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During your time at Prairie Bible Institute, you will be asked to write a variety of papers. Some require research, while others don't. All papers, however, demand a certain amount of critical reading. Many of you, up to this point, have read books for entertainment that did not require any critical engagement. Reading for the projects you are given by your professors, requires engagement with the content. This means that you must ask the right questions such as:

- What is the argument (or what is the author's thesis)?
- Does the author make a valid argument (sound argument)? or does the author follow the proper rules of argumentation?
- Does the author arrive at a strong conclusion?

These questions are used in all College readings, whether that is for projects such as research papers, critical reviews, book reviews or even textbook readings.

NOTE: It is of utmost importance that the student engages with the content of all books and articles read for all college courses.

I. What is the argument?

The thesis or argument of any book can be found in the first few pages (often in the preface). Any author, before writing his book, asks a question that he wants to answer and formulates his thesis statement accordingly and states it clearly (in most cases) in the beginning of the book in order to draw his reader in. It is important that you, as the reader, find this statement because the entire argument hinges on this. There should not be a great mystery in finding a thesis statement (a thesis not clear is a book not worth reading).

II. Does the author make a valid argument?

It is imperative that the author follows the proper rules of argumentation, the validity of his argument depends on it. Sometimes an author falls into the trap of using fallacies in argumentation to bring home his point; you must be able to detect these fallacies. Presuppositions and fallacies color the argument and leaves the conclusion wanting. Certain fallacies that can often be used are (certainly not an exhaustive list):
1. Jumping at unwarranted conclusions (Hasty Generalizations) - i.e. "irresponsible women drivers," or "absent-minded professors".
2. slippery slope argument - i.e. "those who do not believe in the literal 'Six Day Creation' theory, believe that all other stories in the Bible are fables."
3. Ad hominem (against the man) - it is an attack on a person making a claim, this attack consists of an irrelevant fact regarding character.
3. Red herring fallacy - An irrelevant topic presented to divert attention from the original issue.

III. Does the author arrive at a strong conclusion

When reading a conclusion of an article or a book, the reader must be clear in what is presented in the argument. No new facts are to be introduced in the conclusion. It should consist of a
summary of the findings and a restatement of the thesis (preferably paraphrased). Thus, a critical assessment of a conclusion is imperative.

Some of the papers you will write during your college career are:

1. **Research paper** - this investigates a particular issue that needs to be researched using books and articles. All citations must be properly referenced in footnotes and a bibliography is required.
2. **Critical book review** - evaluates a book or article. No outside sources are required and quotations (only from the book you are reviewing) can be cited in-text.
3. **Précis** - a summary of an article or book

An excellent resource for further reading:


The writing aspect of many of the courses may cause a great deal of anxiety which can easily be avoided through careful planning.

**Common myths about writing**

It is a myth to think that good writing…

- **must be perfect, the first time** - Expecting your fist draft to be your final product is unrealistic and demands perfectionism that can be paralyzing.
- **requires me to know exactly what I think before I even start writing** - writing is a process of discovery. Attempting to write in a linear fashion can be overwhelming and often results in procrastination. Outlining is an excellent first step and is much less daunting.
- **emerges spontaneously as a result of inspiration** - waiting for the muse to strike is a common pitfall that can lead to procrastination and self-doubt.
- **should proceed quickly and effortlessly** - Perpetuated by impatience this myth can result in frustration and binge writing. Expect to spend time making necessary revisions and spread the writing process out over a reasonable amount of time. Good writing takes work.
- **comes from extensive training or an innate "gift"** - there is no secret formula for writing success; although much like physical exercise, the more writing you do the easier it gets.
- **requires large blocks of time** - Whole days of interrupted writing time are hard to come by, so this myth can result in procrastination and anxiety.
- **must be all-consuming** - Devoting all your time and attention to your writing is unrealistic and unnecessary.

**Note** - The greatest enemy of the student facing a writing assignment is procrastination.
Several tips toward a successful writing assignment:

1. Make writing part of your regular routine. You can't write a final draft in 30 minutes, or a research paper on a weekend. Therefore, start your research well ahead of the due date (I would suggest 1 month). Work on your bibliographical notes, outline a chapter - these small steps add up and go a long way in reducing writing anxiety.
2. Make these sessions automatic. Regardless of mood, try to work on some aspect of your research paper every single day.
3. Set realistic goals for each session. Divide larger projects into smaller tasks. This practice helps prevent binge writing and results in a sense of accomplishment.
4. Write when you are fresh. You are more likely to be productive when feeling energized and alert. Know your own peak periods and work with them.
5. Be task specific and plan ahead.

Several writing assignments you will encounter during your time in College:

I. Précis writing

A précis is a short summary of a book or short story. Usually it is one-sixth the length of the original story. That is, it should have one page for every six pages in the original book or story. In one sense a précis is similar to a book report — you must recount the basic arguments of the paper.

The précis is valuable because it forces you to express a story or a thesis in your own words. This shows the level of comprehension. Being able to restate something using one’s own words indicates an understanding of the original story or paper. A précis is therefore to determine whether you understand what has been read.

The précis also provides you with a concise review of the material read. It is by definition a summary and often there is not enough time to study the original story or paper; a précis gives you material to study to refresh your memory about the original text read.

Here are some things to consider when reading a text and then writing a précis:

- Take notes while reading.
- Avoid interjecting personal opinions. The purpose of a précis is to summarize another person’s argument, not to tell about your “favorite part” of the story! (A précis is not the same thing as a “response” paper.)
- Do not use any examples not used in the original paper; do not add support or question the author’s arguments
- The précis is meant to be a summary; however, make sure the key points of the paper or the important events in the story are included and clearly explained (without changing the intent of the original paper or story).
- The précis is meant to be a summary; therefore keep it simple and short.
Writing a précis is an excellent study skill. It forces the reader to wrestle with the story or the argument and read for comprehension. It gives the reader material to review later in preparation for tests. It also aids in the preparation of later papers in response to the original text.

Note - A summary or a précis is NOT a personal interpretation of a work or an expression of your opinion of the idea; it is, rather, an exact replica in miniature of the work, often reduced to one-quarter to one-fifth of its size, in which you express the complete argument!

II. Critical book Review

Your goal in the book review is to provide a brief summary and careful evaluation of the book (or article) that assesses its usefulness to you and other students. Therefore a good book/article review should include the following:

1) Provide the basic bibliographic date including author(s), title, publisher, date, and number of pages at the beginning of the review.
2) Identify the author(s) and give his/her credentials for writing the book.
3) Identify the subject of the book as well as the author's purpose and intended audience.
4) Briefly explain some of the main point or recurring themes of the book. Explain how the book is developed in terms of issues or problems addressed (chapter headings help with this), and the author's perspective on these issues (look for summing up at the end of the chapter).
5) Evaluate the clarity and organization of the book. What did you find hard/easy to read. Give examples from the book to illustrate your evaluation.
6) Evaluate whether this book has provided insight into the subject and achieved its stated purpose. Ask the following questions:

\[\text{Does the author satisfy your curiosity about the subject with the questions he/she raises and the answers he/she gives to them?}\]

\[\text{Has the author done good research and drawn valid conclusions for his/her research? Does he/she uses primary sources or rely on other's interpretations?}\]

\[\text{is the author consistent and logical? Do biases creep in and influence conclusions? (Be sure to realize that you, the reader, also have biases).}\]

\[\text{Again, be sure to illustrate your critical comments with specific examples from the book.}\]

7) Do you recommend the book? Why or why not?
III. Writing a Persuasive Essay

In persuasive or argumentative writing, you try to convince others to agree with your facts, share your values and accept your argument and conclusions.

Elements toward building a good persuasive essay include

- establishing facts to support an argument
- clarifying relevant values for your audience (perspective)
- prioritizing, editing, and/or sequencing the facts and values in importance to build the argument
- forming and stating conclusions
- "persuading" your audience that your conclusions are based upon the agreed-upon facts and shared values
- having the confidence to communicate your "persuasion" in writing

Here are some strategies to complete a persuasive writing assignment:

Write out the questions in your own words.

Think of the questions posed in the assignment while you are reading and researching. Determine:

- facts
- any sources that will help you determine their reliability (as well as for further reference)
- what prejudices lie in the argument or values that color the facts or the issue
- what you think of the author's argument

List out facts; consider their importance:
prioritize, edit, sequence, discard, etc.
Ask yourself "What's missing?"

What are the "hot buttons" of the issue?
List possible emotions/emotional reactions and recognize them for later use

Start writing a draft!
Start as close as possible to your reading/research
Do not concern yourself with grammar or spelling

- Write your first paragraph
  - Introduce the topic (you can be creative here)
  - Inform the reader of your point of view!
  - Entice the reader to continue with the rest of the paper!
  - Focus on three main points to develop
• Establish flow from paragraph to paragraph
  o Keep your voice active
  o Quote sources - to establish authority (see below for tips on proper citing)
  o Stay focused on your point of view throughout the essay
  o Focus on logical arguments
  o Don't lapse into summary in the development--wait for the conclusion

• Conclusion
  Summarize, then conclude, your argument
  Refer to the first paragraph/opening statement as well as the main points
  o does the conclusion restate the main ideas?
  o reflect the succession and importance of the arguments
  o logically conclude their development?

• Edit/rewrite the first paragraph
• Take a day or two off?
• Re-read your paper
  with a fresh mind and a sharp pencil
  o Ask yourself:
    Does this make sense? Am I convinced?
    Will this convince a reader?
    Will they understand my values, and agree with my facts?
  o Edit, correct, and re-write as necessary
  o Check spelling and grammar!
  o Have a friend read it and respond to your argument.
    Were they convinced?
  o Revise if necessary
  o Turn in the paper
  o Celebrate a job well done with the confidence that you have done your best.

How to respond to criticism:
Consider criticism as a test of developing your powers of persuasion.
Try not to take it personally.

If your facts are criticized,
double check them, and then cite your sources.

If your values are criticized,
sometimes we need agree "to disagree". Remember: your success in persuading others assumes that the other person is open to being persuaded!

Fear: If you are not used to communicating,
especially in writing, you may need to overcome fear on several levels. Writing, unlike unrecorded speech, is a permanent record for all to see, and the "context" is not as important as in speech where context "colors" the words. For example: your readers do not see you, only your words. They do not know what you look like, where you live, who you are.
Hopefully in school, and class, we have a safe place to practice both the art of writing and of persuasion. Then later, when we are in our communities, whether work, church, neighborhoods, and even families, we can benefit from this practice.

Persuasion also has another dimension: it is built with facts, which illustrate conclusions. Of course, this means you need to know what you are talking about, and cannot be lazy with your facts, or you will not succeed in convincing anyone. This shows another level of fear: Fear of making a mistake that will make your argument or persuasion meaningless. Since you are writing, and the words are on paper for all to see, you need to work to make sure your facts are in order.

IV. Research Papers

A research paper presents the results of your investigations on a selected topic. Based on your own thoughts and the facts and ideas you have gathered from a variety of sources, a research paper is a creation that is uniquely yours. The experience of gathering, interpreting, and documenting information, developing and organizing ideas and conclusions, and communicating them clearly will prove to be an important and satisfying part of your education.

It is obvious that when you are faced with writing a research paper on any given topic that you do not know a lot about that you have to consult authorities who have spent a considerable amount of time studying the topic. These authorities have written books and articles, accessible to you in the library and on-line, that are helpful in acquiring the information that you need to write a proper paper.

The sources that are available to you are:

1. Encyclopedias and Dictionaries - It is preferred that you start out with a good dictionary or encyclopedia (i.e. when doing research on theology you consult a theological encyclopedia, biblical topic a biblical encyclopedia or dictionary etc., consult your librarian). These give you a broad definition and a working knowledge of the topic and in many cases a bibliography that is useful to find more sources. Encyclopedias are also helpful to narrow down your topic if you are not sure what to write about.

2. Books and Commentaries - When you have found your topic you move on and find the books that address the topic directly or indirectly. The quickest way to find out if the book is helpful is to look at the table of contents in the front of the book and the subject index in the back. Commentaries speak for themselves and are used when writing an exegetical paper on a certain passage of the Bible.

3. Articles - Articles can be found in scholarly periodicals and magazines. These periodicals are accessible in hard copy or on the databases available on-line. The articles are consulted when the research topic has been fully decided on and the research is well underway. Articles deal with particular topics and are narrow in scope but extremely useful for your research.

4. The Internet - In our culture, the information age, we prefer to turn to the internet first because it takes the least amount of time and the sources are right at our fingertips. When writing a research paper the internet is our last resort. More often than not, internet sites are not very reliable and consulting internet sites must always be done in consultation with your
professor and proper research is needed to find out whether a site is quote worthy. Some internet sites are not to be used for research (i.e. Wikipedia) but are handy for quick facts (still the reliability is often in question). There are some good internet sites available such as GoogleBooks, which make the books that are out of print accessible. In addition, ancient manuscripts and the classics are now available.

Note - When doing proper research, the internet will be your very last resource. Some internet sites (i.e. Wikipedia) are not to be used for research and others are to be used in consultation with your professor.

When to Cite

The most difficult aspect of a research paper is how and when to cite a resource. Citing a source plainly means that you give credit to the author(s) who has spent a considerable amount of time on the topic you want to research. Neglecting to cite your sources is equal to academic stealing, which is called plagiarizing.

There are about four basic principles which are described below that apply to all disciplines and should guide your own citation practice. Even more fundamental, however, is this general rule: when in doubt, cite. You’ll certainly never find yourself in trouble if you acknowledge a source when it’s not absolutely necessary; it’s always preferable to err on the side of caution and completeness. Better still, if you’re unsure about whether or not to cite a source, ask your professor or preceptor for guidance before submitting the paper.

1. Quotation. Any verbatim use of a source, no matter how large or small the quotation, must be placed in quotation marks or, if longer than three lines, clearly indented beyond the regular margin (block quote). The quotation must be accompanied, either within the text or in a footnote, by a precise indication of the source, identifying the author, title, place and date of publication (where relevant), and page numbers (see page 31ff). Even if you use only a short phrase, or even one key word, you must use quotation marks in order to set off the borrowed language from your own, and you must cite the source.

2. Paraphrase. Paraphrase is a restatement of another person’s thoughts or ideas in your own words, using your own sentence structure. A paraphrase is normally about the same length as the original. Although you don’t need to use quotation marks when you paraphrase, you absolutely do need to cite the source. If another author’s idea is particularly well put, quote it verbatim and use quotation marks to distinguish his or her words from your own. Paraphrase your source if you can restate the idea more clearly or simply, or if you want to place the idea in the flow of your own thoughts—though be sure to announce your source in your own text (Calvin believed that "…") and always include a citation. Paraphrasing does not relieve you of the responsibility to cite your source.

1 Taken from Centre for Teaching Excellence http://cteunwaterloo.ca
3. **Summary.** Summary is a concise statement of another person’s thoughts or ideas in your own words. A summary is normally shorter than the original — a distillation of the source’s ideas. When summarizing other people’s ideas, arguments, or conclusions, you must cite your sources — for example, with a footnote at the end of each summary. Taking good notes while doing your research will help you keep straight which ideas belong to which author. Good note-taking habits are especially important when you’re reviewing a series of interpretations or ideas on your subject.

4. **Facts, Information, and Data.** Often you’ll want to use facts or information to support your own argument. If the information is found exclusively in a particular source, you must clearly acknowledge that source. For example, if you use data from a scientific experiment conducted and reported by a researcher, you must cite your source, probably a scientific journal or a website. Or if you use a piece of information discovered by another scholar in the course of his or her own research, you must cite your source. But if the fact or information is generally known and accepted you do not need to cite a source (for example: John Calvin was a reformer who was born in France). Note that facts are different from ideas: facts may not need to be cited, whereas ideas must always be cited. Deciding which facts or pieces of information require citation and which are common knowledge, and thus do not require citation, isn’t always easy. But remember: when in doubt, cite.

*Note - You’ll certainly never find yourself in trouble if you acknowledge a source when it’s not absolutely necessary; it’s always preferable to err on the side of caution and completeness.*
V. Plagiarism

Plagiarism is taking somebody else’s material and making it one’s own. Irving Hexham summarized plagiarism as follows, “plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way or argument or the addition of new material and insights, is a form of plagiarism in academic work.”² In short, plagiarism is stealing intellectual property.

It is easy to fall into the temptation to use someone else’s research, especially when time is short. Plagiarism, therefore, is closely connected to procrastination. Allow yourself plenty of time when writing a research paper!

There are several types of plagiarism that students can employ. It is imperative that we recognize these different types

1. Blatant Plagiarism

Straight plagiarism takes direct quotes from an outside source without giving proper credit

Example:

Original:

Whenever we take it upon ourselves to describe and assess the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of extremists within that group.¹

Plagiarism:

Whenever we take it upon ourselves to describe and assess the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of extremists within that group. (Notice the lack of superscript indicating a footnote)

Plagiarism:

Chamberlain notes that whenever we take it upon ourselves to describe and assess the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of extremists within that group.

Correct Use:

Chamberlain notes that “whenever we take it upon ourselves to describe and assess the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of extremists within that group."¹

2. Plagiarism in Disguise

When using a source and change the order of words or change a few words in a quote without giving proper credit is, what I call, plagiarism in disguise. Falling under this type of plagiarism is using an idea from a source and paraphrasing it in your paper without giving proper credit.

Example:

Original:

Whenever we take it upon ourselves to describe and assess the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of extremists within that group.¹

Plagiarism

Whenever we take it upon ourselves to depict and determine the teachings of a group other than our own, we must do so with great care lest we attach undue weight to the voices of radicals within that group.

Plagiarism (paraphrase)

When we decide to investigate the teachings of a particular group other than our own, we must be careful not to put too much weight to the extreme voices within that group.
Correct Use:

Paul Chamberlain suggests that when we decide to investigate the teachings of a particular group other than our own, we must be careful not to put too much weight to the extreme voices within that group.¹


Plagiarism is fairly easily detected. When the introduction of a student’s paper contains grammatical errors and the body of the paper has flawless prose, the instructor will become suspicious and investigates for plagiarism.³ In addition, every student has a certain writing style that is consistent throughout the entire paper. Once the style changes dramatically, plagiarism is suspected.

Rules of Thumb

- The quoting even the paraphrasing cannot dominate the student’s work
- When using more than four words from a source, cite.
- Do not cite sources consecutively
- When writing the paper use the sources to:
  - Interact with another person’s viewpoint.
  - Emphasize your point of view

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VI. Research the On-Line Databases

T.S. Rendall Library has many electronic Databases that all students are able to access. From the Prairie website (www.prairie.edu) you are able to see the kind of databases the Library has subscribed to.
Go to the “library page” and click on “search online databases (on-campus access)”
There are a variety of Databases available, but for most research (Bible/Theology and Medical) we use EBSCO Host.
To continue click on the “EBSCO Host” and select your database. For Bible/Theology the “ATLA Religion Database” is preferred (see below).
Choose Databases | Select another EBSCO service

To search within a single database, click the database name listed below. To select more than one database to search, check the boxes next to the databases and click continue.

Continue

Select/ deselect all

- **ATLA Religion Database with ATLA Serials**
  ATLA Religion Database® (ATLA RDB®) with ATLASerials® (ATLASerials®) combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA’s online collection of major religion and theology journals. The ATLA Religion Database includes more than 620,000 article citations from more than 1,745 journals (775 currently indexed), more than 250,000 essay citations from over 19,000 multi-author works, more than 570,000 book review citations, and a growing number of multimedia citations. In ATLASerials, full text is provided for more than 385,000 electronic articles and book reviews. This database is produced by the American Theological Library Association.

- **AltHealthWatch**
  This database focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. It offers articles on full text for more than 100 international, and often peer-reviewed journals and reports. In addition, there are hundreds of pamphlets, booklets, special reports, original research and book excerpts. AltHealthWatch provides in-depth coverage across the full spectrum of subject areas covered by complementary and alternative medicine. This database features indexing and abstracts going back as far as 1984, and full text going back as far as 1990.

- **Business Source Complete**
  Business Source Complete is the world’s definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1888 are included. In addition, searchable cited references are provided for more than 1,300 journals.

- **Regional Business News**
  This database provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of more than 60 regional business publications covering all metropolitan and rural areas within the United States. Click here for a complete title list. Click here for more info.

- **Canadian Reference Centre**
  Canadian Reference Centre combines Canadian magazines, newspapers, newswires and reference books to create the largest collection of regional full text content available to Canadian libraries. This database includes leading Canadian periodicals and international (U.S. and U.K.) periodicals in full text; full text reference books; over 87,300 full text biographies; and an image collection of over 50,000 photos, maps, and flags. This database is updated on a daily basis.
You have reached the main search page. In the empty box you can fill in your key word(s) and search the articles on-line.

When you scroll down the page you are able to narrow your search down to “full text” etc.
Fill in the box with the key words (in this case “Christian Apologetics”) and narrow the search to “full text” and articles only (check marked box and highlight “articles” in Publication Type).

Click “search”
There are 20 full text articles on the topic “Christian Apologetics”.
The column on the left side of your screen you can be used to narrow down your search. Use your cursor to change the range of publication date and check mark the box for source type (in this case is from 1965 to 2010 and journal articles only).

If you are interested in one of the articles, click on the PDF symbol on the bottom of the article and the article will be downloaded on your screen. You are able to print the article from there.

If you do not want to print the article at this time but want to save it anyway, personalize your EBSCO account and put the article in a folder.
How to personalize your EBSCO account

To personalize your account click on “sign in” on the top of the page. Fill in the username and password and log in. You can choose your own username and password.
In the top left hand corner the EBSCO symbol has a yellow ribbon indicating that your account is now personalized.

If you want to save an article click on the “add to folder” and the little folder icon shows that you have an article in your folder. This article will remain in your folder until you delete it.

When you want to read the article, simply click on the folder icon.
From here, you are able to download the article on your screen or email it to yourself by clicking on the email icon in the column on the right hand side of the screen.
Fill in the email address and subject and click “send”
To search articles for Bible classes and exegesis papers, your most appropriate search method is to search under “Scriptures” which is found on the search bar on the top of the EBSCO page.

To search within certain chapters of a book of the Bible click on “[expand]” right beside the name of the book.
The book of Genesis in this case is now divided into chapters. Click on the desired chapter…
...and it shows you all the articles written on this particular chapter.

To narrow down your search repeat the steps mentioned on page 13.
In case you are off-campus you are able to access the databases from the Library page by clicking on the “off campus access” link.
It will ask you for a barcode and a pin number which is acquired from T.S. Rendall Library. As soon as you are entered into the system, you will get a barcode sticker on the back of your ID card and a pin number is given to you (PO Box Number for campus students).

Note: the barcode remains in the library system, so no new barcode is required for every new ID/Swipe card.

Only the last 5 (or in some cases 6) significant numbers of your barcode need to be filled in the barcode box.

Example:

If your barcode is 0 3050 00008 4626 only 84626 are to be filled in the barcode box.
Click on the desired database and you are ready to search again.
VII. The Lay-Out of Your Research Paper

TITLE PAGE

All research papers or essays must have a title page
Double-space and centre all entries on the title page.
The title of your paper should be positioned 1 inch from the top of the (title) page and should be in capitals letters with no line longer than 4½ inches. If your title is more than one line in length, the first line should be 4½ inches. Additional lines should be formed into an inverted pyramid. 4 inches from top of the (title) page, on two (doubled-spaced) lines type your name, and your student box number.
6.5 inches from the top of the page, type the instructor’s name, course number and name and “A paper presented in partial fulfillment of the requirements for the degree of.” Finally, finishing 1 inch from the bottom of the title page, type Prairie Bible Institute and the date on which the assignment is submitted (see Example on page 39).

PAGE NUMBERS

All page numbers should be centered and placed ¾ of an inch from the bottom of the page. (This policy supersedes anything to the contrary found in Turabian.) The title page is considered page i; however, this number is not typed on it. The first outline page is page ii. Do not put the page number (ii) on the first outline page unless you have more than one outline page. The first page of the main body of your paper begins with the Arabic number 1. Pagination should continue to the very end of your paper—your bibliography or reference list should continue your paper’s pagination.
Electronic assignment submissions should have all page numbers at the bottom center of the page. The title page will be page “0” and will have no printed number. The page after the title page is number “1”. Written appendices are to be included as part of the project after the body of the paper and before the bibliography.

THESIS STATEMENT

In some cases, a thesis statement may be required for your paper. A thesis statement is a sentence which identifies your position or stance on your topic. It typically appears as the last sentence of the introduction to your paper. A thesis statement identifies the claim you are seeking to establish. It typically has two components: a subject (the issue you are addressing) and a predicate (what you intend to prove about the issue you are addressing).
A thesis statement must be more than a simple declaration of your topic. It should be substantive, that is, it should make a claim that is interesting and important. Ask yourself, “Is this issue significant enough to hold my readers’ interest?”
A thesis statement should be contestable or debatable. Will it make your reader think, “You will have to persuade me to accept that claim”?
A thesis statement should be explicit. It should be highly focused and contain specific concepts and claims.
Poor Thesis Statement: Socrates criticizes several people and ideas.
Improved Thesis Statement: Socrates’ attack on Polemarchus’s definition of justice is unsuccessful because Socrates erroneously assumes that justice is a craft.

To summarize, when using a thesis statement, your paper as a whole should offer your readers convincing reasons to accept this thesis.

VIII. PUNCTUATION

Quotation Marks

Use the following samples as guidelines when using punctuation with quotation marks:

”。” ”? ”!” ”;

”? ”!”—If the punctuation pertains to the entire sentence of which the quotation is part.

??” ”!”—If the punctuation is part of the quoted material.

If quoted material ends in a semicolon or colon in the original, the punctuation can be changed to a comma or period to fit with the structure of your sentence.

When you quote from the Bible or use parenthetical references, the punctuation is placed after the parentheses.

Examples:

“Jesus wept” (John 11:35).


Single Quotation Marks

’. ’, Generally, single quotation marks go inside the punctuation.

Spacing After Punctuation

One space after: , ; : . ? !

Do not leave a space after colons when used in scripture references, between hours and minutes, or between volume and page numbers (Rom. 3:23; 6:30 P.M.; 4:234-244).

Do not leave a space after periods in abbreviations such as: i.e., e.g., A.M., P.M. (or a.m., p.m.), A.D., B.C., Ph.D.

Leave a single space after periods following initials of personal names, e.g., J. R. R. Tolkien, and within reference documentation such as footnotes and bibliographies.
Hyphens and Dashes

A hyphen is made with one stroke of the hyphen key. A dash is made with two conjoined hyphens.

Do not leave a space before or after hyphens or dashes. Examples:

Vancouver is a fast-growing city.

The proposal may—in fact, does—meet all the requirements.

Notation Numbers

“The footnote notation number is placed after the punctuation and is superscripted.”

Ellipses . . .

Ellipses show that you have omitted part of the material you are quoting. Ellipsis points are made by using the period key. In most cases there will be three periods, each of which is followed by a space.

Typically, ellipses before or after quotations are unnecessary. They are only necessary when failure to indicate that your sentence is incomplete would be confusing.

If you are omitting material from the beginning of a sentence, do not capitalize the first word of your quotation if it is not capitalized in your source. Example:

The Apostle John indicates that God “gave his one and only Son, that whoever believes in him shall not perish but have eternal life” (John 3:16).

If you are omitting from the middle of a sentence, place the ellipsis points in the space the material would normally occupy. Example:

“For God so loved . . . that whoever believes in him shall not perish but have eternal life” (John 3:16).

If you are omitting material after a complete sentence, use four ellipsis points (the first one is the period belonging to the first sentence). Example:

“The family may fairly be considered, one would think, an ultimate human institution. . . . it has been the main cell and central unit of almost all societies hitherto” (Chesterton 1990, 37).
Quotations

Quotations should be typed exactly as in the original, including wording, spelling, capitalization, and punctuation (see the exception mentioned above in Punctuation: Quotation Marks). If there is an error in the original, type “[sic]” after the error in the quotation. Example:

“The first [sic] day of the week.”

Quotations shorter than four lines are to be incorporated into the text and enclosed in double quotation marks.

Quotes that are four or more lines long should be set off in a block quotation. A blank line should separate the regular text from the block quotation. Block quotations are single-spaced and offset ½ inch from the left-hand margin. If there is a paragraph indentation in the original text, show it by indenting the first word of the block quotation another ½ inch. Do not enclose a block quote in quotation marks. Do not use right justification or right indention with block quotations.

ITALICS

Italicized text commonly indicates the titles of publications (e.g., Mere Christianity, Macleans, Macbeth), and words from another language (e.g., a priori, agape). You can also make limited use of italics for emphasis.

Note that titles of short stories, short poems, book chapters, and magazine articles are not italicized. Use quotation marks around these titles except for when they are used in reference lists.

IX. ABBREVIATIONS AND CONTRACTIONS

Scholarly abbreviations, such as e.g., and i.e., should be used sparingly. Example:

“Restrictions on the sulphur content of fuel oil are already in effect in some cities (e.g., Paris, Milan, and Rome), and the prospect is that limits will be imposed sooner or later in most cities.” Note the difference in meaning between i.e., “in other words,” and e.g., “for example.”

ABBREVIATIONS OF PROVINCES AND TERRITORIES OF CANADA

<table>
<thead>
<tr>
<th>Abbr</th>
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<td>AB</td>
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<td>NL</td>
<td>Newf’d and Labrador</td>
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<td>NT</td>
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<td>NS</td>
<td>Nova Scotia</td>
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<td>NT</td>
<td>Nunavut</td>
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### Abbreviations of States and Territories of the United States

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### Biblical Abbreviations

There are several ways in which the biblical books can be abbreviated. Below is one example. However, when you abbreviate the books of the Bible, be consistent.

Abbreviate biblical books as follows. Note that no punctuation follows the abbreviated name.

Gen, Exod, Lev, Num, Deut, Josh, Judg, Ruth, 1 Sam, 2 Sam, 1 Kgs, 2 Kgs, 1 Chr, 2 Chr, Ezra, Neh, Esth, Job, Ps (Pss: when referring to the book or a number of Psalms), Prov, Eccl, Cant (for Canticles, the preferred academic name of Song of Solomon), Isa, Jer, Lam, Ezek, Dan, Hos, Joel, Amos, Obad, Jonah, Mic, Nah, Hab, Zeph, Hag, Zech, Mal, Matt, Mark, Luke, John, Acts, Rom, 1 Cor, 2 Cor, Gal, Eph, Phil, Col, 1 Thess, 2 Thess, 1 Tim, 2 Tim, Titus, Philm, Heb, Jas, 1Pet, 2 Pet, 1 John, 2 John, 3 John, Jude, Rev

Abbreviate English translations as follows:

- JB  Jerusalem Bible
- NIV New International Version
The following abbreviations are acceptable when followed by a number (except at the beginning of a sentence).

chap(s). = chapter(s)

v(v). = verse(s)

Do not write out the words ‘chapter’ or ‘verse’ when citing references.

Incorrect: Matthew chapter 5 verse 13

Correct: Matthew 5:13

Abbreviated scripture references are not permitted in the middle of a sentence.

Incorrect: In Matt 5:13 Jesus said . . .

Correct: In Matthew 5:13 Jesus said . . .

QUOTING SCRIPTURE

There are two ways to cite scripture:

(1) in the body of the text.

Example:

In Matthew 5:8 Jesus says, “Blessed are the pure in heart, for they will see God.”

(2) within parentheses prior to the final period.

Example:

“Blessed are the pure in heart, for they will see God” (Matt 5:8).
If study Bible notes are consulted, the study Bible must appear in the bibliography/reference list. Otherwise, do not include the Bible in your bibliography/reference list. Indicate which version of the Bible you are using in your paper. Use either of the following methods:

1. A footnote or endnote should indicate which version is used.

Example:

¹ All Scripture citations are from the New Revised Standard Version (unless otherwise indicated).

or

2. The first citation of scripture should indicate the English version in parentheses.

Example:

“Jesus wept” (John 11:35 NIV).

Subsequent references need not note the version unless other versions are cited.

**X. Footnotes/Bibliography Style**

Footnotes should be written below a short separator line at the foot of the page. The separator line is 2 inches long and made with the underline key (not the hyphen). Add a blank line after the separator line. Begin with number 1 and continue in numerical order throughout your paper. Start each footnote on the same page as its notation number. If the footnote is long, it may run over to the next page’s footnote section. All footnote entries are single-spaced, with a blank line between entries. The first line of the entry has a superscripted notation number and is indented ½ inch from the margin. Any additional lines of the entry begin at the margin. You will find *Turabian* helpful with footnote form.

When typing your bibliography (which is required if you use either endnotes or footnotes), start a new page, type BIBLIOGRAPHY in capital letters, centered, and 2 inches from the top of the page. Bibliographic entries start on the third line below this. All entries are single-spaced, with a blank line between entries. The first line starts at the margin, all other lines of the entry are 11 indented ½ inch (usually 5 spaces) from the left margin. The bibliography continues your paper’s pagination.

Some of your instructors allow you to use in-text parenthetical citation format Turabian style. Below are given examples of how to use this format (indicated with \( P \)). As indicated by the name, parenthetical citations give enough information for readers to find the full citation in the bibliography list. When citing a source the information you put in parenthesis is the author’s
name, the date of publication and a page number. Place the parenthetical citation after the quote in parenthesis. For any more information consult *Turabian*.

**Note:** The publishing year in the bibliographic entry, when using parenthetical citations, is placed directly after the name of the author (see first example). When using footnotes, the publishing year is placed at the very end of the bibliographic entry.

The examples which follow are for footnotes/endnotes (the first entry in each pair) and bibliographies (the second entry of each pair). If the sample you require is not listed below, or if you need further details, refer to *Turabian*.

**One Author**


P. (Volf 1996, 114)


When using parenthetical citations:


**Two Authors**


P. (Walsh and Middleton 1984, 137)


**Three Authors**


P. (Clark, Burbaker and Zuck 1986, 96)

**More Than Three Authors**


*P.* (Pelikan et al. 1964, 109)


*Note:* You can either use “et al.” or “and others.”

**Book in a Series**


*P.* (Michaels 1998, 122-125)


**No Author Given**


*P.* (*The Lottery* 1732, 20-25)


*Note:* The date is in [square] brackets because it has been established by means other than the title page or copyright date. If no date can be determined, enter n.d.
Institution, Association, or The Like, as “Author”

¹ American Library Association, Young Adult Services Division, Services Statement Development Committee, *Directions for Library Service to Young Adults* (Chicago: American Library Association, 1978), 25.


Editor or Compiler as “Author”


P. (von Halberg 1984, 225)


Author’s Work Translated and/or Edited by Another


P. (Freud 1969, 78)


Edition Other Than First


P. (Eble 1988, 223)

Secondary Source of Quotation


P. (Barthes 1968)


Note: The “n.” in the footnote/endnote entry is an abbreviation for “note.”

Article in a Journal


P. (Fisk 1989, 54)


Note: The “10” after the journal’s name is the volume number; “49-70” indicates the page numbers of the entire article.

Article in a Magazine


P. (Begley 1998, 69)

Signed Article in an Encyclopedia


P. (Helmbold 1975, 135)


Note: You can also include the page numbers for the entire article after the publication date in the bibliography entry. Find a correct page number for this article.

Unsigned Article in an Encyclopedia

Turabian states that “[w]ell-known reference books are generally not listed in bibliographies. In notes or parenthetical references the facts of publication are usually omitted, but the edition, if not the first, must be specified” (Turabian 1996, 204). Here is a sample of a footnote/endnote entry:

¹ Columbia Encyclopaedia, 5th ed., s.v. “cold war.” (the s.v. stands for sub verbo, “under the word”)

Note: You may also follow this format for signed encyclopedia articles if the encyclopedia is well-known. Otherwise, follow the format in the previous entry.

Poem or Short Story in an Anthology or Collection of Multiple Authors


P. (Keats 1998, 832)


Poem or Short Story in a Collection by One Author


P. (Gerber 1997, 53-58)

**Microform Reproductions**


P. (Chu 1967, 3)


**Thesis and Dissertations**


P. (Hindmarsh 1989, 72)


**Class Notes**


P. (Mertes 2010)


**Electronic Documents**

Citations of electronic documents should follow the same general form as citations of printed materials. The same information is needed: author and title of the particular item; name and description of the source cited, whether CD-ROM, some other physical form, or an on-line source; city of publication, if any; publisher or vendor (or both); date of publication or retrieval.
(or both); and the pathway needed to retrieve the material.

World Wide Web (www) Site


P. (Tómasson 2010)


CD-ROM


P. (Chaucer 1993, rel.2)


Or

¹ Complete National Geographic: 110 Years of “National Geographic” Magazine, CD-ROM (Mindscape 2000)

E-Mail

¹ Sheila Wu, “Giacometti’s Sculpture,” personal e-mail (4 August 2006).

P. (personal e-mail with Sheila Wu, August 4, 2006)

B. Wu, Sheila. “Giacometti’s Sculpture.” Personal e-mail. 4 August 2006.

Electronic Book

P. (Hartog 2002).


**Film, Video Recording and DVD**


P. (Parkes et al. DVD 2008)


**Media (Video Clip YouTube)**


P. (Expertvillage YouTube).


**Sermons online (audio)**


**Television or Radio Show**

¹ *Seinfeld*, “The Opposite,” episode 86, September 22, 2005 (originally aired May 19, 1994).

B. Cite television programs, and other broadcast sources only in (foot)notes.
Government Documents


P. (U.S. Department of Labor 2003, 5)


Interview with Paper Author

¹ Patricia Wyatt (Reference Specialist at Northwest Missouri State University), interview by author, December 18, 2012.

¹ Patricia Wyatt (Reference Specialist at Northwest Missouri State University), e-mail message to author, December 18, 2012.

¹ Patricia Wyatt (Reference Specialist at Northwest Missouri State University), telephone conversation with author, December 18, 2012.

P. (Wyatt 2012)

B. Unpublished interviews (including those you have conducted yourself) should usually be cited only in (foot)notes not in bibliographies.

Additional Helps for Writing Footnote/Endnotes

Shortened Forms

After you have documented a source, subsequent references to the same source should be written in a shortened form.

If the note is from the same source and page as the one immediately before it, use “Ibid” (*ibidem*, Lat. “in the same place”). If the note is from the same source but a different page, use “Ibid., new page #.”

Examples:

¹ Walsh and Middleton, *The Transforming Vision*, 137.
² Ibid.
³ Ibid., 139.

If not consecutive only last name and page number is required.
Multiple Sources by the Same Author

If you have more than one entry in your bibliography by the same author, the entries can be ordered alphabetically by title or copyright date. Write out the author(s)’ name in full for the first entry. Subsequent entries omit the author’s name and substitute a line consisting of eight underscores followed by a period.

Example:


XI. ANNOTATED BIBLIOGRAPHY


Considered one of the best of its type, this book is a practical guide to research. It can be used by freshmen learning the craft of research through to, and including, seasoned pros. This book will help you plan, organize, and write better papers. A valuable addition to a student’s library, it will also find use in most fields and occupations where research and writing occur. Recommended.


An excellent, concise, easy-to-use manual filled with valuable tips and helps for writing and research. The sections include: clarity, grammar, punctuation and mechanics, research, documentation, and usage/grammatical terms. Highly recommended.


This is a book that makes English grammar as painless as possible. Using humour, it explains good usage in simple, clear, easy-to-follow language. Chapter titles include: “Woe Is I: Therapy for Pronoun Anxiety”; “They Beg to Disagree: Putting Verbs in Their Place”; “Verbal Abuse: Words on the Endangered List”; and “Saying is Believing: How to Write What You Mean.” The index is helpful for quick reference.
Affectionately referred to by many simply as Turabian, this manual is considered one of the basic reference works for undergraduate and graduate students working on academic papers. Some will find the size of the book daunting, but as one works with it, the layout, thorough index and examples prove to be an asset. Highly recommended.

XIII. COMMON MISTAKES

• **apostrophe**—When referring to years, an apostrophe is not used, e.g., 1700s, not 1700’s.

• **accept/except**—Accept is a verb meaning “to take” or “to agree”; except is usually a preposition meaning “excluding”; it can also be a verb meaning “to exclude.” Thank you, I accept your gift. He ate everything on his plate, except for the squash.

• **a lot**—A lot is two words. Do not write alot.

• **all right**—All right is two words. Do not write alright.

• **affect; effect**—Affect is almost always a verb, meaning “to influence.” Effect is almost always a noun meaning “result.” The music affected her mood. This drug has several side effects. Rarely, affect is used as a noun; it is a psychological term for “feeling.” The patient displayed a lack of affect. In the rare occasions when effect is used as a verb, it means “achieve or bring about.” Who could believe he would effect such a dramatic change?

• **contractions**—In academic writing some instructors request students avoid using contractions such as isn’t, or don’t.

• **ellipsis points**—See Format Guide under “Ellipses” (page 29).

• **first person pronouns**—In academic writing it is normal to avoid using the first person. Consult individual faculty members for specific expectations.

• **good, well**—Good is an adjective, well is an adverb. They did a good job. She wrote well on the exam.

• **irregardless**—Irregardless is not standard. Use regardless.

• **its; it’s**—“Its” is a possessive pronoun; “it’s” is a contraction of it is or it has. The cat raised its fur when the dog walked by. It’s a beautiful day.

• **numbers**—
“In scientific and statistical material, all numbers are expressed in numbers. In non-scientific material spell out all numbers through one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, million, and so on. For all other numbers, numerals are used” (Turabian 1996, 2:29).
For exceptions, see Turabian, 2:30-35.

• When numbering ordinals “second” and “third” add the “d” alone, i.e., 2d, 3d.

• percent vs. %—The word “percent” should be used, except when writing out scientific or statistical data.
BIBLIOGRAPHY (format to be used with footnotes)


Appendix 1
Available Databases

EBSCO Host

ATLA Religion Database with ATLA Serials

ATLA Religion Database with ATLASerials combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA’s online collection of major religion and theology journals. The ATLA Religion Database includes more than 575,000 article citations from more than 1,679 journals (560 currently indexed), more than 239,000 essay citations from over 16,800 multi-author works, more than 530,000 book review citations, and a growing number of multimedia citations. Coverage in this database begins in 1949 although indexing for some journal titles extends back into the nineteenth century. Full text is provided for more than 294,000 electronic articles and book reviews, from more than 150 journals selected by leading religion scholars in the United States. This database is produced by the American Theological Library Association.

Academic Search Complete

Academic Search Complete is the world's most valuable and comprehensive scholarly, multidisciplinary full-text database, with more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 12,500 journals and a total of more than 13,200 publications including monographs, reports, conference proceedings, etc. This scholarly collection offers unmatched full text coverage of information in many areas of academic study including: animal science, anthropology, area studies, astronomy, biology, chemistry, civil engineering, electrical engineering, ethnic & multicultural studies, food science & technology, general science, geography, geology, law, materials science, mathematics, mechanical engineering, music, pharmaceutical sciences, physics, psychology, religion & theology, veterinary science, women's studies, zoology, and many other fields. Academic Search Complete offers critical information from many sources unique to this massive collection. The database features PDF content going back as far as 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,400 journals.

Alt HealthWatch

This database focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. It offers libraries full text articles for more than 180 international, and often peer-reviewed journals and reports. In addition, there are hundreds of pamphlets, booklets, special reports, original research and book excerpts. Full text titles include American Journal of Chinese Medicine, American Journal of Homeopathic Medicine, California

**Business Source Complete**

*Business Source Complete* This is the world's definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1886 are included. In addition to the searchable cited references provided for more than 1,300 journals, *Business Source Complete* contains detailed author profiles for the 40,000 most-cited authors in the database. Journal ranking studies reveal that *Business Source Complete* is the overwhelmingly superior database for full text journals in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. Additional full text content includes financial data, books, monographs, major reference works, book digests, conference proceedings, case studies, investment research reports, industry reports, market research reports, country reports, company profiles, SWOT analyses, faculty seminars (videos), and more.

**Regional Business News**

incorporates more than 80 regional business publications covering all metropolitan and rural areas within the United States. Included in this database are *Arizona Business, Business North Carolina, Crain's New York Business* (and other Crain Communications editions), *Des Moines Business Record, Enterprise Salt Lake City, Fort Worth Business Press, Orange County Business Journal, Westchester County Business Journal*, etc.

**Canadian Literary Centre**

The Canadian Literary Centre consists of book and reference content from Essays on Canadian Writing Press (ECW Press). ECW Press also provides several individual monographs and biographies, essays and literary criticism. The database includes book reviews, essays, author biographies, and much more. Canadian Literary Centre features full text sources such as Canadian Fiction Studies, Canadian Biography Series, Canadian Writers and Their Works (Poetry and Fiction Series), ECW's Biographical Guide to Canadian Novelists, ECW's Guide to Canadian Poets, George Woodcock's Introduction to Canadian Fiction, George Woodcock's Introduction to Canadian Poetry, The Annotated Bibliography of Canada's Major Authors, Essays on Canadian Writing (1974-present), Books in Canada (1971-present), Quill & Quire (1996-present), Textual Studies in Canada, University of Toronto Quarterly (1975-present), and many more. This database is updated on a daily basis.
**Canadian Reference Centre**

*Canadian Reference Centre* combines Canadian magazines, newspapers, newswires and reference books to create the largest collection of regional full text content available to Canadian libraries. This database includes leading Canadian periodicals and international (U.S. and U.K.) periodicals in full text; full text reference books; more than 66,000 full text biographies and an Image Collection of over 502,000 photos, maps and flags. *Canadian Reference Centre* provides full text for leading Canadian magazines including: *Alberta Sweetgrass, Bank of Canada Review, BC Business, Beaver, Benefits Canada, Canadian Business, Canadian Economic Observer, Canadian Geographic, Canadian Living, Canadian Manager, Canadian Social Trends, Chatelaine, Elle Canada, Flare, Food in Canada, Harrowsmith Country Life, Maclean's, Manitoba History, Marketing Magazine, Ontario Out of Doors, Profit* and many more. *Canadian Reference Centre* also provides full text for leading Canadian newspapers & newswires including: *Canadian Press, The Guelph Mercury, The Hamilton Spectator, La Presse Canadienne* (en Français), *The Record, The Toronto Star*, etc. In addition, this database provides full text for leading Canadian reference books including: *Canadian Global Almanac, Gage Canadian Dictionary, Gage Canadian Thesaurus*, and many more.

**ERIC**

*ERIC*, the Education Resource Information Center, provides access to education literature and resources. The database provides access to information from journals included in the *Current Index of Journals in Education* and *Resources in Education Index*. The database contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.

**MasterFILE Premier**

*MasterFILE Premier* contains full text for nearly 1,700 periodicals covering general reference, business, health, education, general science, multicultural issues and much more. This database also contains full text for nearly 500 reference books and over 164,400 primary source documents, as well as an Image Collection of over 502,000 photos, maps & flags. *MasterFILE Premier* offers PDF backfiles (as far back as 1975) for key publications including *American Libraries, Foreign Affairs, History Today, Judaism, Library Journal, National Review, Saturday Evening Post*, etc.

**Health Source: Consumer Edition**

*Health Source: Consumer Edition* is a rich collection of consumer health information. This resource provides access to nearly 80 full text, consumer health magazines, including *American Fitness, Better Nutrition, Fit Pregnancy, Harvard Health Letter, Men's Health, Muscle & Fitness, Prevention, Vegetarian Times*, and many others. This database also includes searchable full text for more than 1,000 health-related pamphlets and more than 130 health reference books, including books published by the People’s Medical Society. Additionally, *Health Source: Consumer Edition* contains more than 4,500 Clinical Reference Systems reports (in English and
Spanish); *Lexi-PAL Drug Guide*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names; and *Merriam-Webster's Medical Desk Dictionary*. *Health Source: Consumer Edition* covers topics such as AIDS, cancer, diabetes, drugs & alcohol, aging, fitness, nutrition & dietetics, children's health, women's health, etc.

**Bibliography of Native North Americans**

*Bibliography of Native North Americans* (BNNA) is a bibliographic database covering all aspects of native North American culture, history, and life. This resource covers a wide range of topics including archaeology, multicultural relations, gaming, governance, legend, and literacy. BNNA contains more than 141,000 citations for books, essays, journal articles, and government documents of the United States and Canada. Dates of coverage for included content range from the sixteenth century to the present. The database is an essential research tool for anthropologists, educators, historians, political scientists, sociologists, psychologists, legal and medical researchers, linguists, theologians, ethnobotanists, and policy makers. BNNA will appeal to anyone interested in exploring the contributions, struggles, and issues surrounding North America's indigenous peoples.

**CINAHL Plus with Full Text**

*CINAHL® Plus with Full Text* is the world's most comprehensive nursing & allied health research database, providing full text for more than 770 journals indexed in *CINAHL®*. Of those, 464 are not found with full text in any version of *Academic Search™, Health Source®* or *Nursing & Allied Health Collection™*. This authoritative file contains full text for many of the most used journals in the *CINAHL* index - with no embargo.

The database also provides full text for more than 275 books/monographs. With full-text coverage dating back to 1937, *CINAHL Plus with Full Text* is the definitive research tool for all areas of nursing and allied health literature.

*CINAHL Plus with Full Text* also provides indexing for more than 4,600 journals from the fields of nursing and allied health. The database contains more than 2.8 million records dating back to 1981. Offering complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association, *CINAHL* covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. In addition, this database offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters. Searchable cited references for more than 1,350 journals are also included.

**SocINDEX with Full Text**

*SocINDEX with Full Text* is the world's most comprehensive and highest quality sociology research database. Its extensive scope and content provide users with a wealth of extremely
useful information encompassing the broad spectrum of sociological study. The database features more than 2.1 million records with subject headings from a 20,000+ term sociological thesaurus designed by subject experts and expert lexicographers. This product also contains informative abstracts for more than 1,300 "core" coverage journals dating as far back as 1895. In addition, this file provides data mined from more than 450 "priority" coverage journals as well as from over 2,900 "selective" coverage journals. Extensive indexing for books/monographs, conference papers, and other non-periodical content sources is included. Searchable cited references are also provided.

*SocINDEX with Full Text* offers comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study. These include abortion, criminology & criminal justice, demography, ethnic & racial studies, gender studies, marriage & family, political sociology, religion, rural & urban sociology, social development, social psychology, social structure, social work, socio-cultural anthropology, sociological history, sociological research, sociological theory, substance abuse & other addictions, violence and many others.

In addition, *SocINDEX with Full Text* features over 25,000 Author Profiles covering the most prolific, most cited, and most frequently searched for authors in the database. Each author profile includes biographical data and bibliographic information, which together allow users to quickly ascertain an author's areas of expertise and academic/professional focus. All author profiles are updated on a routine basis as new information about each author becomes available. Moreover, profiles continue to be added for additional authors within the database on an ongoing basis.

*SocINDEX with Full Text* contains full text for more than 860 journals dating back to 1908. This database also includes full text for more than 830 books and monographs, and full text for 16,800 conference papers.
Appendix 2

Gale Databases

Small Business Collection
Journal Articles

CPI.Q (Canadian Periodicals Index Quarterly)

CPI.Q is Gale’s award-winning full-text resource specifically designed to provide instant access to the most requested Canadian reference materials. Covering a wide range of disciplines, CPI.Q is the perfect one-stop resource for researchers in need of information from Canadian-focused journals, magazines, newspapers and reference sources. CPI.Q features a wealth of Canadian and international periodicals, Canada’s national newspaper The Globe and Mail, Maclean’s weekly magazine and Canadian News Facts as well as comprehensive encyclopedic reference material.

World History in Context

World History in Context is a comprehensive online collection that uses an intuitive, Web-like interface to provide multicultural, global and research-based dynamic content that supports today’s history research requirements.

Unlike other sources that only offer periodical or bibliographic information, World History in Context offers students and researchers unparalleled access to a broad collection of scholarly analysis and award-winning full-text periodicals, reference works and primary documents, including:

- More than 2,000 reference articles from acclaimed history titles from Macmillan Reference USA™, Charles Scribner’s Sons® and other highly regarded encyclopedias and compendiums
- Select articles from more than 125 new Gale reference titles not previously available
- 315+ periodical articles from the Journal of World History, History Review and The Historian
- More than 600 historical maps, atlases and other editorially selected images delivered through east-to-search image galleries
- 1,760 primary documents from Primary Source Microfilm™
- Video and audio selections from archival newsreels to NPR
- The ability to cross-search U.S. History in Context with a subscription to both products
World History in Context moves chronologically over 5,000 years from antiquity to the present and geographically around the globe, to ensure that the events, movements and individuals that defined, informed and shaped world history are covered with a sense of balance. For example:

- European history recounts the events that shaped the continent and defined international relations and global history — including two world wars, the Cold War, genocide and the rise and fall of Communism
- Asian history recounts the events from Bronze Age China to modern India, including the events of the 20th century that revolved around Communism in China and revolution in South East Asia
- African, Indian and Latin American history coverage includes the end of colonization in Africa and India, as well as the political and social movements in Latin America

Health Reference Center Academic

Created specifically for students, knowledgeable consumer health researchers and health care professionals, Health Reference Center Academic integrates millions of articles from a wide range of full-text nursing and allied health journals, magazines, newsletters and select consumer health information sources with full-text reference works and hundreds of health-related multimedia.

Health Reference Center Academic is the perfect resource for up-to-date information on the complete range of health care topics. With more than 1,700 full-text sources and hundreds of videos demonstrating medical procedures and live surgeries, Health Reference Center Academic ensures that researchers get current, scholarly, comprehensive answers to health care questions.

Literature Resource Center

The world’s most current, comprehensive and reliable online literature database, Literature Resource Center is uniquely relevant to today’s researcher. Its rich critical, biographical and contextual content supports interdisciplinary approaches, information literacy and the development of critical-thinking skills.

Full-text articles from scholarly journals and literary magazines are combined with critical essays, work and topic overviews, full-text works, biographies, and more to provide a wealth of information on authors, their works, and literary movements. Researchers at all levels will find the information they need, with content covering all genres and disciplines, all time periods and all parts of the world.
The Shakespeare Collection

*The Shakespeare Collection* -- a global, online environment for scholarly research -- offers enriched functionality and entirely new possibilities for the study of Shakespeare and his works. Quite simply, *The Shakespeare Collection* is the subject's most comprehensive and authoritative online resource, bringing together general reference data, full-text scholarly periodicals, reprinted criticism, primary source material and the full-text annotated works from *The Arden Shakespeare*, the world's most recognized scholarly edition. More specifically, this new online environment offers:

- *The Arden* full-text annotated scholarly editions of the complete works of Shakespeare, together with the introduction and critical essays and appendices included in each *Arden* edition
- Full-text criticism on Shakespeare, his works and performance
- Full-text journals focusing on a range of literary and interdisciplinary topics, such as the Renaissance, Elizabethan studies, Early Modern English studies, film studies and much more
- Selections from Primary Source Microfilm's *Prompt* book collections
- Proprietary reference related to Shakespeare's works, social and historical context relevant to the study of the works.

Slavery and Anti-Slavery: A Transnational Archive

You have access to part I: *Debates over Slavery and Abolition*. *Slavery and Anti-Slavery* includes collections from the United States and Europe on the worldwide movement for the abolition of slavery in the eighteenth and nineteenth century.

This database contains:

- 1.5 million cross-searchable pages: 7285 books, 79 serials, 16 manuscript collections and 377 supreme court records and briefs
- Newly commissioned essays, links to websites, biographies, chronology and bibliographies; reference materials from Macmillan, Charles Scribner's Sons and Gale encyclopedias
- Collections published through partnerships with the Amistad Research Center, Oberlin College, Oxford University and many other institutions
Appendix 3

ProQuest Databases

**Canadian Newsstand**

Canadian Newsstand offers unparalleled access to the full text of Canadian newspapers.

Canadian Newsstand™ offers unparalleled access to the full text of nearly 300 newspapers from Canada's leading publishers, including *The Globe and Mail*.

This full text database includes the complete available electronic backfile for most newspapers, providing full access to the articles, columns, editorials, and features. Some backfiles date as far back as the late 1970s and 1980s. Canadian Newsstand content is updated daily so researchers always have timely access to new information.

**Canadian Business and Current Affairs**

Canadian Business & Current Affairs (CBCA) Business™ provides in-depth access to a broad range of Canadian business periodicals. It satisfies the information needs of business professionals, journalists, students, and teachers interested in business issues in Canada. Over 510 journals make up the collection, with file depth back to the early 1970s. Trade journals, general business publications, academic journals, topical journals, and professional publications are all included.

**CBCA Complete**

Canadian Business & Current Affairs™ (CBCA) Complete is the nation's largest and most comprehensive bibliographic full-text reference and current events database. Available through the ProQuest® Web interface, CBCA Complete combines full text and indexed content from all four CBCA database subsets (Business, Current Events, Education, and Reference). Subject coverage is comprehensive and information is available from the broadest range of Canadian sources anywhere. With over 4.5 million records and more than 1,730 titles, CBCA Complete is ideal for anyone interested in current events, business, science, the arts, and academic information as produced in Canada.

CBCA Complete combines high-quality indexing with direct access to full-text articles. This includes nearly 640 periodicals and daily news sources (over 480 of which are Canadian), plus indexing to an additional 1,100 other titles (over 95% Canadian).

**CBCA Education**

Canadian Business & Current Affairs (CBCA) Education™ focuses on Canadian information in the field of education. It’s the perfect source for those interested in teaching, educational
research, and educational administration in Canada. Over 280 journals are in the collection, with file depth back to the 1980s. Academic, administrative, professional, and topical journals are all included, as are newsletters.

**CBCA Reference and Current Affairs**

Canadian Business & Current Affairs (CBCA) Reference™ provides in-depth access to a wide diversity of Canadian periodicals, ranging from academic titles to special interest publications to general magazines. The academic titles include the most prominent journals from the social sciences, humanities, and sciences. Other magazines focus on opinion, public policy, children/youth, lifestyles, arts and culture, health, regional concerns, etc.
World Book Advanced

*World Book Advanced* is a powerful reference tool designed to meet the needs and skills of high school and college students. It is loaded with information and features that will help students perform their research. The site features the entire *World Book Encyclopedia*, an atlas, a dictionary, and local and country research guides. *World Book Advanced* integrates all primary and secondary source databases plus e-books in a single search.

*World Book Advanced* has thousands of complete e-books and primary sources to help students with their research. The e-books include full-text English-language versions in the areas of fiction and nonfiction, as well as books in Spanish, French, German, Italian, Dutch, Latin, Flemish, and Portuguese.

Primary sources have become an important part of many social studies curriculums. Primary sources help bring history to life by giving students a glimpse of what life was like during the period being studied. Primary sources are documents created during the time period studied or well after in the form of memoirs and oral histories. Those on *World Book Advanced* include official documents, letters, books, speeches, articles, records, interviews, and images.

One of the unique research tools on *World Book Advanced* is the Citation Builder. This tool helps students cite their sources correctly. Citations are provided in MLA, APA, and Harvard formats. My Research is designed to allow users to create a private profile to save and track their research.