

This Power Point Presentation provides essential information of how to write your Summary/Reflections and Dissertation.

Please read carefully.

If you have any questions discuss them with your instructor before you begin writing.

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How to write your Summary/Reflection papers	pages 2-6 (light blue)
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Note: To advance from slide to slide or to individual parts of a slide place cursor on slide and left click.

Summary Papers

The ten page summary is on all of the text that are read for a particular course. This may be done in an outline form or a narrative form. See directions below for how to set up you pages.

I would encourage you to write your summary while you are reading the text.

A format for your Reflection Papers

Papers are 10 pages in length. The reflections cover all of the texts for a particular course.

Pick various topics from the required readings that interest you.

Now you will write your reflections on each of these topics of interests.

Begin each reflection with an introduction that includes a thesis statement. See below for how to develop a thesis statement.

We are looking for a thoughtful presentation. The College/Seminary need not agree with your position. You will be graded on how well you present your position and how well it is written. Your position and illustrations can be personal. The quality of your writing and thinking must be at a graduate/doctoral level. Basing a position on feelings or just personal experience is not adequate.

These are all your original thoughts. You are not to research your position, other than the use of the course text, in which case you must do an in text citation and a Works Cited page. See MLA for more information.

Write your reflections in a narrative form but use this outline to help develop your thoughts.

Write your introduction to set the stage or give background information on your thesis. Your thesis must be in the Introduction. Example (The Sacrament of Reconciliation is important for the spiritual, emotional, and social development of the penitent.) See directions below on how to write a correct thesis.

Introduction:

Make several statements that support your thesis statement that you believe to be true without doing any research. Take directly from thesis statement.

1. Example (The Sacrament of Reconciliation helps the penitent's spiritual development in the following ways:)

2. Example (The Sacrament of Reconciliation helps the penitent's emotional development in the following ways:)

3. Example (The Sacrament of Reconciliation helps the penitent's social development in the following ways:)

Now use those statements as topic sentences. Write one or more paragraphs on each in your own words without researching or quoting. Explain what you mean by your topic sentence.

Paragraph Example (The Sacrament of Reconciliation helps the penitent's spiritual development in the following ways:)

In the last paragraph give an example that will illustrate or prove your statement without researching or quoting.

Example Paragraph, Give an example that illustrates your topic sentence and supports your thesis.

Use the words "For example " For example I remember when the Sacrament of Reconciliation removed my blocks to giving and receiving love.

Continue this process throughout your paper.

Finally: Write your Conclusion that restates your thesis statement and summarizes your main points.

General Format for Summary and Reflection Papers

The ten page Summary paper and the ten-page Reflection paper for each course totals twenty pages.

The Summary paper may be done in an outline form or a narrative form.

The Reflection paper gives you an opportunity to be creative, work with the material you are studying, and use your critical thinking skills. The essays are typed, double spaced, and sent to your instructor via an e mail attachment. Please use Microsoft Word.

You will be graded on the depth of your reflections and quality of your presentation.

Students must maintain a B average

Document Format for both the Summary and Reflections sections of your papers.

- **1" margins all around the page.** Margin settings should be pre-set in your word processing program and unless you (or someone else) have changed them, you should not need to modify them. To check them (in Word) select File, then Page Setup, and then Margins. Make sure that the top, bottom, and sides each say 1". Do not set the gutter, the hanging indent, or adjust the header or footer—leave those alone!
- **12-point** (Times New Roman or Arial)—no bigger, no smaller!!!
- **Black ink** (no other color will be accepted)
- **Double space throughout.** This does not mean to quadruple space between paragraphs. Set your document on double space and just hit return once to begin a new paragraph.
- **Type until the end of the page.** Your word processing program will put the page breaks in automatically.
- **On the first page (only),** put your name, our course information (Rel 111), the date, and the assignment name in the upper left corner. **No cover page. Do NOT place paper in any kind of folder or binder.**
- **Best to send it as an attachment to an e mail.**
- **Thesis Statement** The actual thesis statement should appear in the introduction to each reflection.
- **Number your pages** with your last name and the page number in the upper right corner by inserting a *header* (see instructions below). Begin numbering on your first page.
- **Staple all pages together if you are mailing.**
- **Center your title.** Type it and hit return one time—do not put any extra space between your title and the first line of your essay. **Do not** underline it.
- **Do not** put it in quotation marks, bold, a larger font, or do anything else to it.
- **Indent** your paragraphs one tab (5 spaces).

- When correctly formatted, the top of your first page will look like this (only larger)

John Smith

Smith 1

Rel-111

May 1, 2008

Assignment Name (Summary or Reflection , give name of text(s))

Title (Optional)

The essay begins here—one line is skipped between the title and the first paragraph. Double-space your entire document.

For more information on document format, see MLA Handbook.

When you begin a new paragraph, tab one time. Do not put more than one blank line between your paragraphs.

Continue typing to the bottom of the page. Most word processing programs wrap text from one line to the next and one page to the next,

so the only time you will need to hit return is when you are beginning a new paragraph.

How to put your last name and page numbers on using Microsoft Word or Works:

- Click on View on the menu bar.
- Select Header and Footer—a dashed-line box will appear on the top of your document; click inside this box. A toolbox will also appear in a new window. You will need this in step 6.
- Click on right alignment (the little button on the main toolbar at the top of page with all of the lines equal on the right).
- Click in the dashed-line box—your cursor should be at the right margin.
- Type your last name followed by one space on the spacebar. Do not put a dash or bullet or “p” or “pg”—just your name.
- Click on the button in the new toolbox that has a # on it. This will number your pages automatically, and when you click it, your page number should appear following your name.
- Close the toolbox window by clicking the X. Do not close your main window or you will lose your document.

Violations, including plagiarism, may result in grades of zero or removal from or failure of the course. For a thorough explanation of plagiarism, please see <http://www.plagiarism.org>. Remember, you are responsible for your own work.

The chart below will indicate the quality of writing that I am looking for a specific grade.

	A	B	C	D	F
Focus	Subject is focused, mature, appropriate, and especially original; thesis is clear and especially effective; paragraphs are focused; topic sentences are especially effective; focus is on subject, not on writer or reader.	Subject is focused, mature, appropriate, and more original than a C; thesis is clear and effective; paragraphs are focused and topic sentences are effective; focus is on subject, not on writer or reader.	Subject is focused and appropriate but may lack originality; thesis is too broad, too narrow, or imprecise for assignment; topic sentences control paragraphs; focus may be on writer or reader.	Subject lacks focus and may be inappropriate or immature; topic sentences are missing. Writer focuses on himself or herself or on the reader rather than on the subject.	Subject does not meet assignment; thesis is missing; paragraphs missing controlling ideas; inappropriately focuses on writer or reader rather than on the subject.
Development	Engaging introduction; especially effective conclusion; plenty of strong, specific supporting details; especially original and interesting treatment of subject. Title is especially effective.	Introduction is less engaging than an A; strong conclusion but not as effective as an A; plenty of strong, specific supporting details, but treatment may not be original or interesting. Title is more engaging than a C, but less so than an A.	Introduction provides background information but is not engaging; conclusion restates or summarizes key ideas, but doesn't have an effective closing thought; more specific support or examples needed. Treatment lacks originality. Support may stray from main idea. Title gets the job done.	Awkward or short introduction; conclusion does not follow from text or offer summary; ideas lack specific support or support may need elaboration; support may stray from main idea; treatment may be superficial or lack originality. Title may be topic or thesis.	No introductory paragraph; no conclusion; ideas lack support; no originality. Title may be topic or thesis or may be missing.
Organization	Clear, effective organization; forecasting statement previews points; transitions between ideas, sentences, and paragraphs are especially strong. Coherence strategies are especially varied and strong. Support is relevant.	Clear organization; forecasting statement previews points; transitions and coherence strategies are strong, but less so than an A. Support is relevant.	Readers can follow ideas. Forecast previews points, but may be inaccurate. Transitions may be strained (first, second, third) or may need to be clearer. Coherence strategies are unsophisticated. Support may not always be relevant.	No clear organization; no forecast or forecast may be inaccurate; transitions lacking. Coherence strategies aren't used or aren't used effectively. Support wanders from central idea.	No organizational plan; ideas wander. Transitions missing.
Style	Diction is mature and precise; a variety of sentence structures are used; writer demonstrates command of tone. Expression is fresh and original. Writer uses strong, active verbs. Writing is concise.	Vocabulary is college level and effective. Sentences are varied. Expression is original. Active verbs are used, but may not be as strong as an A. Writing is concise.	Vocabulary is adequate but often elementary. Sentences are varied but often monotonous or simplistic. Expression is predictable. Most verbs are active, although the writer may have some problems with passive voice. Sentences are wordy.	Vocabulary is imprecise and often inappropriate (slang, colloquial); sentences structures are unvaried; language is repetitive or monotonous; expression lacks originality. Verbs are passive or express states of being rather than action. Sentences are wordy.	Vocabulary is not appropriate (slang or profanity); sentence structure is unvaried; language is monotonous; no originality. Verbs are passive or express states of being rather than action.
Mechanics and Grammar	Essay has no errors in spelling or usage; sentences are correctly capitalized and punctuated; essay is free of fragments and run-ons.	Essay has no errors in spelling or usage; sentences are correctly capitalized and punctuated. Essay has no sentence-boundary errors, but may have two or three other grammar problems.	Essay has spelling or usage errors. Sentences are correctly capitalized and punctuated, but sentence boundary errors may be present. Other grammar problems damage writer's credibility.	In addition to spelling or usage errors, sentences may not be capitalized, sentences may have boundary errors (fragments, run-ons), and the essay contains too many grammar problems to be considered "average."	Multiple problems with spelling, usage, capitalizations, sentence boundaries, and grammar obstruct communication.

Be Aware

Violations, including plagiarism, may result in grades of zero or removal from The College/Seminary or failure of the course. For a thorough explanation of plagiarism, please see <http://www.plagiarism.org>. Remember, you are responsible for your own work.

What is Plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
 - to use (another's production) without crediting the source
 - to commit literary theft
 - to present as new and original an idea or product derived from an existing source.
- In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.

SOLUTIONS

Plagiarism in the Digital Age Webinar Series

Virtual Conference Series of moderated online panel discussions

Thesis Statement



Turn on your
speakers



Define a thesis

A **thesis** is the position a writer takes on an arguable point.

Five characteristics

1. It can usually be stated in one complete sentence.
2. A good thesis gives an opinion or attitude about the facts.
3. A good thesis is limited.
4. A good thesis is appropriately focused.
5. A good thesis is precise.

A thesis has three purposes.

1. A thesis gives direction to the writer.
2. A thesis gives direction to the paper.
3. A thesis gives direction to the reader.

The “so what factor”

- While the topic of your thesis has some importance to your reader the “so what factor” will keep your audience reading.
- The “so what factor” is what the topic means to you.
- “So what” about global warming?
- “So what” about getting a good education?
- “So what” about your pet?

What are good and bad thesis statements?

A good thesis:

- **States the writer's clearly defined opinion on a subject**
- **Is easily recognized as the main idea**
- **Narrows the topic to one idea expressed in a complete sentence**
- **Names the topic and asserts something about it, conveying your purpose or opinion**
- **Can provide a preview of an essay's arrangement ("forecast" or "map")**
- **Is clear and well-written, using specific, powerful, concrete language**

A bad thesis

- **Is too broad, narrow, or vague**
- **Asks a question**
- **Announces the subject (Ex: “In this essay . . . “ or “In this paper . . . “)**
- **Uses expressions like “In my opinion,” or “I feel”**
- **Insults the reader or uses profanity**
- **States a fact (A “so-what?” or “go-nowhere” thesis)**
- **Uses vague, abstract terms (i.e. really, things, great, nice, etc.), weak verbs (i.e. to be, seems, has, etc.), or the passive voice (The ball was hit by Billy)**

There are four steps into making a good thesis.

1. Select topic.
2. Limit topic.
3. The “so what factor.”
4. Write thesis statement.

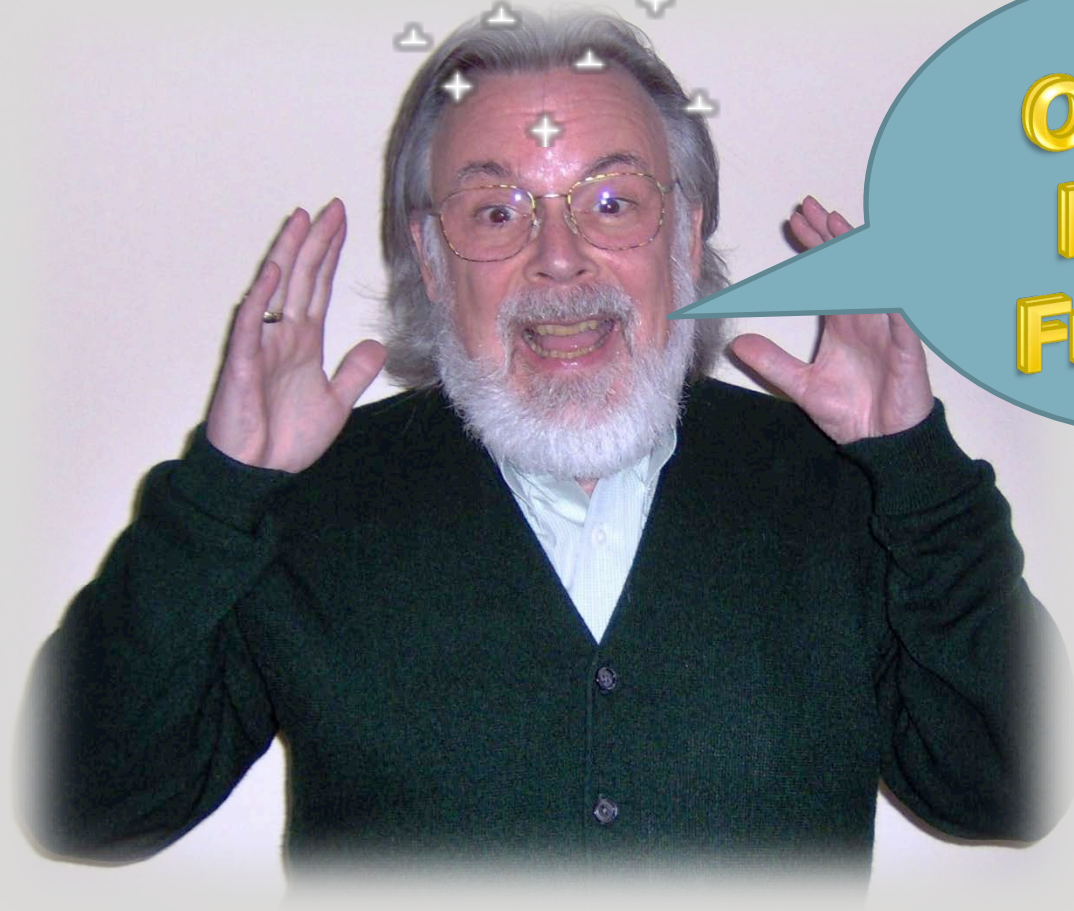
Let me try making a thesis.



I have four steps to do...

1. Select topic.
2. Limit topic.
3. The “so what factor.”
4. Write thesis statement.

Select a topic



Relax

Think about a topic that is important to you.

Think about something that you know something about.

Think about something that you feel strongly about.



Ready? Lets go!





I think about

I know about

I feel strongly about



My dog

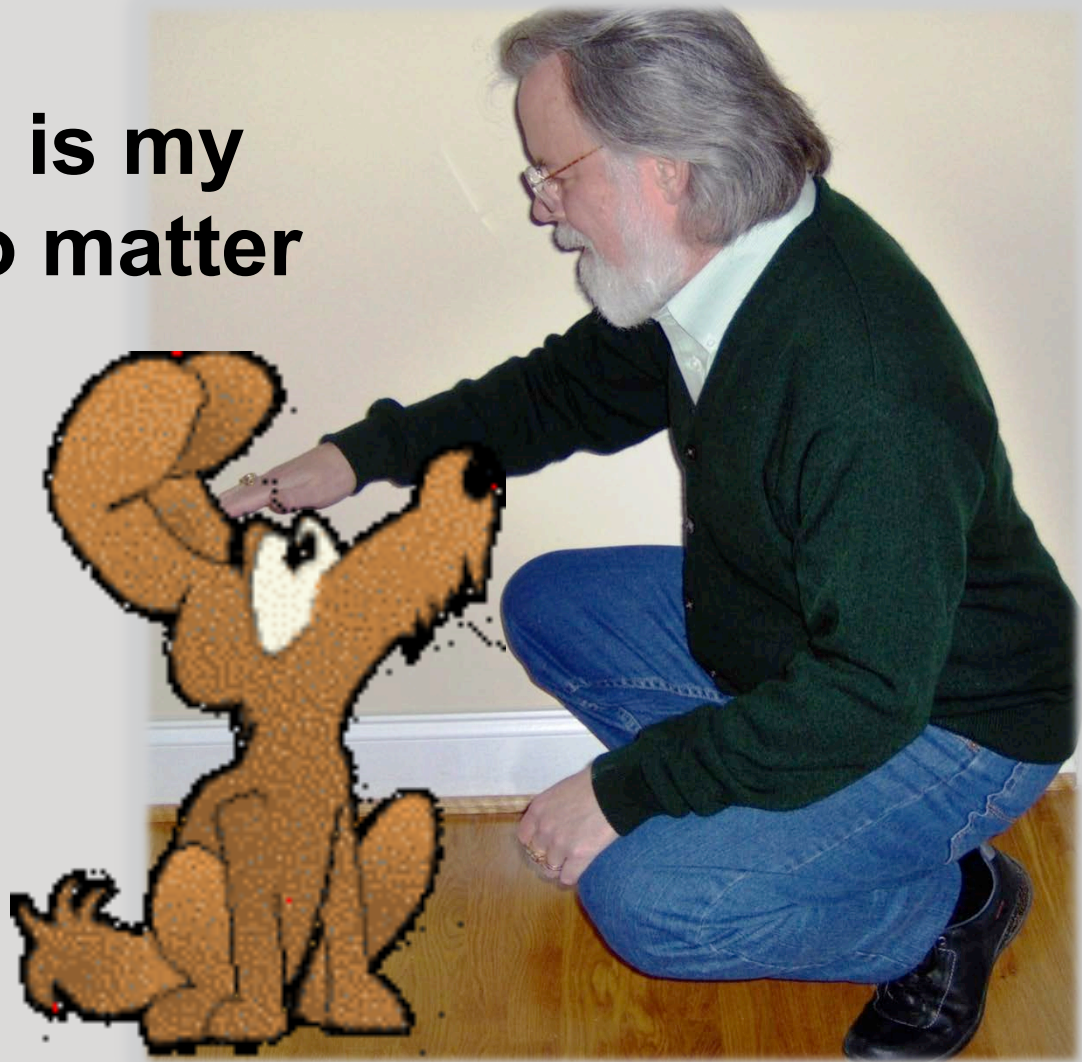


Put it all together.

- My topic is, *my dog*
- Be specific: *my dog, Fido*
- “So what” *is my best friend no matter what*
- Now put it into a sentence

My dog, Fido, is my best friend no matter what.

**My dog, Fido, is my
best friend no matter
what.**



Let us review using an example

1. **Select a topic:** Use as the topic: The Importance of Education
2. **Limit your topic:** for example: what kind of education, education for whom, my personal education, and goals of education.
3. **The “so what factor:”** This means, why is this limited topic important to you? For example: My college education will help me to achieve my career goals and will help me to support my family.
4. **Your thesis statement.** Remember that your opinion is an arguable point. For example you might write; A college education will help me to achieve financial stability through a career path in the ministry.

Use this outline for your Th.M. or Th.D. dissertation paper.

.A dissertation is not required (optional) for students residing in the USA. It is mandatory for those living outside of the USA.

If you are a USA student and wish to write a dissertation you should discuss this with your instructor prior to entering into this highly demanding and scholarly project.

You should be in frequent contact with your instructor for help in making this paper successful.

Th.M. degree requires a 20,000-word dissertation (replaces 9 credit hours) and the Th.D. requires a 30,000-word dissertation (replaces 12 credit hours) using MLA style sheet. The dissertation should be mailed to your instructor on a CD.

Remember violations, including plagiarism, may result in grades of zero or removal from or failure of the course. For a thorough explanation of plagiarism, please see <http://www.plagiarism.org>. Remember, you are responsible for your own work.

Since this is a position paper we have used the word claim throughout. What do you claim to be true? You may think of the claim as a thesis statement and use the slides found above to help you develop your claim.

This is a dissertation paper. This means that it is an opportunity for you to think critically and use research to support your position. It is not a collection of what other people think. Only about 15% of the paper should be material from outside resources. More citations will affect your grade.

Below is a sample worksheet. If you follow it carefully your paper will be a success. Read the worksheet over carefully before you begin your preparation for the dissertation. You will need to use MLA material extensively.

Never use a wiki source for research such as Wikipedia.

Worksheet

Write your introduction that sets the stage or gives background information on your claim. Your claim must be in the introduction along with your supporting arguments. The introduction may be several paragraphs.

List the arguments that help to prove your claim. Five are listed here but you may need more to fulfill the requirements for the dissertation. Always begin with the word “because”.

1. Because _____

2. Because _____

3. Because _____

4. Because _____

5. Because _____

Now use those statements as topic sentences.

Write one or more paragraphs on each. Explain what you mean by your topic sentence.

Then give examples that will illustrate or prove your statement. This may be a personal experience.

Then give documented information from experts that proves your position. You may give several expert proofs. This may be a paraphrase, summary or direct quote. Be sure to do an in text citation and a reference on the Works Cited page.

Remember to do your in text citation. See MLA.

Paragraph _____

Example(s)

Must use the words “For example” at the beginning of each paragraph

Documented information (Proof from research)

_____ (in text
citation)

Continue this process until completed.

Now write several paragraphs with a proposal on what should be done about the position you have taken in your claim. What kind of actions or changes need to be taken?

Now write several paragraphs giving an example of the successful practical application of your above proposal. Use the words “For example” at the beginning of the paragraph.

Now quote documented information from experts who support what you have just said should be done. Remember to use in text citations and note in Works Cited page.

Now write several paragraphs that summarize arguments from other experts who oppose your claim. Be sure to use in text citations and note in Works Cited page.

Now write your conclusion that restates your claim and summarizes your main points, and practical applications of your claim.

Now type it all up with a Title Page, and Works Cited page and your paper is finished.

Congratulations.

The Works Cited pages can be very complex. Be sure to use the help reference page at the end of this Power Point to aid you in doing it correctly.

It would be helpful to have several people proof read your paper. This is a scholarly exercise and should be done perfectly. The quality of your work will affect your grade.

This is a quick look at MLA format. For more detailed information you will have to go to the resource list found below.

MLA Format for Works Cited Page

Books:

Author(s). *Title of Book*. City Where Published: Publisher, Year of Publication.

Newspaper and Magazine Articles:

Author(s). "Title of Article." *Title of Source*. Day Month Year: pages.

Scholarly Journal Articles:

Author(s). "Title of Article." *Title of Journal*. Volume (Year): pages.

Web Sites:

Author(s). *Name of Web Page*. Date of posting/revision. Name of institution/corporation affiliated with the site. Access Day Month Year <electronic address>.

Online Articles:

Author(s). "Article Title." *Title of Resource*. Date of publication/update/posting. Access Day Month Year <Electronic address>.

Television or Radio:

"Episode Title." *Title of Program*. Title of series. Name of network. Station call letters, City. Broadcast Day Month Year.

Interviews:

Name of person interviewed. Type of interview. Day Month Year.

When you do your thesis paper there will be times when you need some help on how to do it. Here is a list of excellent resources.

On line materials for MLA (all sites are operational, July 2011)

Scheduling your Research project

http://www.wwnorton.com/college/english/write/fieldguide/tmpl_print02.html

Editing tips http://www.wwnorton.com/college/english/write/fieldguide/wks_print02.html

Proofing reading tips http://www.wwnorton.com/college/english/write/fieldguide/wks_print03.html

Evaluating web pages <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Online Resources <http://www.wright.edu/~martin.maner/eng344.htm>

Web sites you can trust <http://lii.org/>

Writing info <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>

<http://classweb.gmu.edu/nccwg/write-strategy.htm>

<http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html>

[http://www9.georgetown.edu/faculty/kingch/How to Write a Research Paper.htm](http://www9.georgetown.edu/faculty/kingch/How_to_Write_a_Research_Paper.htm)

http://www.rio.maricopa.edu/distance_learning/tutorials/study/research.shtml

Templates and Work sheets

http://www.wwnorton.com/college/english/write/fieldguide/templates_worksheets.asp

Help with making citations etc.

www.citationmachine.net