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INTRODUCTION

The College of Biblical Studies Style Guide is a resource guide based on A Manual for Writers of Research Papers, Theses, and Dissertations and specifically targeted to the writing needs of the CBS faculty and student population. It will allow both students and faculty to maintain a standard formatting style that will add clarity and consistency to the writing assignments required of the College of Biblical Studies student.

GENERAL GUIDELINES

The guidelines listed below provide a standard writing format for standard and formal academic writing assignments. These guidelines are representative of standard academic formatting style guidelines; however, the final classroom instructions of the instructor take precedence over the writing guides presented below.

Sections of a CBS Paper

The College of Biblical Studies typically requires the following sections in a written paper for both standard and formal writing assignments.

1. Cover Page
2. Table of Contents (Only if the paper is more than 7 pages in length)
3. Introduction
4. Body (including Footnotes as needed or required)
5. Conclusion
6. Bibliography
Cover Page

A Cover Page is required for all CBS writing assignments. Based on the assignment, the Cover Page will be formatted with either Standard Cover Page formatting standards of Formal Cover Page formatting requirements. Standard formatting standards reflect daily work, general homework assignments, and essay assignments less than 7 pages. Formal Cover Page formatting will reflect writing assignments 7 or more pages in length.

Standard Cover Page Formatting

A standard Cover Page will consist of the title in all caps, the student’s name and date, single line spacing, and the text centered in the paper. Spacing between the title and student’s name will be in accordance with Turabian style format for proper spacing (See Figure A.1., Cover Page for a class paper, in A Manual for Writers of Research Papers, Theses, and Dissertations). A readable type font is required for all paper submissions. For CBS assignments, a Times New Roman 12 pt. font in black ink is required for all Cover Page typeface entries. (See Appendix A).

Formal Cover Page Formatting

A formal cover page will consist of a top section with the title in all caps. A top middle section will include the words, “A paper presented to, the Professor’s name, College of Biblical Studies. A bottom middle section will include the words, “In Partial Fulfillment of the Requirements for the Final Grade for (add class name). A lower section will include the student’s name and date properly spaced. Single line spacing with the text centered in the formal paper and spacing between the title and student’s name will be in accordance with standard Turabian style format for proper spacing. A Times New Roman 12 pt. font in black ink is required for all formal cover page typeface nformatting. (See Appendix B).
Table of Contents

A Table of Contents page is required when the paper, as assigned, is seven or more pages or when required by the assigning professor. It will consist of all of the Headings 1 and Headings 2 of the paper. These will be left aligned, and the Headings 2 will be indented by ½ inch. The Headings 1 will be listed in all caps. The Heading 2 will have the first letter of each word capitalized. Page numbers will be right aligned. The space between the headings and the page number will use period leaders for clarity and to guide the reader’s eye. The text of the headings will be single spaced internally, but will include an extra line between each heading (See Appendix C).

Introduction

The introduction to an academic paper is a beginning group of ideas in sentence format that introduce the author's topic to its reader. An effective introduction will include a strong thesis statement which will identify the main idea and concept of the paper being presented. The introduction establishes the tone, mood, and purpose of an essay and is therefore a critical component of all academic and scholastic essays.

Body (including Footnotes as needed or required)

The body of the paragraph is the bulk of an academic essay. The body of the essay includes all paragraphs in the essay that support the introduction and thesis statement. Body paragraphs can be developed through illustration, narration, description, process analysis, division and classification, definition, comparison and contrast, cause and effect, and argument.

Conclusion

The concluding paragraph brings the writer's paper to a successful end. The conclusion paragraph should relate to the introductory paragraph and support the body paragraphs that have
been developed. In addition, the thesis statement should support the important elements of the body paragraphs in order to lead the reader to a logical and reasonable conclusion to the story purpose or idea.

Bibliography

The Bibliography is an alphabetical listing of an author's sources used in a particular academic writing essay or submission format. The Bibliography is formatted according to Turabian academic rules and guidelines. By effectively presenting the sources used in an essay, the writer can avoid plagiarism and faulty resource collaborations (See Appendix F).

GENERAL PAGE FORMATTING

All papers submitted for class assignments will utilize a general page format style unless otherwise noted or instructed by the assigning professor. A 1” margin all around edge of the paper is standard and 1” TAB indentions beginning all paragraphs. Page numbers will always be top right. Note also all papers will be on 11 x 8 ½ white paper, using Times New Roman Font, 12pt Font size, and black ink only. If including words in Hebrew or Greek, use the SBL Font. If the paper is formatted in Microsoft Word, the appropriate line spacing can be achieved using the following steps. On the Microsoft tool bar, access the Home ribbon tab by left clicking on the word Home. Scroll to the right on the tool bar and right click on the lower right hand corner with the down arrow icon. Enter the appropriate computer parameters and spacing guidelines by typing a zero in the Indention and Paragraph boxes. Choose (a) Alignment “Left” and (b) Double Line Spacing for the proper spacing through the entire paper (See Appendix D).

Footnotes need to be properly place at the bottom of the page with Single spaced, Single Tab each new line. Use “Times New Roman” as the Font and the Font size will be 10pt., with black ink only. When using Footnote initiation in “Word” it automatically provides adjusted
spacing and line placement. See specific examples to properly format Footnotes in “Special Page Formatting” (Appendix E) and “Specific Formats for References in Footnotes and the Bibliography” (Appendix G).

SPECIAL PAGE FORMATTING DETAILS

Headings 1 will be typed in all caps and centered in the page. Headings 2 will capitalize the first letter of each word, except for articles and unimportant prepositions, underlined and centered in the page. Headings 3 will be aligned left and underlined. Headings 4 will be aligned left and italicized. All four levels may not be necessary for most research papers, and any combination of levels may be used as long as they adhere to the order above. Use Font “Times New Roman”, Font size 12pt. black ink only.

Block Quotations

Block quotation formatting is required for prose quotations that are five or more lines. For poetry quotations, block quotation formatting is required when quoting two or more lines of poetic verse. Single line spacing and a ½ line indentation is required for all block quotations. A readable type font is required for all paper submissions. For CBS assignments, a Times New Roman 12 pt. font in black ink is required for all block quotations (See Appendix E).

If you introduce the quotation with a complete sentence, a colon is required after the introduction. The cited text is then single spaced and indented. For example, note in the following examples from author Tony Evans on how block formatting can be utilized when quoting a book or other form of writing text.

Tony Evans suggests that in order for the church to move forward, there must be a unique and unifying purpose:

If the church can ever merge strength with strength in order to create a more complete whole, there will be no stopping the impact we can have not only in our
nation, but in our world. Conversely, the absence of a unifying purpose that is larger than ourselves, a kind of agenda, will continue to keep us or ourselves, as the end result rather than on how we can maximize our uniqueness and gifts to accomplish our goals.¹

If you utilize a block quotation, but integrate the quote into your own writing, end punctuation in the introductory phrase is not required.

Tony Evans suggests that

. . . in order to create a more complete whole, there will be no stopping the impact we can have not only in our nation, but in our world. Conversely, the absence of a unifying purpose that is larger than ourselves, a kind of agenda, will continue to keep us or ourselves, as the end result rather than on how we can maximize our uniqueness and gifts to accomplish our goals.¹

Proofreading & Spell-Check

Please take care when using the “Spell-Check” feature of a word processing program. Remember that a spell-check program will not catch missing words. Nor will it catch mis-used, but correctly spelled words, like “he’ instead of “the.” There is no substitute for re-reading, word-for-word, the paper for catching errors. Better still is having someone else read the paper.
APPENDIX A

STANDARD COVER PAGE
THE MYSTERY OF GODLESSNESS ACCORDING TO THE APOSTLE PAUL

Title in all Caps, Single Line Spacing, Centered on Paper

Student Name and Date, Single Line Spacing, Centered on

Bob Jones
College of Biblical Studies
Date
APPENDIX B

FORMAL COVER PAGE
THE MYSTERY OF GODLESSNESS
ACCORDING TO THE APOSTLE PAUL

A Paper
Presented to
Professor Name

College of Biblical Studies

In Partial Fulfillment
of the Requirements for the Final Grade

MSBC 4348 Applications in Biblical Counseling: Skill Assessments

by
Student Name

April 4, 2012
APPENDIX C

TABLE OF CONTENTS
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>VIEWS OF INSPIRATION</td>
</tr>
<tr>
<td>Natural Inspiration</td>
</tr>
<tr>
<td>Degree Inspiration</td>
</tr>
<tr>
<td>Concept Inspiration</td>
</tr>
<tr>
<td>Verbal Plenary Inspiration</td>
</tr>
<tr>
<td>CONCLUSION</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
</tr>
</tbody>
</table>

- Headings 2 Indent ½ inch.
- Page Numbers Right Align
APPENDIX D

GENERAL PAGE FORMATTING
The Davidic Covenant, a unconditional covenant established with David to guarantee an eternal kingdom to his descendents. Inherent in the promises of the Abrahamic Covenant was the promise of kings among Abraham’s descendents. For Genesis 17:6 states, “And I will make you exceedingly fruitful, and I will make nations of you, and kings shall come forth from you.”\(^1\) The Davidic Covenant established the line from which the king who would rule over the eternal kingdom would come. While the Davidic Covenant never promised uninterrupted rule in David’s line, it did establish that the covenant would never be abrogated by the discipline administered in response to the disobedience of David’s descendents. Hence, the purpose of this paper is to explore the background of the Davidic Covenant as described in 2 Samuel 7, the nature (i.e. unconditional and eternal) and provision of the Davidic Covenant, as well as the hope for future fulfillment of the Davidic Covenant.

THE BACKGROUND OF THE DAVIDIC COVENANT

In “The Biblical Covenants,” Lincoln gives several references to the Davidic Covenant in Scripture. The Davidic Covenant was declared and established in 2 Samuel 7 [Lincoln does not mention it but also in 1 Chronicles 17]. It was expounded in Psalm 89:3-4. The Davidic Covenant is referred to by David in 2 Samuel 23:5; Solomon in 2 Chronicles 6:15-16; the kings chroniclers in 2 Chronicles 2:17, the Psalmist in Psalm 132:10, 11; by the prophet Jeremiah in Jeremiah 33:20-21; by the angel Gabriel to Mary in Luke 1:31–33; by Peter on the day of Pentecost in Acts 2:29–31 and by James in the first council in Acts 15:14–18.

\(^1\) Unless otherwise noted that all Scripture quotations are from the New American Standard version.
INTRODUCTION

The Davidic Covenant, as described in 2 Samuel 7 and 1 Chronicles 17, is an unconditional covenant to guarantee an eternal kingdom to his descendants. In the Abrahamic Covenant was the promise of kings among Abraham’s descendants. For Genesis 17:6 states, “And I will make you exceedingly fruitful, and I will make nations of you, and kings shall come forth from you.” The Davidic Covenant established the line from which the king who would rule over the eternal kingdom would come. While the Davidic Covenant never promised uninterrupted rule in David’s line, it did establish that the covenant would never be abrogated by the discipline administered in response to the disobedience of David’s descendants. Hence, the purpose of this paper is to explore the background of the Davidic Covenant as described in 2 Samuel 7, the nature (i.e., unconditional and eternal) and provisions of the Davidic Covenant, as well as the hope for future fulfillment of the Davidic Covenant.

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2 Unless otherwise noted that all Scripture quotations are from the New American Standard version.
APPENDIX E

SPECIAL PAGE FORMATTING
not yet born. Constable resolves this problem as follows:

If God gave the Davidic Covenant late in David's reign, Solomon must have been alive since he began ruling shortly after this as an adult. The solution lies in the meaning of the Hebrew word zera translated "descendant." This word means seed. Zera and "seed" are both collective singulars in their respective languages and can refer to either one descendant or many descendants (Gen. 13:15; 17:18; cf. Gal. 3:16). Part of what God promised David here pertained to Solomon, part to all David's posterity, and part to Jesus Christ (cf. Matt. 3:17). In verse 12 it seems to be David's posterity that is in view as coming forth from him.3

In this case, as Dr. Constable points out, the immediate context but aspects of the descendent ultimately point to Christ (although describe the king’s sin).

The following graphic illustrates David's posterity:

Caption: Photo from http://fontes.lstc.edu/~rkle

Thus, God kept his promises to David as originally indicate...

---

THE NATURE AND PROVISIONS OF THE COVENANT

Common to the Middle East

The Davidic Covenant was written in the form of a royal grant covenant. In Progressive Dispensationalism Bock and Blaising point out that a royal grant covenant was common in the Middle East that ensured the integrity of a gift from a king to his servants and their heirs. It was bilateral and unconditional because it guaranteed the gift to the master’s servants and their heirs. They also describe how obedience relates to the royal grant covenant. As previously mentioned, the Davidic Covenant was an outworking of the promise of a seed in the Abrahamic Covenant.

Conditional Blessings

The Abrahamic Covenant was also a royal grant covenant. Pentecost states, “Here again God promised Abraham that he would become the recipient of the covenant blessings. The covenant was not based on obedience, nor was the perpetuity of the covenant based on obedience—but rather the reception of covenant blessings was conditioned on obedience. Remember, an unconditional covenant may have conditional blessings.” It should also be noted that while 2 Samuel 7 did not specifically use the word covenant, several other passages called it a covenant (2 Samuel 23:5; Psalm 89:3, 28; 2 Chronicles 13:5 and 21:7).

Conditional on Obedience

The discussion of the Solomonic line leads to the next issue which is the alleged conditionality of the Davidic Covenant in light of 2 Samuel 7:14-15 which says, “I will be a father to him and he will be a son to Me; when he commits iniquity, I will correct him with the rod of men and the strokes of the sons of men, but My loving-kindness shall not depart from him,
APPENDIX F

BIBLIOGRAPHY
BIBLIOGRAPHY


----- *Things to Come*, Grand Rapids: Kregel, 1975

When the same author is quoted in the bibliography from another one of his or her sources in sequence, his or her name doesn’t need to be repeated but rather 5 dashes are used.
APPENDIX G

SPECIFIC FORMATS FOR REFERENCES IN FOOTNOTES AND BIBLIOGRAPHY
SPECIFIC FORMATS FOR REFERENCES
IN FOOTNOTES AND THE BIBLIOGRAPHY

Article Citations

Contrary to the example provided in Turabian 17.2.4, it is not necessary to include a month or season when citing a journal article; issue numbers may be included for journals that are paginated consecutively through the issues of a volume.

FOOTNOTE

BIBLIOGRAPHY:

Greek and Hebrew Words from Lexica

References concerning Greek and Hebrew words from lexica such as BDB, BDAG, TDOT and TDNT are special cases and should be treated as the examples below.

If the article is unsigned, begin the citation with the editor’s name, followed by the bibliographic information and the page reference.

FOOTNOTE

Abbreviated titles are allowed as long as the full title is included in a list of abbreviations.

According to that option, the previous note would be:

FOOTNOTE
1BDAG, 576-79.

The bibliographic entry should refer only to the work as a whole and not the specific entry, and the title should not be abbreviated.
BIBLIOGRAPHY:

If the article is signed, begin the citation with the author’s name, followed by the word to be defined in quotation marks, the bibliographic information, and the page reference.

FOOTNOTE:

For the abbreviated note:

FOOTNOTE

The bibliographic entry should begin with the author’s name and include the page range of the article:

BIBLIOGRAPHY:

Classical, Patristic and Medieval Works

Classical, Patristic and Medieval works should be included in both the footnotes and the bibliography (Turabian 17.5.1). Turabian allows this option for fields that involve textual analysis, such as biblical and theological studies. See the footnote examples below and on Turabian, p. 189 for these types of works. The bibliographic entries should be treated as edited and translated works, as prescribed by Turabian 17.1.1.

Examples:

FOOTNOTE:
1 Κlement 34.8.
BIBLIOGRAPHY:

FOOTNOTE:
1 Josephus, *Against Apion* 1.1.

BIBLIOGRAPHY:

FOOTNOTE:
1 Augustine, *On the Trinity* 1.10.20.

BIBLIOGRAPHY:

Theological Encyclopedia and Dictionaries

Entries from theological encyclopedias and dictionaries should be treated as chapters and other titled parts of a book, as in Turabian 17.1.8, and not as well-known reference works (Turabian 17.5.3). See the following examples:

FOOTNOTE:

BIBLIOGRAPHY:

FOOTNOTE:

BIBLIOGRAPHY:

Class/Course Notes

For distributed class notes, follow the example below:
FOOTNOTE:
1 John D. Hannah, “Church in the Modern Era: Europe and America,” unpublished class notes for HT 102 (Dallas Theological Seminary, Fall Semester, 2007), 25.

BIBLIOGRAPHY:

Complex Citation Examples

Part cited out of a multi-volume, edited work:

FOOTNOTE:

BIBLIOGRAPHY:

References that includes full series information:

FOOTNOTE:

BIBLIOGRAPHY:

Online Articles

Many online articles, such as those found in JSTOR, are provided with a stable URL that should be included in the citation.

FOOTNOTE:
BIBLIOGRAPHY:

If a stable URL is not available, however, include the name of the database and the host portion of the URL. For example, the following article was accessed from the ATLA Database with ATLASerials by means of Ebsco. The session-specific URL was: http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=15&sid=b07effde0-91ff-4c9c-9f06-6ba7a0da9367%40sessionmgr4. The cited URL should eliminate all of the information after the “.com.”

FOOTNOTE:

BIBLIOGRAPHY:

Notes from the Net Bible

NET Bible notes differ with versions and formats. Therefore, distinguish between citations found online, from a downloaded computer file, or in print.

NET Bible Online:

FOOTNOTE:

BIBLIOGRAPHY:

NET Bible from a downloaded computer file:

FOOTNOTE:

BIBLIOGRAPHY:
NET Bible in Print:

FOOTNOTE:

BIBLIOGRAPHY:
NET Bible. N.p.: Biblical Studies Press, 2001. Blog (T 17.7.2; Cited only in a note)

Blog (T 17.7.2; Cited only in a note)

FOOTNOTE:

Book in Logos that has no page numbers (See T 17.1.10 for general principles)

In this example the cited essay, “Staying Centered and Purpose Driven,” is the third chapter of the book, while the cited text is found under the heading, “The Challenge of Change.” The heading title, following the word “under,” is given instead of the page number.

FOOTNOTE:

BIBLIOGRAPHY:
APPENDIX H

ABBREVIATIONS FOR BOOKS OF THE BIBLE
ABBREVIATIONS FOR BOOKS OF THE BIBLE

When using abbreviating books in the Bible, proper abbreviating is permitted. See examples below in the Turabian Style.5

<table>
<thead>
<tr>
<th>Jewish Bible/Old Testament (OT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tradition:</td>
</tr>
<tr>
<td>Amos</td>
</tr>
<tr>
<td>1 Chron.</td>
</tr>
<tr>
<td>2 Chron.</td>
</tr>
<tr>
<td>Dan.</td>
</tr>
<tr>
<td>Deut.</td>
</tr>
<tr>
<td>Eccles.</td>
</tr>
<tr>
<td>Esther</td>
</tr>
<tr>
<td>Exod.</td>
</tr>
<tr>
<td>Ezek.</td>
</tr>
<tr>
<td>Ezra</td>
</tr>
<tr>
<td>Gen.</td>
</tr>
<tr>
<td>Hab.</td>
</tr>
<tr>
<td>Hag.</td>
</tr>
<tr>
<td>Hosea</td>
</tr>
<tr>
<td>Isa.</td>
</tr>
<tr>
<td>Jer.</td>
</tr>
<tr>
<td>Job</td>
</tr>
<tr>
<td>Joel</td>
</tr>
<tr>
<td>Jon.</td>
</tr>
<tr>
<td>Josh.</td>
</tr>
</tbody>
</table>

### New Testament

<table>
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<th>Full Name:</th>
<th>Tradition:</th>
<th>Short:</th>
<th>Full Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apoc.</td>
<td>----</td>
<td>Apocalypse (Revelation)</td>
<td>Mark</td>
<td>Mk</td>
<td>Mark</td>
</tr>
<tr>
<td>Col.</td>
<td>Col</td>
<td>Colossians</td>
<td>Matt.</td>
<td>Mt</td>
<td>Matthew</td>
</tr>
<tr>
<td>1 Cor.</td>
<td>1 Cor</td>
<td>1 Corinthians</td>
<td>1 Pet.</td>
<td>1 Pt</td>
<td>1 Peter</td>
</tr>
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<td>2 Cor</td>
<td>2 Corinthians</td>
<td>2 Pet.</td>
<td>2 Pt</td>
<td>2 Peter</td>
</tr>
<tr>
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<td>Eph</td>
<td>Ephesians</td>
<td>Philem</td>
<td>Phil.</td>
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<td>Gal</td>
<td>Galatians</td>
<td>Phil.</td>
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<tr>
<td>Heb.</td>
<td>Heb</td>
<td>Hebrews</td>
<td>Rev.</td>
<td>Rv</td>
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<td>1 Thessalonians</td>
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<tr>
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<td>1 Jn</td>
<td>1 John (Epistle)</td>
<td>2 Thess.</td>
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<td>2 Thessalonians</td>
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<tr>
<td>2 John</td>
<td>2 Jn</td>
<td>2 John (Epistle)</td>
<td>1 Tim.</td>
<td>1 Tm</td>
<td>1 Timothy</td>
</tr>
<tr>
<td>3 John</td>
<td>3 Jn</td>
<td>3 John (Epistle)</td>
<td>2 Tim.</td>
<td>2 Tm</td>
<td>2 Timothy</td>
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<tr>
<td>Jude</td>
<td>----</td>
<td>Jude</td>
<td>Titus</td>
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### Apocrypha (Apoc.)

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<th>Short:</th>
<th>Full Name:</th>
<th>Tradition:</th>
<th>Short:</th>
<th>Full Name:</th>
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<td>2 Macc.</td>
<td>2 Mc</td>
<td>2 Maccabees</td>
</tr>
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<td>Bel and Dragon</td>
<td>----</td>
<td>Bel and the Dragon</td>
<td>Pr. of Man.</td>
<td>----</td>
<td>Prayer of Manasses (Manasseh)</td>
</tr>
<tr>
<td>Ecclus.</td>
<td>Sir</td>
<td>Ecclesiasticus (Sirach)</td>
<td>Song of Three Children</td>
<td>----</td>
<td>Song of the Three Holy Children</td>
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<tr>
<td>1 Esd.</td>
<td>----</td>
<td>1 Esdras</td>
<td>Sus.</td>
<td>----</td>
<td>Susanna</td>
</tr>
<tr>
<td>2 Esd.</td>
<td>----</td>
<td>2 Esdras</td>
<td>Tob.</td>
<td>Tb</td>
<td>Tobit</td>
</tr>
<tr>
<td>Jth.</td>
<td>Jdt</td>
<td>Judith</td>
<td>Wisd. of Sol.</td>
<td>Ws</td>
<td>Wisdom of Solomon</td>
</tr>
<tr>
<td>1 Macc.</td>
<td>1 Mc</td>
<td>1 Maccabees</td>
<td>----</td>
<td>----</td>
<td>Additions to Esther (Rest of Esther)</td>
</tr>
</tbody>
</table>
# Writing Rubric
The College of Biblical Studies Houston

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Spelling &amp; Grammar</th>
<th>Structure &amp; Format</th>
<th>Clarity &amp; Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced = 4</strong></td>
<td>The writing is essentially error-free in terms of spelling and grammar.</td>
<td>Models the rhetorical style and format appropriate to the assignment. The writer’s decisions about organization and style made it easy to read and to attribute the ideas therein to their sources.</td>
<td>Includes a focused, clear and relevant thesis. The writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.</td>
</tr>
<tr>
<td><strong>Competent = 3</strong></td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and appears to have been carefully proofread.</td>
<td>Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources.</td>
<td>Contains a clear thesis. Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas and transitions between ideas make the writer's points easy to follow.</td>
</tr>
<tr>
<td><strong>Developing = 2</strong></td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader.</td>
<td>Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.</td>
<td>Unclear or unsupported thesis. Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas and transitions to make the writing easy to follow.</td>
</tr>
<tr>
<td><strong>Introductory = 1</strong></td>
<td>Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension.</td>
<td>Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.</td>
<td>Thesis is omitted or only implied. Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
</tr>
</tbody>
</table>
## Content Rubric
The College of Biblical Studies Houston

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Content: Accuracy &amp; Level of Detail</th>
<th>Analysis &amp; Application</th>
<th>Aim or Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced = 4</strong></td>
<td>Excellent or good course reflection. Topic is treated in-depth with no errors. Demonstrates a strong grasp of relevant substantive context.</td>
<td>Extensively breaks learned information into parts and compiles that information together in new ways. Creatively solves problems using course materials.</td>
<td>The work exceeds the objectives of the assignment.</td>
</tr>
<tr>
<td><strong>Competent = 3</strong></td>
<td>Course reflection is treated fairly, but more depth would have been helpful. Some minor errors are present. Demonstrates a fair grasp of the relevant substantive context.</td>
<td>Sufficiently breaks learned information into parts and compiles that information together in new ways. Relates the information to new problems. Proposed solutions are as much pragmatic as creative.</td>
<td>The work achieves the objectives of the assignment.</td>
</tr>
<tr>
<td><strong>Developing = 2</strong></td>
<td>Merely summarizes and/or characterizes the course material. Numerous errors are present. Demonstrates a weak grasp of the relevant substantive context.</td>
<td>Insufficiently details the parts and common elements of the learned information. Fails to explain its relevance to other problems. Proposed solutions are superficial.</td>
<td>The work fails to achieve the objectives of the assignment.</td>
</tr>
<tr>
<td><strong>Introductory = 1</strong></td>
<td>Virtually no course reflection. Errors occur regularly. Interacts very little with relevant substantive context.</td>
<td>Barely mentions the component parts or common elements of the information learned. Virtually no mention of the relevance of learned information to other problems.</td>
<td>The work appears aimed at different objectives than those listed for the assignment.</td>
</tr>
</tbody>
</table>