifiers) when possible.
- Citing the date when an online work was consulted is optional.
- Placeholders for unknown information like n.d. ("no date") are **no longer used**.

An Explanation of Each Core Element

1. **Author.**
    - Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work.
    - When a work is published without an author's name, do not list the author as "Anonymous." Instead, skip the author element and begin the entry with the work's title.
    - When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as publisher.

2. **Title of Source.**
    - Titles are given in the entry in full exactly as they are found in the source. A subtitle is included after the main title separated by a colon.
    - Italicize the title if the work is independent; in quotation marks if the work is part of a larger work (container).

3. **Title of Container,**
    - When the source being documented forms a part of a larger whole, the larger whole can be thought of as a container that holds the source. The container is crucial to the identification of the source. The title of the container is normally italicized and is followed by a comma, since the information that comes next describes the container.
    - The container may be a book that is a collection of essays, stories, poems, or other kinds of works.

      Bazin, Patrick. "Toward Metareading." The Future of the Book, edited by Geoffrey

        Nunberg, U of California P, 1996, pp. 153-68.

    - It may be a periodical (journal, magazine, newspaper), + Adding city to title of local newspaper: 2.6.1 which holds articles, creative writing, and so on.

      Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication

        Media." PMLA, vol. 128, no. 1, Jan. 2013, pp. 193-200. Williams, Joy.

        "Rogue Territory." The New York Times Book Review, 9 Nov. 2014, pp. 1+.

    - Or a web site, which contains articles, postings, and almost any other sort of work.

      Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." So

        Many Books, 25 Apr. 2013, somanybooksblog.com/2013/04/25/the-reading-

        brain-differences-between-digital-and-print/.

4. **Other Contributors,**
    - In addition to the author, there may be other contributors to the source who should be credited, such as editors, illustrators, translators, etc. If their contributions are relevant to your research, or necessary to identify the source, include their names in your documentation. Note: In the eighth edition, terms like editor, illustrator, translator, etc., are no longer abbreviated.

Foucault, Michel. Madness and Civilization: A History of Insanity in the Age of

Reason. Translated by Richard Howard, Vintage-Random House, 1988.

Woolf, Virginia. Jacob's Room. Annotated and with an introduction by Vara

Neverow, Harcourt, Inc., 2008.

5. **Version,**
   - If a source is listed as an edition or version of a work, include it in your citation.

   The Bible. Authorized King James Version, Oxford UP, 1998.

   Crowley, Sharon, and Debra Hawhee. Ancient Rhetorics for Contemporary Students.

   3rd ed., Pearson, 2004.

6. **Number,**
   - If a source is part of a numbered sequence, such as a multi-volume book or journal with both volume and issue numbers, those numbers must be listed in your citation.

   Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and

   Future Directions." Social Work and Society: The International Online-Only

   Journal, vol. 6, no. 2, 2008, www.socwork.net/sws/article/view/60/362.

   Accessed 20 May 2009.

   Quintilian. Institutio Oratoria. Translated by H. E. Butler, vol. 2, Loeb-Harvard UP,

   1980.

7. **Publisher,**
   - The publisher produces or distributes the source to the public. If there is more than one publisher, and they are all are relevant to your research, list them in your citation, separated by a forward slash (/).

   Klee, Paul. Twittering Machine. 1922. Museum of Modern Art, New York. The

   Artchive, www.artchive.com/artchive/K/klee/twittering_machine.jpg.html.

   Accessed May 2006.

   Women's Health: Problems of the Digestive System. American College of

   Obstetricians and Gynecologists, 2006.

   Daniels, Greg and Michael Schur, creators. Parks and Recreation. Deedle-Dee

   Productions and Universal Media Studios, 2015.

   - Note: The publisher's name need not be included in the following sources: periodicals, works published by their author or editor, websites whose titles are the same name as

their publisher, websites that make works available but do not actually publish them (such as YouTube, WordPress, or JSTOR).

8. **Publication Date**
   - The same source may have been published on more than one date, such as an online version of an original source. For example, a television series might have aired on a broadcast network on one date, but released on Netflix on a different date. When the source has more than one date, it is sufficient to use the date that is most relevant to your writing. If you are unsure about which date to use, go with the date of the source's original publication.
   - In the following example, Mutant Enemy is the primary production company, and "Hush" was released in 1999. Below is a general citation for this television episode:

   "Hush." Buffy the Vampire Slayer, created by Joss Whedon, performance by Sarah

         Michelle Gellar, season 4, Mutant Enemy, 1999.

   - However, if you are discussing, for example, the historical context in which the episode originally aired, you should cite the full date. Because you are specifying the date of airing, you would then use Warner Brothers Television Network (rather than Mutant Enemy), because it was the network (rather than the production company) that aired the episode on the date you are citing.

   "Hush." Buffy the Vampire Slayer, created by Joss Whedon, performance by Sarah

         Michelle Gellar, season 4, episode 10, WB Television Network, 14 Dec. 1999.

9. **Location.**
   - You should be as specific as possible in identifying a work's location.
   - An essay in a book or an article in a journal should include page numbers.

   Adiche, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your*

         Neck, Alfred A. Knopf, 2009, pp. 74-94.

   - The location of an online work should include a URL. Remove any "http://" or "https://" tag from the beginning of the URL.

   Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological

         and Toxin Weapons Convention." *Emerging Infectious Diseases*, vol. 6, no. 6,

         2000, pp. 595-600, wwwnc.cdc.gov/eid/article/6/6/00-0607_article. Accessed

         8 Feb. 2009.

   - For online sources:
     - Include the URL (without http:// or https://). Angle brackets are not used around it.
     - Use DOIs (digital object identifiers) when possible.
     - Placeholders for unknown information like n.d. ("no date") are **no longer used**.

10. Optional Elements

The eighth edition is designed to be as streamlined as possible. Include any information that helps readers easily identify the source, without including unnecessary information that may be distracting. The following is a list of optional elements that can be included in a documented source at the writer's discretion.

- **Date of original publication:** If a source has been published on more than one date, the writer may want to include both dates if it will provide the reader with necessary or helpful information.

  Erdrich, Louise. Love Medicine. 1984. Perennial-Harper, 1993.

- **City of publication:** The seventh edition handbook required the city in which a publisher is located, but the eighth edition states that this is only necessary in particular instances, such as in a work published before 1900. Since pre-1900 works were usually associated with the city in which they were published, your documentation may substitute the city name for the publisher's name.

  Thoreau, Henry David. Excursions. Boston, 1863.

- **Date of access:** When you cite an online source, the MLA Handbook recommends including a date of access on which you accessed the material, since an online work may change or move at any time.

  Bernstein, Mark. "10 Tips on Writing the Living Web." A List Apart: For People Who

  Make Websites, 16 Aug. 2002, alistapart.com/article/writeliving. Accessed 4

  May 2009.

Sample Entries: Books, Articles, Web Sources, Etc.

Entries in the works cited list are created using the MLA core elements—facts common to most sources, like author, title, and publication date. To use the template, evaluate the work you are citing to see which elements apply to the source. Then, list each element relevant to your source in the order given on the template.

Print book

Mantel, Hilary. *Wolf Hall*. Picador, 2010.

Book by a corporate or organization author

American Medical Association. *American Medical Association Family Medical Guide,* 4th

  edition, Wiley, 2004.

Book by an unknown author

Beowulf. Translated by Alan Sullivan and Timothy Murphy, edited by Sarah Anderson,

  Pearson, 2004.

An edited book

Sánchez Prado, Ignacio M., editor. *Mexican Literature in Theory*. Bloomsbury, 2018.

Article or chapter within an edited book

Winne, Philip H. "Self-regulated Learning Viewed from Models of Information Processing."

  Self-regulated Learning and Academic Achievement, edited by Barry J. Zimmerman

  and Dale H. Schunk, Lawrence Erlbaum Associates, 2001, pp. 153-190.

Translation

Tolstoy, Leo. *War and Peace.* Translated by Anthony Briggs, Viking, 2006.

E-Reader book (such as Kindle)

Tetlock, Phillip E., and Dan Gardner. Superforecasting: The Art and Science of Prediction.

  Kindle edition, Crown, 2015.

Article on a website

Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur."

  The Atlantic, 28 Dec. 2014, theatlantic.com/magazine/archive/2015/01/ the-death-of-

  the-artist-and-the-birth-of-thecreative-entrepreneur/383497/.

Book on a website

Poe, Edgar Allan. "The Masque of the Red Death." *The Complete Works of Edgar Allan Poe*,

  edited by James A. Harrison, vol. 4, Thomas Y. Crowell, 1902, pp. 250-58.

  HathiTrust Digital Library, hdl.handle.net/2027/coo.31924079574368.

Entire website with author

Kraizer, Sherryll. *Safe Child.* Coalition for Children, 2011, www.safechild.org.

Web page with no author

"All Things Nittany." *About Penn State.* Penn State University, 2006,

  www.psu.edu/ur/about/nittanymascot.html.

Website with author

Kraizer, Sherryll. Safe Child. Coalition for Children, 2008, www.safechild.org.

Web page with no author:

"Several Injured in Wrong-Way Crash on FDR: NYPD." NBCNewYork.com, 13 Nov. 2014,

www.nbcnewyork.com/news/local/NYC-FDR-Drive-East-Side-Highway-Wrong-

Way-Crash-Traffic-Jam-282538721.html.

Article in a monthly magazine:

Swedin, Eric G. "Designing Babies: A Eugenics Race with China?" *The Futurist,* May/June

2006, pp. 18-21.

Article in a magazine article from an online database: ProQuest

Poe, Marshall. "The Hive." *Atlantic Monthly*, Sept. 2006, pp. 86-95. ProQuest,

search.proquest.com/docview/223086760/1FF29321A1C34D09PQ/1?accountid=131

58.

Article in a weekly magazine:

Will, George F. "Waging War on Wal-Mart." *Newsweek,* 5 July 2004, p. 64.

Article in a daily newspaper:

Dougherty, Ryan. "Jury Convicts Man in Drunk Driving Death." *Centre Daily Times,* 11 Jan.

2006, p. 1A.

Article in a scholarly journal:

Stock, Carol D. and Philip A. Fisher. "Language Delays Among Foster Children:

Implications for Policy and Practice." *Child Welfare*, vol. 40, no. 3, 2006, pp. 445-

462.

Article in an online magazine:

Schumaker, Erin. "What's the Deal with 'Natural' Sunscreen?" Huffington Post, 5 July 2016,

www.huffingtonpost.com/entry/does-natural-sunscreen-

work_us_57767571e4b0a629c1a98df8.

Journal article in a database

Goldman, Anne. "Questions of Transport: Reading Primo Levi Reading Dante." *The Georgia Review*, vol. 64, no. 1, spring 2010, pp. 69-88. *JSTOR*, www.jstor.org/stable/41403188.

Book review

Rifkind, Donna. "Breaking Their Vows." Review of *The Mermaid Chair* by Sue Monk Kidd. *Washington Post,* 10 Apr. 2005, p. T6.

Two authors

Gass, Susan, and Evangeline M. Varonis. "The Effect of Familiarity on the Comprehensibility of Nonnative Speech." *Language Learning*, vol. 34, no. 1, 1984, pp. 65-89.

Three or more authors

Munro, Murray J., et al. "Salient Accents, Covert Attitudes: Consciousness-raising for Pre-service Second Language Teachers." *Prospect*, vol. 21, no. 1, 2006, pp. 67-79.

Typing and Proofing

Assistance in Typing and Proofing

1. **Use standard word processing software.** Word processing software makes updates and edits easy and avoids the need to print the drafts multiple times during writing and editing. Be sure to save your work to a thumb drive, storage card, internet cloud or disk. Save your work often and date the electronic files so that you know you are working with the latest version of your work. Occasionally, print a hard copy of your work as well.
    *   Word Templates. Students are encouraged to download and use the Ministry Project Summary Report, or other templates provided at the Teleo University website writing lab.

2. **Use a Typist if needed.** You may need to find a volunteer or employ a typist who can take your handwritten manuscript and put it into word processing software. The student must cover all expenses incurred for this. You must instruct your typist when and how to make spelling or grammatical corrections or only to type what you have written. Be sure your typist is aware of the Modern Language Association (MLA) style guidelines.

3. **Grammarly.** There is a spelling and grammar software that you will be REQUIRED to use if you do not hire a professional editor to review your Ministry Project Report or paper. Grammarly has a FREE version that will significantly assist you, or you may purchase a subscription during the final stages of writing and editing. Do not accept every suggested change provided by Grammarly or other editing software. You are ultimately responsible for ensuring that your document communicates clearly and correctly.

4. **Other Proofing Software.** Students can use proofing software to help check spelling and grammar by typing their papers using word processing software. Microsoft Word has an excellent "Editor" feature that will provide spelling, grammar, and writing suggestions. There are also many software programs available for purchase. Grammarly Premium is the first you may wish to consider. Writing suggestions and plagiarism checks with citation suggestions help students avoid making citation mistakes.

5. **Proofing.** Software is not a substitute for a human proofing your paper. Your document must be free of grammatical, spelling, citation, and typographical errors. It is not the responsibility of the faculty adviser and your defense committee to proofread your document. Therefore, have someone other than yourself proofread your Ministry Project Report or paper.

Formatting

General Formatting Requirements

The following is a list of basic formatting instructions:

1. The final Ministry Project Reports must be typed and double-spaced on 8-1/2 x 11-inch with one-inch margins on the top, bottom, and both sides. The left margin may be placed at 1.5 inches to ensure room for binding.

2. The text font size should be 12-point Times New Roman or a similar font that is an easily readable typeface (e.g., Century Schoolbook or Palatino Linotype) in which the regular style contrasts clearly with the italic.

3. The parenthetical citations must follow directly or as close as possible to the material summarized or quoted.

4. The paper must only have the left margin justified. The right margin must always be raged edge. In other words, the paper must not have fully-justified margins.

5. The paper must use the centered headers and left margin sub-header formatting as described below.

Sample Formatting for Headers and Sub-Headers

The pages illustrate the correct formatting for a Ministry Project Report. You will see that all text is double-spaced, with paragraphs indented five spaces and margins one inch top, bottom, and sides.

PART ONE: SECTION HEADER TITLE

CHAPTER 1

CHAPTER TITLE

Major Topic Headers in the Text are Centered (Sub-header Level 1: Title Case)

Sub-headings are Placed on the Left Margin (Sub-header Level 2: Title Case)

 Bold and placed at the start of a paragraph. (Sub-header Level 3: Sentence case.)

 Bold and placed at the start of a paragraph. (Sub-header Level 3: Sentence case.)

Sample of Sub-header Levels 2 and 3

Discipleship: Establishing New Believers

Christian leaders have recognized the importance of spiritual formation for new believers and have acknowledged that the church must greatly improve in the area of new Christian follow-up (Mead 50-51; Moyer 348). None has stated as clearly as Wesley, "How dare you lead people to Christ without providing adequate opportunity for growth and nurture. Anything else is simply begetting children for the murderer" (qtd. in Merrill 39). Three basic formats summarize the variety of ways that local churches have offered nurturing for new and growing Christians: classes, small groups, and one-on-one discipleship.

New believers' class. Many congregations have had great success with a special class for new believers. Often this is a short class that is repeated several times a year, or it may simply be ongoing, and the lesson topics recycle every two or three months. The danger of the class format is that it can become too focused on academic content and curriculum rather than relationships (Coleman et al. 149-152; Merrill 46; Stutzman 63). The key to successful nurture of new believers is relationship (Stutzman 59). Warren states that "believers grow faster when you provide a track to grow on" (Purpose 335). He also acknowledges that Christians need relationships in order to grow and that believers develop best in the context of fellowship (338-339).

Small group and one-on-one discipleship. "Balanced discipleship takes place in the ongoing, nurturing environment of accountability provided by the cell group" (Slaughter 75). One of the most successful models of small group discipleship was that

Sample of a Numbered List

To qualify for this study, churches had to meet the following criteria:

1. Churches for this study were selected from the Portland, Oregon metropolitan area.

2. This study included only churches that hold to an orthodox position on the Trinity and Salvation by faith in Jesus Christ.

3. Churches selected for the study were required to have a minimum average of ten visitors per week. For larger churches, the number of visitors should have equaled approximately 1 percent of the average weekly worship attendance.

4. Participating churches were required to have reported a minimum of thirty conversions for the previous year. For larger churches, the total number of conversions reported had to equal at least 2 percent of Sunday worship attendance.

5. For those churches that promote church membership, a consideration for participation in this study was that at least 50 percent of the new members received in the past twelve months be formerly unchurched. However, this criterion had to be evaluated in light of the membership philosophy of each local church.

6. To qualify for this study, churches were required to demonstrate a minimum level of effectiveness in connecting adults into groups. The combined number of adults attending Christian education classes and small groups had to equal at least 25 percent of the weekend worship attendance.

7. Churches selected for this study were required to indicate that at least 10 percent of their congregation was involved in an identifiable ministry.

8. Finally, churches had to be willing and able to provide the data necessary to complete the study.

Sample Student Report with Works Cited (Following Pages)

Student Name

Trainer Name, Country

BT521 Finishing the Great Commission

Day Month Year (13 May 2019)

Targeted Area for Finishing the Great Commission

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

Sub-headings on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the number of sub-topics or the volume of literature found for your topic.

Sub-headings on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. Some of this will depend on the number of sub-topics or the volume of literature found for your topic.

A one-page description of the area targeted for finishing the Great Commission followed by these three items: Training Center/Target Area Demographic Data Chart; Finishing the Great Commission in Your Region Worksheet; and Three-Year Goals Chart of the Strategic Objectives.

WORKS CITED

Adsit, Christopher B. *Personal Disciple-Making: A Step-by-Step Guide for Leading a Christian from New Birth to Maturity*. San Bernardino: Here's Life, 1988.

Anderson, Leith. *A Church for the 21st Century*. Minneapolis: Bethany, 1992.

Arn, Win, and Charles Arn. *The Master's Plan of Making Disciples*. 1982. Grand Rapids: Baker, 1998.

Bird, Warren, and Michelle C. Bird. "When Should Newcomers Become Leaders?" *Leadership* 11.4 (1990): 90-128.

Burnett, David. *Clash of Worlds*. Crowborough, England: MARC, 1990.

Sample Papers

On the following pages you will find samples of two major papers required for degrees at Teleo University. First, the bachelor's degree Capstone Project, and second, the MDiv Field Project Report Thesis. The word-processing templates for both of these as well as other report templates are found at the Teleo University Writing Lab https://www.teleouniversity.org/writinglab.

The following is a list of the components that may be included in the final MDiv Field Project Report Thesis. Samples of most of these pages are provided in this section. An electronic copy of these pages is available at My Teleo www.teleouniversity.org to assist you or your typist in meeting the standard format requirements in the 8.5 X 11 paper size.

Abstract (required: 150-350 words)

Approval Page (required)

Title Page (required)

Copyright Page (required)

Table of Contents (required)

List of Tables (only if needed)

List of Figures (only if needed)

Acknowledgments (optional)

*Body of Ministry Project Report (divided into chapters)

Appendixes (required)

Works Cited (required)

Works Consulted (optional)

*For the body of the MDiv Field Project Report, use the chapters or divisions outlined in the curriculum for your degree program and the template following the bachelor's degree Capstone Project Report sample.

Student Name

Trainer Name, Country

Course 10 Bachelor of

Pastoral Ministry Capstone Project

Day Month Year (13 May 2019)

Section 1, The Challenge Overview of the Study

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Background: About the Author

Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Problem/Need for Intentional Discipleship

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Context of Study

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name

or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Initial Interview Data Worksheet Information

    Church Attendance Figures. Using a paragraph format to address the following questions. On the average week, how many persons attend your church (or network of churches)? Twelve months ago, how many persons attended your church (or network of churches)? Ten years ago, how many persons attended your church (or network of churches)?_____ Or if your church is not yet ten years old, how old is it _____ and what was its attendance after the first full year? _____ How long have you been a pastor (or other position) in this church? _____ How many persons did your church win to Christ in the last 12 months who now regularly attend your church? _____

    Contextualization. Using a paragraph format address the dominant language(s) and ethnicity of your neighborhood and area surrounding the church; the dominant language(s) and ethnicity of your congregation; and the dominant religion and culture of the area that surrounds the church. Then add a further description of your church.

Statement of Purpose

    Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Vital Signs (defined, explained, and why they are important)

    Vital Signs 1-2: Attendance and Stewardship Growth. Write a brief paragraph that provides a general description of these two vital signs. If you have more than one sub-point to

support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Vital Signs 3-4: Disciple Making Leaders and Groups. Write a brief paragraph that provides a general description of these two vital signs. If you have more than one sub-point to support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Vital Signs 5-7: Evangelism and Church Planting. Write a brief paragraph that provides a general description of these three vital signs. If you have more than one sub-point to support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Definition of Terms

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Section 2, Vital Signs 1-2: Attendance and Stewardship Growth

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Vital Sign 1: Church Attendance Growth

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 2: Giving Growth

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Section 3, Vital Signs 3-4: Disciple Making Leaders and Groups

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Write paragraphs describing results from the Course 1 Personal Spiritual Journey Evaluation congregational survey compared to the second survey taken during Course 9. This element is optional.

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Section 4, Vital Signs 5-7: Evangelism and Church Planting (3-4 pages)

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples (Converts)

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

In a paragraph format what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

<div align="center">

Section 5, Summary and Conclusions (2-4 pages)
</div>

Principles that Help Revitalize a Local Church

Using a paragraph format, summarize principles that helped revitalize your local church as a disciple making church.

Local Church Revitalization in this Unique Cultural Context

Using a paragraph format, summarize ideas, principles, and suggestions to help improve local church revitalization in your cultural context.

Conclusions

Using a paragraph format, present your conclusions as a result of this 40-month ministry project.

WORKS CITED [sample formatting]

Adsit, Christopher B. *Personal Disciple-Making: A Step-by-Step Guide for Leading a Christian from New Birth to Maturity*. San Bernardino: Here's Life, 1988. Print.

Arn, Win, and Charles Arn. *The Master's Plan of Making Disciples*. 1982. Grand Rapids: Baker, 1998. Print.

Burnett, David. *Clash of Worlds*. Crowborough, England: MARC, 1990. Print.

Cho, David Yonggi. *Successful Home Cell Groups*. Miami: Logos International, 1981. Print.

Appendix A:

Vital Signs Summary Data for Disciple Making Church Revitalization

Use the "Final Ministry Data Sheets" from the T-Net Tier 1 Auxiliary Manual Version 7.1 to complete the following vital signs summary for the church you sought to revitalize as a disciple making church.

Church name: _____**Your Name/Position:** _____

Country: _____ **Location/Center #:** _____

Vital Signs: Calculate the following from your Ministry Data Sheets (DS = Data Sheets; Q2 = Question 2):

1. **Attendance Growth** (DS Q2) Using Data Sheet Question #2,
   a. Write the total number of adults recorded as attending at Course 1 _____
   b. Write the total number of adults recorded as attending at Course 10 _____

2. **Giving Growth** (DS Q5) Using Data Sheet Question #5,
   a. Write the average weekly giving as recorded at Course 1 _____
   b. Write the average weekly giving as recorded at Course 10 _____

3. **Number of Disciple Making Leaders** (DS Q7/Q11)
   a. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 _____
   b. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders ____

4. **Number of Disciple Making Groups** (DS Q14/Q15)
   a. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course _____
   b. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group _____

5. **Number of Converts** (DS Q19) _____ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.

6. **Number of Church Planting Apprentices** (DS Q23) _____ Use Data Sheet Question #23 to enter the current number of church planting apprentices.

7. **Number of Church Plants** (DS Q24 + Q25) _____ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).

Appendix B

Course 10 Final Interview Ministry Data Sheets

(**Trainer Copy – Tear out and submit at Course 10 Grading Interview**)

Trainer – scan as a PDF and upload this document to tnetcenter.com or send it to your country director.

Country Director – scan as a PDF and upload this document to tnetcenter.com if the trainer cannot do so.

Name _____ Date completed _____

Church Name _____ Country _____Training center # _____

Worship Attendance

1. If you are <u>senior</u> pastor of a <u>network</u> of churches, how many local churches are a part of it? ____

    NOTE: For this and all future data, pick just one local church to report on in this Data Sheet.

    The name of the local church I will report on is _____

2. On the average week, how many persons (Adults and Children) attended this local church?
    - The number of **adults** age 18 and older attending at:
      Course One _____ Course Two _____ Course Three _____
      Course Four _____ Course Five _____ Course Six _____
      Course Seven _____ Course Eight _____ Course Nine _____ Course Ten _____

    - The number of **children** birth through age 17 attending at:
      Course One _____ Course Two _____ Course Three _____
      Course Four _____ Course Five _____ Course Six _____
      Course Seven _____ Course Eight _____ Course Nine _____ Course Ten _____

3. Please give the following statistics for your church right now:
    1. Average weekly church attendance reported at the start of the <u>last</u> T-Net course _____
    2. Number of persons who <u>quit regularly attending</u> since last T-Net course _____
    3. Number of <u>new</u> (already Christian) persons who <u>started</u> attending since last course _____
    4. Number of <u>new</u> (newly converted) persons who <u>started</u> attending since last course _____
    5. Average weekly church attendance at the start of <u>this</u> T-Net course _____

Stewardship

4. Have implemented **<u>all</u>** nine steps to increase giving in the church? (Yes / No) _____. If not, please explain:

5. What was the average <u>weekly</u> giving at the church, including the value of gifts of all kinds at:
   Course One _____   Course Two _____   Course Three _____
   Course Four _____   Course Five _____   Course Six _____
   Course Seven _____   Course Eight _____   Course Nine _____   Course Ten
   _____

6. Have re-taught the Stewardship Module to the church a second time? (Yes / No)

<u>Leader Training</u>
7. How many primary leaders are serving in the church (church staff, elected leaders, adult influencers, adult group leaders and disciple makers)?
   Course One _____   Course Two _____   Course Three _____
   Course Four _____   Course Five _____   Course Six _____
   Course Seven _____   Course Eight _____   Course Nine _____   Course Ten
   _____

8. How many primary leaders (were or) are still in the **<u>first</u>** Model Follow Me group?
   Course Two _____   Course Three _____
   Course Four _____   Course Five _____   Course Six _____
   Course Seven _____   Course Eight _____

9. How many total <u>persons</u> are attending the **<u>first</u>** Model Follow Me group?
   Course Two _____   Course Three _____
   Course Four _____   Course Five _____   Course Six _____
   Course Seven _____   Course Eight _____

10. How many of these persons (#9 above) have graduated from this <u>first</u> <u>Model</u> Follow Me group? And have finished the 1) Follow Me Discovery Bible Study lessons, 2) the two disciple making apprentice manuals (from Course 2), 3) Evangelism Training Course, 4) Steps Toward Spiritual Growth (from Course 3), and the 5) Bible Study Methods (from Course 4)?
    Course Six _____   Course Seven _____   Course Eight _____   Course Nine
    _____

11. How many persons are presently <u>leading</u>:
    Outreach Come and See Groups _____   Level 2 Come and See Groups
    _____   Follow Me Groups _____   Be with Me Groups_____

12. What is the <u>total number</u> of persons being apprenticed **by Disciple Making Group leaders** (those listed in question #11 above) to lead new disciple making small groups? (Do <u>not</u> include persons being apprenticed <u>by you</u> in your first Model Follow Me group)
    Course Four _____   Course Five _____   Course Six _____
    Course Seven _____   Course Eight _____   Course Nine _____   Course Ten
    _____

<u>Disciple Making Group Multiplication</u>*[with remaining report pages to follow]*

ABSTRACT

MASTER OF DIVINITY FIELD PROJECT REPORT

by

Given Middle Surname

An abstract is a concise review of a lengthy finished paper that inspires its readers to read the whole document on the topic. It aims to summarize the objective, subject-matter, methods, discussions, and conclusions of a paper. The total length of the abstract should be 100 to 250 words or one page or less double-spaced.

The purpose of this study was to ….

This Field Project Report revealed…

An abstract is a concise review of a lengthy finished paper that inspires its readers to read the whole document on the topic. It aims to summarize the objective, subject-matter, methods, discussions, and conclusions of a paper. The total length of the abstract should be 100 to 250 words or one page or less double-spaced.

STYLE GUIDE (DELETE THIS TEXT BOX)
Students must submit a report that follows the Teleo University Style Guide available at "My Teleo" on the school website: www.teleouniversity.org/writinglab

INSTRUCTIONS AND REQUIRED CONTENT
In this ministry project thesis option, MDiv students are to write a 25-45 page (6,000-11,000 word) report that describes the 36 month disciple making church revitalization field project implementation as recorded in the Ministry Data Sheets. MDiv students must include a Chapter 2 Literature Review:
- Students must demonstrate reading and research skills and proper citation of sources in chapter 2. Students must cite multiple sources for each vital sign research but may include some citations from T-Net curriculum.
- Students submit the MDiv Field Project Report as part of the Tier 2 application process to demonstrate requisite skills in research methods and academic writing.

THESIS APPROVAL

This is to certify that the thesis entitled

MASTER OF DIVINITY FIELD PROJECT REPORT

presented by

Student's Full Name

has been accepted toward fulfillment

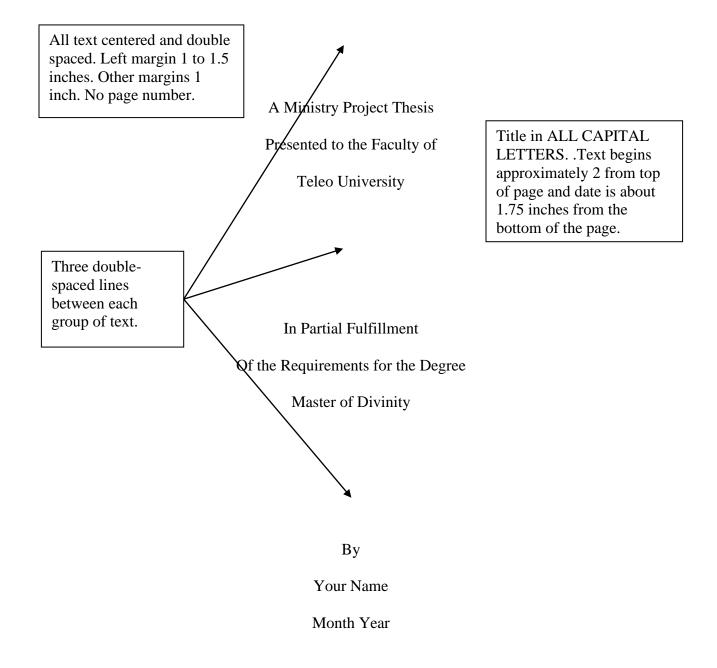of the requirements for the

MASTER OF DIVINITY degree at

Teleo University

Faculty Adviser   Date _____

First Reader   Date _____

Second Reader   Date _____

Academic Dean   Date _____

MASTER OF DIVINITY FIELD PROJECT REPORT

All text centered and double spaced. Left margin 1 to 1.5 inches. Other margins 1 inch. No page number.

A Ministry Project Thesis

Presented to the Faculty of

Teleo University

Title in ALL CAPITAL LETTERS. .Text begins approximately 2 from top of page and date is about 1.75 inches from the bottom of the page.

Three double-spaced lines between each group of text.

In Partial Fulfillment

Of the Requirements for the Degree

Master of Divinity

By

Your Name

Month Year

The copyright should be centered at the bottom of the page that follows the title page.

TABLE OF CONTENTS

LIST OF FIGURES [formatting sample]

FIGURES AND TABLES

Tables are text or numeric data (see sample Table 3.2 below), while figures are graphic or pictorial. A table or figure must be directly related to a specific section of your paper but should be easily understood independently of the description in your paper.

LIST OF FIGURES (DELETE THIS TEXT BOX)

If you include maps, drawings, photos, or other graphics within your paper you will include them in this list of figures. Number the figures sequentially within each chapter (2.1, 2.2, 2.3, etc.).

LIST OF TABLES

If you also include tables in your paper you should create a List of Tables and number them in the same manner as you do with figures.

Table 3.2 Sample Table

		Datasets		Sample characteristics		
		Name	Main measure	N participants	% Female	Mean age
Group A		First one	T1	111	11	10
		Second one	T2	222	22	20
Group B		Third one	T3	333	33	30
		Fourth one	T4	444	44	40

ACKNOWLEDGMENTS

CHAPTER 1

THE CHALLENGE OVERVIEW OF THE STUDY *(2-5 pages)*

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Background: About the Author

Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Problem/Need for Intentional Discipleship

Use a paragraph format to introduce the need for intentional discipleship in your church, culture, denomination, etc.

Challenge: Outreach

Use a paragraph format to describe the challenge of helping church members gain an "outreach" vision to finishing the Great Commission in the surrounding "neighborhood" of 1000.

Challenge: Disciple Making Groups

Use a paragraph format to describe the challenge of engaging members in sequential disciple making structures such as small groups.

Context of Study

Describe the Church

Use a paragraph format to describe the local church. How old, what denomination, attendance, economic status of attendee, etc.

Describe the Cultural Context

Use a paragraph format that includes a description of the neighborhood; city; region; and nation. What are the unique or distinct cultural influences?

Initial Interview Data Worksheet Information

Church Attendance Figures

Using your Initial Interview Data Worksheet from Course 1, in a paragraph format or numbered outline to address the following questions. 1) On the average week, how many persons attend your church (or network of churches)? 2) Twelve months ago, how many persons attended your church (or network of churches)? 3) Ten years ago, how many persons attended your church (or network of churches)?_____ 4) Or if your church is not yet ten years old, how old is it _____ and what was its attendance after the first full year? _____ 5) How long have you been a pastor (or other position) in this church? _____ 6) How many persons did your church win to Christ in the last 12 months who now regularly attend your church? _____

[or use the following numbered outline]

1. On the average week, how many persons attend your church (or network of churches)?

2. Twelve months ago, how many persons attended your church (or network of churches)?

3. Ten years ago, how many persons attended your church (or network of churches)?_____

4. Or if your church is not yet ten years old, how old is it _____ and what was its attendance after the first full year? _____

5. How long have you been a pastor (or other position) in this church? _____

6. How many persons did your church win to Christ in the last 12 months who now regularly attend your church? _____

Contextualization

Using your Initial Interview Data Worksheet from Course 1, in a paragraph format address 1) the dominant language(s) and ethnicity of your neighborhood and area surrounding the church; 2) the dominant language(s) and ethnicity of your congregation; and 3) the dominant religion and culture of the area that surrounds the church. 4) Then add a further description of your church.

<div align="center">

Statement of Purpose

</div>

Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

<div align="center">

Vital Signs (defined, explained, and why they are important)

</div>

Vital Signs 1-2: Attendance and Stewardship Growth

Write a brief paragraph that provides a general description of these two vital signs. If you have more than one sub-point to support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Vital Signs 3-4: Disciple Making Leaders and Groups

Write a brief paragraph that provides a general description of these two vital signs. If you have more than one sub-point to support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Vital Signs 5-7: Evangelism and Church Planting

Write a brief paragraph that provides a general description of these three vital signs. If you have more than one sub-point to support a left-margin sub-header place these in bold text at the beginning of a new paragraph directly after the paragraph that introduces a left margin sub-heading.

Definition of Terms

Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

CHAPTER 2

REVIEW OF LITERATURE *(1-3 pages for each – 14-20 pages total)*

Vital Sign 1: Church Attendance Growth

In this chapter you should use as many outside sources as possible but may cite T-Net curriculum manuals as sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab." Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages).

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Vital Sign 2: Giving Growth

You may provide a brief introduction to this vital sign and literature sources on this subject. Use as many outside sources as possible but may cite T-Net curriculum manuals as sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Level 3 Sub-heading, Bold at Start of a Paragraph. You may need to add a level 3 sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Level 3 Sub-heading, Bold at Start of a Paragraph. You may need to add a level 3 sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Level 3 Sub-heading, Bold at Start of a Paragraph. You may need to add a level 3 sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders

You may provide a brief introduction to this vital sign and literature sources on this subject. Use as many outside sources as possible but may cite T-Net curriculum manuals as sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups

You may provide a brief introduction to this vital sign and literature sources on this subject. Use as many outside sources as possible but may cite T-Net curriculum manuals as

sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

<div align="center">

Vital Sign 5: Culturally Effective Evangelism

</div>

You may provide a brief introduction to this vital sign and literature sources on this subject. Use as many outside sources as possible but may cite T-Net curriculum manuals as sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Vital Signs 6 and 7: Church Planting Movements through Discovery Bible Studies

You may provide a brief introduction to this vital sign and literature sources on this subject. Use as many outside sources as possible but may cite T-Net curriculum manuals as

sources but must cite them as described in the appendix of the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

Sub-heading Level 2 on Left Margin

Or, you may need to add sub-heading with multiple paragraphs for each sub-heading. This will depend on the number of sub-topics you have for each Vital Sign.

CHAPTER 3

VITAL SIGNS 1-2: ATTENDANCE AND STEWARDSHIP GROWTH *(2-5 pages)*

Vital Sign 1: Church Attendance Growth

Introduce the chapter with an overview of the Vital Signs. Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 2: Giving Growth

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

CHAPTER 4

VITAL SIGNS 3-4: DISCIPLE MAKING LEADERS AND GROUPS *(2-6 pages)*

Introduce the chapter with an overview of the Vital Signs. Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Vital Sign 3: Equipping, Mobilizing and Multiplying Disciple Making Leaders

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 4: Mobilizing Adult Participation Sequential Disciple Making Groups

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Personal Spiritual Journey Evaluation Congregational Surveys (optional)

Write paragraphs describing results from the Course 1 Personal Spiritual Journey Evaluation congregational survey compared to the second survey taken during Course 9. This element is optional.

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

<p style="text-align:center">**CHAPTER 5**</p>

<p style="text-align:center">**VITAL SIGNS 5-7: EVANGELISM AND CHURCH PLANTING** *(3-6 pages)*</p>

Introduce the chapter with an overview of the Vital Signs. Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

<p style="text-align:center">**Vital Sign 5: Culturally Effective Evangelism Resulting in Engaged Disciples**</p>

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

<p style="text-align:center">**Vital Sign 6: Church Planters Apprenticed to lead Outreach Discovery Bible Studies**</p>

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

Vital Sign 7: House Church Plants using Outreach Discovery Bible Studies

In a paragraph format introduce this vital sign and its significance. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Initiatives and Results

In a paragraph format report initiatives and results based on Data Sheets. Use the Teleo University Academic Style Guide to help with citing sources. Download a soft copy at the Teleo University website "Writing Lab."

Future Plans

In a paragraph format explain what will you do in the future to sustain your progress or improve this vital sign? Avoid single sentence paragraphs.

CHAPTER 6:

SUMMARY AND CONCLUSIONS *(2-5 pages)*

Introduce the chapter with an overview. Your content written here and when citing a source by quoting or summarizing an idea give attribution to that source using parenthetical citation in the text using the author's last name or the first word(s) used in the Works Cited at the end of the paper (Surname pages). Avoid single sentence paragraphs and use the Teleo University Academic Style Guide available at the Teleo University website "Writing Lab."

Principles that Help Revitalize a Local Church

Using a paragraph format, summarize principles that helped revitalize your local church as a disciple making church.

Local Church Revitalization in this Unique Cultural Context

Using a paragraph format, summarize ideas, principles, and suggestions to help improve local church revitalization in your cultural context.

Conclusions

Using a paragraph format, present your conclusions as a result of this 40-month ministry project.

WORKS CITED <mark>*[sample formatting]*</mark>

Adsit, Christopher B. *Personal Disciple-Making: A Step-by-Step Guide for Leading a Christian from New Birth to Maturity*. San Bernardino: Here's Life, 1988.

Anderson, Leith. *A Church for the 21st Century*. Minneapolis: Bethany, 1992.

Appel, Gene, et al. "Helping Guests Feel at Home" *Leadership* 19.3 (1998): 53-56.

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Bird, Warren, and Michelle C. Bird. "When Should Newcomers Become Leaders?" *Leadership* 11.4 (1990): 90-128.

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Comiskey, Joel. G-12 Groups. Houston: Touch, 1999.

---. Home Cell Group Explosion. Houston: Touch, 1998.

---. Reap the Harvest. Houston: Touch, 1999.

Dennison, Jack. City Reaching. Pasadena, CA: William Carey, 1999.

---. "Incorporation Strategies." Lecture to PM742 Assimilation Strategies and Small Group Ministries. Multnomah Biblical Seminary. Portland, OR. Jan. 1994.

Appendix A:

Vital Signs Summary Data for Disciple Making Church Revitalization

Use the "Final Ministry Data Sheets" from the T-Net Tier 1 Auxiliary Manual Version 7.1 to complete the following vital signs summary for the church you sought to revitalize as a disciple making church.

Church name: _____**Your Name/Position:** _____
Country: _____ **Location/Center #:** _____

Vital Signs: Calculate the following from your Ministry Data Sheets (DS = Data Sheets; Q2 = Question 2):

8. **Attendance Growth** (DS Q2) Using Data Sheet Question #2,
    c. Write the total number of adults recorded as attending at Course 1 _____
    d. Write the total number of adults recorded as attending at Course 10 _____

9. **Giving Growth** (DS Q5) Using Data Sheet Question #5,
    c. Write the average weekly giving as recorded at Course 1 _____
    d. Write the average weekly giving as recorded at Course 10 _____

10. **Number of Disciple Making Leaders** (DS Q7/Q11)
    c. Write the number of primary leaders presently serving in the church as recorded in Data Sheet Question #7 _____
    d. Use Data Sheet Question #11 and enter the total number of current disciple making group leaders ____

11. **Number of Disciple Making Groups** (DS Q14/Q15)
    c. Use Data Sheet Question #14 and enter the total number of disciple making groups at this course _____
    d. Use Data Sheet Question #15 and enter the total number of adults currently attending a disciple making group _____

12. **Number of Converts** (DS Q19) _____ Use Data Sheet Question #19 and enter the total number of converts brought into the mother church and all Outreach Come and See Discovery Bible Study house church plants.

13. **Number of Church Planting Apprentices** (DS Q23) _____ Use Data Sheet Question #23 to enter the current number of church planting apprentices.

14. **Number of Church Plants** (DS Q24 + Q25) _____ Add Data Sheet Questions #24 and #25 and enter the current number of house church plants (Outreach Come and See Discovery Bible Study house church plants).

Appendix B

Course 10 Final Interview Ministry Data Sheets

Trainer – scan as a PDF and upload this document to tnetcenter.com or send it to your country director.
Country Director – scan as a PDF and upload this document to tnetcenter.com if the trainer cannot do so.

Name _____ Date completed _____

Church Name _____ Country _____Training center # _____

Worship Attendance

1. If you are <u>senior</u> pastor of a <u>network</u> of churches, how many local churches are a part of it? ___

   NOTE: For this and all future data, pick just one local church to report on in this Data Sheet.

   The name of the local church I will report on is _____

2. On the average week, how many persons (Adults and Children) attended this local church?
   - The number of **adults** age 18 and older attending at:
     Course One _____   Course Two _____   Course Three _____
     Course Four _____   Course Five _____   Course Six _____
     Course Seven _____   Course Eight _____   Course Nine _____   Course Ten _____

   - The number of **children** birth through age 17 attending at:
     Course One _____   Course Two _____   Course Three _____
     Course Four _____   Course Five _____   Course Six _____
     Course Seven _____   Course Eight _____   Course Nine _____   Course Ten _____

3. Please give the following statistics for your church right now:
   1. Average weekly church attendance reported at the start of the <u>last</u> T-Net course _____
   2. Number of persons who <u>quit regularly attending</u> since last T-Net course _____
   3. Number of <u>new</u> (already Christian) persons who <u>started</u> attending since last course _____
   4. Number of <u>new</u> (newly converted) persons who <u>started</u> attending since last course _____
   5. Average weekly church attendance at the start of <u>this</u> T-Net course _____

Stewardship

4. Have implemented **_all_** nine steps to increase giving in the church? (Yes / No) _____. If not, please explain:

5. What was the average <u>weekly</u> giving at the church, including the value of gifts of all kinds at:
[with remaining report pages to follow]

Appendix

Appendix A

T-NET COURSE MANUALS WORKS CITED

T-Net International is both the author and publisher of all curriculum manuals, even though they were created by contributors who are subject matter experts. When citing one of the T-Net International curriculum manuals in your paper, use the abbreviated title provided below for your parenthetic citation. For the Course 1 Manual in Version 6, use (*Finishing* 85), *Finishing* represents the manual title, and 85 is the page number. Use the full course manual title as the first item for the Works Cited reference. The examples below follow citation guidelines from the Modern Language Association of America (MLA) Handbook 8th edition. For each course there is a suggested in-text citation followed by the full reference entry for the Works Cited page.

When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as publisher.

T-Net Tier 1 Version 6

Course 1 Manual, Version 6 - In-text citation example (*Finishing* 85)

Finishing the Great Commission. Version 6.0. T-Net International, 2016.

Course 2 Manual, Version 6 - In-text citation (*A Manual for Training Church Planters* ##)

Manual for Training Church Planters to Finish the Great Commission. Version 6.0. T-Net

      International, 2016.

Course 3 Manual, Version 6 - In-text citation (*How to Teach Bible Study* ##)

How to Teach Bible Study Methods. Version 6.0. T-Net International, 2016.

Course 4 Manual, Version 6 - In-text citation (*Evangelism* ##)

Evangelism and Disciplemaking Training. Version 6.0. T-Net International, 2016.

Course 5 Manual, Version 6 - In-text citation (*Coaching Leaders* ##)

Coaching Leaders and Multiplying Ministry. Version 6.0. T-Net International, 2016.

Course 6 Manual, Version 6 - In-text citation (*Developing a Recipe* ##)

Developing a Recipe and Infrastructure for Disciplemaking. Version 6.0. T-Net International,

      2016.

Course 7 Manual, Version 6 - In-text citation (*Developing Leaders* ##)

Developing Leaders and Launching Disciplemaking Ministries. Version 6.0. T-Net

      International, 2016.

Course 8 Manual, Version 6 (*Managing Disciplemaking* ##)

Managing Disciplemaking Ministries. Version 6.0. T-Net International, 2016.

Course 9 Manual, Version 6 - In-text citation (*How to Teach the Whole Bible* ##)

How to Teach the Whole Bible to Your Whole Congregation. Version 6.0. T-Net
International, 2016.

Course 10 Manual, Version 6 - In-text citation (*How to Teach Bible Doctrine* ##)

How to Teach Bible Doctrine to Your Whole Congregation. Version 6.0. T-Net International,
2016.

T-Net Tier 1 Version 7

In-text citation (*Tier 1 Auxiliary* ##)

Tier 1 Auxiliary Training Manual. Version 7. T-Net International, 2020.

Course 1 Manual, Version 7 - In-text citation (*Finishing* Ver 7 ##)

Finishing the Great Commission. Version 7. T-Net International, 2020.

Course 2 Manual, Version 7 - In-text citation (*Apprenticing* ##)

Apprenticing Disciple Makers and Church Planters. Version 7. T-Net International, 2020.

Course 3 Manual, Version 7 - In-text citation (*Evangelism and World Religions* ##)

Evangelism and World Religions. Version 7. T-Net International, 2020.

Course 4 Manual, Version 7 - In-text citation (*Bible Study Methods* ##)

Bible Study Methods and Sermon Preparation. Version 7. T-Net International, 2020.

Course 5 Manual, Version 7 - In-text citation (*Coaching Leaders* ##)

Coaching Leaders and Multiplying Ministry. Version 7. T-Net International, 2020.

Course 6 Manual, Version 7 - In-text citation (*Foundations* ##)

Foundations for a Disciple Making Church. Version 7. T-Net International, 2020.

Course 7 Manual, Version 7 - In-text citation (*Developing Leaders* ##)

Developing Leaders and Launching Ministries. Version 7. T-Net International, 2020.

Course 8 Manual, Version 7 - In-text citation (*Managing* ##)

Managing and Multiplying Disciple Making Ministries. Version 7. T-Net International, 2020.

Course 9 Manual, Version 7 - In-text citation (*How to Teach the Whole Bible* ##)

How to Teach the Whole Bible to Your Whole Congregation. Version 7. T-Net International, 2020.

Course 10 Manual, Version 7 - In-text citation (*How to Teach Bible Doctrine* ##)

How to Teach Bible Doctrine to Your Congregation. Version 7. T-Net International, 2020.

T-Net Tier 2 Version 1 Course Manuals

Core Module MIN510 - In-text citation (*Reporting* ##)

Reporting and Data Management for Ministry Multiplication. T-Net International, 2015.

Core Module MIN511 - In-text citation (*Life and Ministry* ##)

Life and Ministry Development. T-Net International, 2015.

Core Module MIN521 - In-text citation (Coaching ##)

Coaching and Mentoring Leaders. T-Net International, 2015.

Core Module MIN522 - In-text citation (*Communication* ##)

Communication and Conflict Management. T-Net International, 2016.

Core Module MIN523 - In-text citation (*Supervision* ##)

Supervision and Accountability. T-Net International, 2016.

Core Module MIN524 - In-text citation (*Leadership Development* ##)

Leadership Development. T-Net International, 2016

Core Module MIN625 - In-text citation (*Strategic Planning* ##)

Strategic Planning. T-Net International, 2018.

Core Module MIN626 - In-text citation (*Personal* ##)

Personal Spiritual Development. T-Net International, 2017.

Core Module MIN627 - In-text citation (*Human Resource* ##)

Human Resource Management. T-Net International, 2017.

Core Module MIN628 - In-text citation (*Ethics* ##)

Ethics in Ministry and Partnerships. T-Net International, 2018.

Core Module MIN629 - In-text citation (*Final Tutorials* ##)

Final Tutorials for Ministry Multiplication. T-Net International, 2018.

T-Net Tier 2 Version 2 Course Manuals

In-text citation (*Tier 1 Auxiliary* ##)

Tier 2 Auxiliary Training Manual. T-Net International, 2020.

CM1 - ML733 - In-text citation (*Disciple Making Church Saturation* ##)

Disciple Making Church Saturation. T-Net International, 2020.

CM2 – SF752 - In-text citation (*Life and Ministry* ##)

Life and Ministry Development. T-Net International, 2020.

CM3 – SF753 - In-text citation (*Mentoring* ##)

Mentoring Leaders for Effective and Ethical Ministry. T-Net International, 2020.

CM4 – PM745 - In-text citation (*Accountability* ##)

Accountability in Ministry. T-Net International, 2020.

CM5 – ML734 - In-text citation (*Effective* ##)

Effective Christian Leadership. T-Net International, 2020.

CM6 – PM746 - In-text citation (*Sustaining* ##)

Sustaining Strong Ministry Relationships. T-Net International, 2020.

CM7 – SF754 - In-text citation (*Personal Spiritual Development* ##)

Personal Spiritual Development. T-Net International, 2020.

CM8 – ML735 - In-text citation (*Equipping* ##)

Equipping God's People for Effective Ministry. T-Net International, 2022.

CM9 – FP863 - In-text citation (*Ministry Project* ##)

Ministry Project Report. T-Net International, 2022.

T-Net Certificate of Christian Ministry Materials

In-text citation (*Certificate* ##)

Certificate in Christian Ministry Auxiliary Manual. CCM Version 1. 2020.

C1 – BT111 - In-text citation (*Follow Me DBS* ##)

Follow Me Phase Discovery Bible Study. Version 7. T-Net International, 2019.

C1 – BT111 - In-text citation (*Introduction* ##)

Introduction to Finishing the Great Commission (Certificate of Christian Ministry). CCM

      Version 1. 2020.

C2 – ML121 - In-text citation (*DBS Scriptures* ##)

Discovery Bible Study-Phased Disciple Path Scriptures. Version 7. T-Net International,

      2020.

C2 – ML121 - In-text citation (*Making* ##)

Making and Multiplying Disciples. Version 7. T-Net International, 2020.

C3 – PM131 - In-text citation (*DBS Come and See* ##)

Discovery Bible Study: Disciple Path Scriptures for the Come and See Phase. Version 7. T-

      Net International, 2019.

C3 – PM131 - In-text citation (*Evangelism Training* ##)

Evangelism Training Course. Version 7. T-Net International, 2020.

C4 – PM132 - In-text citation (*Steps* ##)

Steps Toward Spiritual Growth. Version 7. T-Net International, 2020.

C4 – PM132 - In-text citation (*Disciple Making Training* ##)

Disciple Making Small Group Leader Training. Version 7. T-Net International, 2020.

C5 – BT122 - In-text citation (*Bible Study Methods Course* ##)

Bible Study Methods Training Course. Version 7. T-Net International, 2020.

C6 – ML212 - In-text citation (*Be With Me DBS* ##)

Be With Me DBS Groups. Version 7. T-Net International, 2020.

C6 – ML212 - In-text citation (*Church Planter* ##)

Church Planter Apprentice Training. Version 7. T-Net International, 2020.

C7 – ML213 - In-text citation (*Model Recipe* ##)

Model Recipe for Disciple Making. Version 7. T-Net International, 2020.

C8 – ML214 - In-text citation (*Steps to Freedom* ##)

The Steps to Freedom in Christ. Version 7. T-Net International, 2020.

C8 – ML214 - In-text citation (*Sustaining a Disciple Making Church* ##)

Sustaining a Disciple Making Church. CCM Version 1. 2020

C9 – BT221 - In-text citation (*Bible Doctrine* ##)

Bible Doctrine Lessons. Version 7. T-Net International, 2020.

C9 – BT221 - In-text citation (*Bible Survey* ##)

Bible Survey Lessons. Version 7. T-Net International, 2020.

C9 – BT221 - In-text citation (*Teacher Training* ##)

Teacher Training Course. Version 7. T-Net International, 2020.

ABBREVIATIONS

New Testament (NT) Abbreviations (MLA)

Abbreviation:	Book:
Acts	Acts
Apoc.	Apocalypse (also called Revelation)
Col.	Colossians
1 Cor.	1 Corinthians
2 Cor.	2 Corinthians
Eph.	Ephesians
Gal.	Galatians
Heb.	Hebrews
Jas.	James
John	John
1 John	1 John
2 John	2 John
3 John	3 John
Jude	Jude
Luke	Luke
Mark	Mark
Matt.	Matthew
1 Pet.	1 Peter
2 Pet.	2 Peter
Philem.	Philemon
Phil.	Philippians
Rev.	Revelation (also called Apocalypse)
Rom.	Romans
1 Thess.	1 Thessalonians
2 Thess.	2 Thessalonians
1 Tim.	1 Timothy
2 Tim.	2 Timothy
Tit.	Titus

Hebrew Bible or Old Testament (OT) Abbreviations (MLA)

Abbreviation:	Book:
Amos	Amos
1 Chron.	1 Chronicles
2 Chron.	2 Chronicles
Dan.	Daniel
Deut.	Deuteronomy
Eccles.	Ecclesiastes
Esth.	Esther
Exod.	Exodus
Ezek.	Ezekiel
Ezra	Ezra
Gen.	Genesis
Hab.	Habakkuk
Hag.	Haggai
Hos.	Hosea
Isa.	Isaiah
Jer.	Jeremiah
Job	Job
Joel	Joel
Jon.	Jonah
Josh.	Joshua
Judg.	Judges
1 Kings	1 Kings
2 Kings	2 Kings
Lam.	Lamentations
Lev.	Leviticus
Mal.	Malachi
Mic.	Micah
Nah.	Nahum
Neh.	Nehemiah
Num.	Numbers
Obad.	Obadiah
Prov.	Proverbs
Ps.	Psalms
Ruth	Ruth
1 Sam.	1 Samuel
2 Sam.	2 Samuel
Song of Sol.	Song of Solomon (also called Song of Songs)
Song of Sg.	Song of Songs (also called Song of Solomon)
Zech.	Zechariah
Zeph.	Zephaniah

CAPITALIZATION LIST

The following sources were referenced in compiling the following alphabetical capitalization list:

- Hudson, Robert. *The Christian Writer's Manual of Style*. Zondervan Academic. 2016.

- *Style Manual of the General Council of the Assemblies of God* (Springfield, MO), n.d.

- *School of Divinity Writing Guide, Appendix B: Capitalization Glossary.* Liberty University School of Divinity. 2014.

- For additional resource, see "Appendix A: Capitalization and Spelling Examples," in *The SBL Handbook of Style: For Eastern, Near Eastern, Biblical, and Early Christian Studies* (Peabody, MA: Hendrickson, 1999), 154-65.

A
Abrahamic Covenant
AD (Latin abbreviation for "in the year of our Lord") AD precedes single-year dates: AD 90
Adamic Covenant; Adamic nature
adversary (Satan)
Almighty, the (Deity) Almighty God
Antichrist (the person)
Apocrypha (but, apocryphal)
the Antichrist (the biblical Antichrist; many generic antichrists)
Apostle (when followed by a specific name such as Paul, Peter, etc.)
apostle(s) (when part of the title, such as Apostles' Creed, the Twelve Apostles, the Twelve)
apostolic (except when part of a title, i.e., Apostolic Church, Apostolic Era)
ark (any reference)
Ascension, the (as a title for the specific biblical event; but, ascension of Jesus)
Atonement, Day of; Atonement, the (but, the atonement of Christ)
Authorized Version (King James)

B
BC (English abbreviation for "before Christ") it comes after references to a year, century, or millennium: (496 – 406 BC) and only after the second date, not both.
Babylonian captivity
baptism (meaning in the Holy Spirit or in water)
beast (Antichrist)
Beatitudes
Bible, biblical, nonbiblical
Bible college ("a Bible college education." But, "He went to Bangkok Bible College.")
Bible study
bishop (unless part of a title, Bishop of Rome)
Blessed Hope
Blood, the (but, the blood of Christ)
Body (the Church, but, body of Christ)
Book (as in "the Book of Acts")
Book of Life, the
Book of Revelation
Book, the (Bible)
born again
brother, (unless used as part of a title, Brother Andrew)

Bread of Life (Christ)
Bride – (the Church, but, bride of Christ)

C
Calvary
canon (unless used of the Bible, the Canon)
chapter (general term) but, Chapter 6 (specific chapter)
Catholic (but, catholic, meaning universal)
century, first (ninth, tenth, twentieth) hyphenate when modifying: twentieth-century
chapter (as in, chapter 5 of this project)
charismatic
chief priest(s)
Children of Israel (but, people of Israel)
Christ, Jesus (but, a false christ)
Christ Child
Christendom, Christianity
Christian
Christian education (but, Department of Christian Education)
Christlike
Christological
Christology
Christ's kingdom
church (a building or a local group, but as a title, Church of England)
Church Age
church and state
church fathers
City of David
clergy
Comforter (the Holy Spirit)
Communion (the ordinance of the Lord's Supper)
Council, Jerusalem, the Council (Jewish Council)
covenant (but Covenant: Old or New Covenant, Davidic, Abrahamic, etc.)
creation, the
Creator, the
cross, a (the wooden object)
Cross, the (but, the cross of Christ)
Crucifixion, the (when referring to Calvary in its total significance but, crucifixion of Jesus)

D
Davidic Covenant
Day of Atonement
Day of Judgment
Day of Pentecost
Day of the Lord
Decalogue (the Ten Commandments)
Deity (when used as a name for God; lowercase: deity pronouns, a deity, the deity of Christ)
devil, the (but, Satan)
Divine (only when referring to God, i.e., "the Divine")
divine, divinity
divine guidance
divine providence

E

Early Church

Easter, Easter Sunday

Eastern Orthodox, Orthodox

eleven, the (referring to the apostles)

end-time, end times, end-times event

Emmanuel, Immanuel, Emanuel (as a title for Jesus Christ)

Epistle (when used as the book's title: "Epistle to the Ephesians")

epistle (when not used as a title: "Paul wrote an epistle to the church at Ephesus"

Epistles, the (but, Pauline epistles)

evangelical (unless used as a title, the Evangelical Free Church of America)

Executive Presbytery (but executives, executive presbyters)

Exodus, the (and the Book of Exodus) (but, the exodus of the Israelites)

F

faith, the

Fall (of man, biblical event)

fall season

Father of Lies

Father, the (but, fatherhood of God)

Feast of Atonement

Feast of Ingathering

Feast of Passover (but, feast of the Passover)

Feast of Pentecost

Feast of Tabernacles

Feast of Unleavened Bread

Feast of Weeks

first Adam (but, Last Adam as in Jesus)

Flood, the

fruit of the Spirit

G

Garden of Eden, Garden of Gethsemane

Garden, the (Eden or Gethsemane)

general epistles

Gentile

Godhead

God is a Spirit (but, God is spirit)

God the Almighty

God's Law

God-life

Godlike

godly/godliness

God-Man

God's Word (when referring to the Bible, lowercase in reference to God's promise)

Golden Rule

good news (gospel)

good Samaritan

Good Shepherd, the

gospel (when referring to the evangelical message)

Gospel (one of the first four New Testament books)

Gospels (two or more of the first four New Testament books)

Great Commission, the

Great Tribulation, the
Great White Throne, the

H
heaven
Heavenly Father
hell
High Priest (for Jesus, otherwise lowercase)
Holy Bible
Holy City (New Jerusalem)
Holy Land
Holy One (God)
Holy of Holies
Holy Spirit

I
Immanuel
Incarnation, the (but, the incarnation of Christ)
Infinite, the (Deity)
internet, the
Islam, Islamic, Islamist
Israeli, Israelite

J
Jehovah (but, Yahweh is preferred)
Jerusalem Council
Jew, Jewish
John the Baptist
John the Beloved
Jordan River (but, river Jordan)
Judaism
Judeo-Christian
Judgment Seat (but, judgment seat of Christ)
Judgment, the
Judgment, the Great White Throne
Judgment, the Last

K
King James Version
King of Glory
King of Judah (Jesus)
king (of Judah): David was the king of Judah.
King of Kings or Lord of Lords
kingdom of, (in references to God's rule: kingdom of heaven, kingdom of Christ or "God's kingdom" or "Christ's kingdom")
Kingdom of Israel/Judah
Kinsman-Redeemer (Christ)
Koran

L
lake of fire
Lamb's Book of Life, the
land of Promise (but, Promised Land)

Last Adam (but, first Adam)
last days
Last Judgment, the
Last Supper
latter day
latter rain
Law (Pentateuch or the Ten Commandments; lowercase for any other reason)
Law of Moses
laws of God
Levitical
Light of the World (Deity)
Living Word (Deity)
Logos, the
Lord, the (referring to Deity)
Lord of hosts
Lord of Lords
Lord's Day
Lord's Prayer
Lord's Supper (Communion)
Lord's table
lordship of Christ, the

M
Maker, the (God)Man, the (Christ)
Marriage Supper of the Lamb
Mass
Master Teacher (Christ)
Master, the (Deity)
the Master (Jesus)
Mediator (Christ)
mercy seat
Messiah
messiahship
messianic
mercy seat
messiah, a
messiah, false
Messiah, the (Christ)
messiahship
messianic
Messianic Age
Middle Ages
Millennium, the (millennial when referring to a span of time; Millennial when referring to the "Millennial generation.")
Mosaic Covenant
Mosaic Law
Most High (name of God)
most holy place

N
Name, the (but, name of Christ)
Nazarene (place of birth)
Nazarite, Nazirite (vow, person)

new birth
New Covenant
new earth
new heaven
New Jerusalem
New Testament Era
Nicene Creed
Nicene Fathers
nonbeliever
nonbiblical
non-Christian (but, unchristian)
Northern Kingdom (Israel)

O
Old Covenant
Old and New Testaments, the Old Testament Scriptures
One, the (Christ)
orthodox Christianity
Orthodox (as in Greek Orthodox, Russian Orthodox)

P
papal
parable, (parable of the prodigal son [and other parables] unless used as a title
paradise
Passover, the; Passover Feast (but, Passover supper)
Pastor (as in: Pastor Jones, but, Mr. Jones is a pastor.)
pastoral epistles
Pauline epistles (but, the Epistles)
Pentateuch
Pentecost, Pentecostal
people of Israel
Person (Deity; but, person of the Holy Spirit or the person and work of Christ)
Pharisee, Pharisaic, Pharisaical
plan of redemption
Pneuma (Holy Spirit)
pool of Bethesda
pope, the (unless used as part of a title, "Pope John, XXIII")
Post-Apostolic Church
Post-Nicene Period
post-Tribulation
posttest
preferred usage notation: predominantly instead of predominately
pre-Tribulation
pretest
Prince of Darkness
Prince of Peace
Prodigal Son, the; the Prodigal
Promise, land of
Promised Land
promised land of Canaan
Prophetic Books (of the Bible)
Protestant, Protestantism
Proverbs (always plural in citations Proverbs 3:12; Proverbs 31 or the book of Proverbs)

proverb (Lowercase "proverb" when used in a general sense: My favorite "proverb" is…)
Psalm (specific song or chapter in the Psalms—Psalm 1; but, this psalm)
psalmist (psalmist David)
the psalms (general reference)
Psalms (the biblical book)

R
rabbinic (except when referring to Rabbinic Hebrew)
rapture
Redeemer (Christ)
redemption, plan of
Reformation, the
resurrection (final resurrection of the dead)
Resurrection, the (but, the resurrection of Christ)
Revelation, Book of (The final book of the Christian Scriptures is Revelation (NIV), or The Book of Revelation (KJV) — not Revelations, or The Book of Revelations)
revelation of Christ
river Jordan (but, Jordan River)

S
sabbath (a time of rest)
sacraments
Sabbath, or Sabbath Day
Sacred Writings, the
Sadducee
salvation
Satan (but, satanic)
Savior (but, a savior)
scriptural
Scripture, a verse of
Scripture, the (synonym of Bible)
Scriptures
Second Coming, the (but, the second coming of Christ)
Septuagint
Sermon on the Mount
Seventy, the (the specific group Christ sent out two-by-two)
Shabbat (Hebrew for Sabbath)
Shepherd Psalm, the
Solomon's Temple
Son of Man (Deity)
sonship of Christ, Jesus' sonship
Southern Kingdom (Judah)
spirit (when referring to a person's spirit)
Spirit of God, the
Spirit of Truth, the
Spirit, the (Holy Spirit)
Spirit-filled
Stoic(s) (member of the philosophy begun by Zeno)
stoic (an attitude)
Sunday school
Synoptics
Synoptic Gospels

T
tabernacle (not Tabernacle)
Talmud
temple, the (but, Solomon's Temple)
Ten Commandments (but, the first commandment)
Testament (Old or New Testaments)
Third Person of the Trinity
Third World or Majority World (referring to economically underdeveloped countries)
Throne of Grace
Transfiguration, the (but, the transfiguration of Christ)
tree of life
tribe of Judah
Tribulation, the (referring to the Great Tribulation period)
Trinity, the
Triumphal Entry
Twelve, the (but, twelve disciples)
Twelve Tribes (but, twelve tribes of Israel)
Twenty-third Psalm

U
unbiblical
unchristian (but, un-Christlike, non-Christian)
unscriptural
Upper Room

V
Virgin Mary (in reference to the mother of Jesus Christ)
virgin (lowercase it in references to such doctrines as the virgin birth, the virgin birth of Christ)
Vulgate

W
website
Winter, Spring, Summer, Fall
Wise Men (Magi)
Word of God (Bible)
Word, the (the Bible as a whole)
words of God
Written Word

Y
Yahweh