



Rubrics are continuously being improved to help students learn leadership skills and develop their character.

Term Paper Grading Rubric for Leadership and Character Development		
Guidelines for writing college and seminary-level term papers. If the paper does not follow these rules, the following points will be lost.	150 Points	Points Lost
1. Term paper is organized, well written, and follows sample term paper.	-10	
2. Title page uses the title specified in the syllabus.	-10	
3. Table of contents. Copyright page is optional.	-10	
4. Paper begins with a clear and concise introduction of 50-100 words.	-10	
5. Paper uses third person pronouns (e.g., he, she, they, them, their), and does not use first person and second person pronouns (e.g., I, we, us, me, my, our, you, your) or contractions (can't, didn't, don't).	-10	
6. Paragraphs organize the material and do not exceed 1 page.	-10	
7. With few exceptions, sentences should not exceed 20 words--with less than 10 words being the average.	-10	
8. Paper ends with a clear and concise conclusion of 100 to 200 words.	-10	
9. All quotes and paraphrases are footnoted.	-10	
10. Paraphrases outnumber quotes.	-10	
11. Short quotes outnumber long quotes. Most quotes are less than five sentences.	-10	
12. Conjunctions and other linking words are used throughout the paper.	-10	
13. Appositives, parallelism, and tricolons are used throughout the paper.	-10	
14. Standard one-inch margins.	-10	
15. Times New Roman 12 point font.	-10	
16. Lines are double-spaced.	-10	
17. Page numbers are at bottom center.	-10	
18. Bibliography is Turabian format as seen in the sample term paper.	-10	
19. Each incorrectly spelled word or incorrectly written sentence.	-10	
20. The goal is 10-15 pages including the title page and bibliography. the paper will lose 10 points for each page below 10 pages.	-10	
21. Penalty of 20% for less than one week late.	-30	
22. Penalty of 40% for less than two weeks late.	-60	
23. No credit after two weeks, as grades need to be submitted to main office for transcripts to be updates and future leaders need to understand deadlines.	-150	
Total points lost	150	
<p>In most courses it is possible to earn a "C" without writing a term paper; but it is not possible to earn a "B" or an "A". Writing is a key skill of being a successful leader. In the beginning students will have difficulties in writing term papers; but they will improve and gain confidence in each course they complete. Writing is how leaders will multiply their influence.</p>		

Course Grading Rubric		
Grade	Requirements	
A	Exams, portfolio, presentation, and the 10-15-page paper completed with zero errors	✓
A-	Exams, portfolio, presentation, and the 10-12-page paper completed with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 10-page paper completed with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8-page paper completed with less than 6 errors	
B-	Exams, portfolio, presentation, and the 6-page paper completed with less than 8 errors	
C+	Exams, portfolio, and presentation are completed with almost no errors	
C	Exams, portfolio, and presentation are completed with only a few errors	
C-	Exams and portfolio are completed but needs individual assistance or peer coaching	
NC	Students earn less than 700 points or miss more than 3 sessions	
<p>It is possible to earn a "C" without writing the term paper; but is not possible to earn an "A" or a "B". Writing is a key skill for successful leaders. Writing clarifies one's thoughts and increases long-term memory. Initially students may have difficulties in writing scholarly term papers; but they will improve and gain confidence with each course they complete. It is important to help students improve their writing skills in each course in order to maximize their leadership skills and impact the next-generation.</p>		
<p>As part of continuous academic improvement, to earn an "A", students must send by email a copy of their term paper to the Registrar. The objective is to affirm the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills. As part of continuous academic improvement, EBI recognizes the best term papers at graduations. Thank you.</p>		
<p>To transfer a diploma to Southern California Seminary, students must keep copies of their portfolios, term papers, and exams.</p>		
<p>The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide preaching and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.</p>		

51 Tips for Writing a Quality Term Paper

1. Follow the term paper sample in creating the title page.
2. Follow the term paper sample in creating the contents page.
3. Follow the term paper sample in using Arabic page numbers (i.e., 1,2,3).
4. Follow the term paper sample in footnoting books.
5. Follow the term paper sample in footnoting reference books.
6. Follow the term paper sample in footnoting journal articles.
7. Follow the term paper sample in using *Ibid.* for consecutive quotes from the same source.
8. Follow the term paper sample in abbreviated footnotes for additional quotes from the same source.
9. Paper was 12-15 pages long.
10. Double-space everything except footnotes and bibliography.
11. Turn paper in on the date it was due.
12. Avoid pompous style writing of big words and long complex sentences.
13. Use active verbs rather than linking verbs.
14. Use active voice over passive voice.
15. Use pronouns correctly.
16. Use punch lines correctly.
17. Use conjunctions and transitions correctly.
18. Use transitional words such as first, second, third, therefore, however, furthermore.
19. Use commas correctly.
20. Use semicolons correctly.
21. Use colons correctly.
22. Use dashes correctly.
23. Use parentheses correctly.
24. Use questions correctly.
25. Use the historical present correctly.
26. Use appositives correctly.
27. Use parallelism correctly.
28. Use the tricolon (tripartite - a list for three items) correctly.
29. Use concession correctly.
30. Use qualification correctly.
31. Use a Bible dictionary such as *Holman's Illustrated Bible Dictionary*.
32. Use one or more Bible commentaries such as the *Wiersbe Bible Commentary*.
33. Use a Bible handbook such as *Willmington's Bible Handbook*.
34. Use one or more study Bibles such as the *Life Application Bible* and the *Jeremiah Study Bible*.
35. Use www.gotquestions.com, www.4truth.org, www.jeremiahstudybible.com, and other websites.
36. Earn the trust of the reader by quoting scholars.
37. Weave short quotes into your prose.
38. Understand the function of paragraphs.
39. Use powerful opening sentences in each paragraph.
40. Use paragraph design correctly with ½ inch indent.
41. Write a powerful introduction of 100-200 words.
42. Write a powerful conclusion of 100-200 words.
43. Use Turabian footnotes with ½ inch indent.
44. Use ½ inch hanging-indent feature for references in Bibliography.
45. Use 1 inch margins on all sides.
46. Use short quotes rather than long quotes.
47. Use headings and subheading correctly.
48. Address the topic in a comprehensive manner.
49. Avoid grammatical mistakes and misspellings.
50. Write fairly so that supporters of a differing view would agree to all statements attributed to them.
51. Avoid *ad hominine* attacks on Bible believing leaders you disagree with (Eph. 4: 29-32).

Rubric for Improving College Level Term Papers				
CATEGORY	“A” Paper	“B” Papers	“C” papers	“NC” Papers
Length	10-15 pages	10-12 pages	8-9 pages	Under 8 pages
Due Date	Turned in on time	One week late	Over one week late	Over two weeks late
Mistakes	No misspellings or grammatical errors	Less than 5 misspellings	Less than 10 misspellings	More than 10 misspellings
Concision	Avoids pompous style writing			Uses pompous style writing
Active Verbs	Primarily uses active verbs rather than linking verbs.			Primarily uses linking verbs.
Active Voice	Primarily uses active voice rather than passive voice.			Primarily uses passive voice.
Clarity	Easy to understand.			Hard to understand
Flow	Use consistent characters			Choppy and inconsistent
Pronouns	Uses pronouns correctly.			Hard to identify antecedents.
Punch Lines	Uses punch lines			Does not use punch lines
Conjunctions	Uses conjunctions correctly.			Does not use conjunctions correctly.
Transitions	Uses words such as first, second, third, therefore, however, furthermore.			Does not use words such as first, second, third, therefore, however.
Punctuation	Uses Commas Semicolons Colons Dashes Parentheses Question marks			Commas Semicolons Colons Dashes Parentheses Question marks
Historical present	Uses the historical present			Does not use the historical present
Appositives	Uses appositives			Does not use appositives
Parallelism	Uses parallelism			Does not use parallelism
Tricolon	Uses the tricolon- lists of three items			Does not use the tricolon
Concession	Uses concession			Does not use concession
Qualification	Uses qualification			Does not use qualification
Sources	Uses Bible dictionaries, Bible commentaries, Bible handbooks, textbooks, study Bibles, and other resources.			Does not use Bible dictionaries, Bible commentaries, Bible handbooks, textbooks, study Bibles, and other resources.
Quotations	Weaves quotations into prose			Does not weave quotations into prose
Short Quotations	Uses short quotes instead long quotes.			Uses long quotes.

Paragraphs	Understands the function of paragraphs as units of thought			Does not understand the function of paragraphs
Paragraph design	Uses paragraph design with ½ indent			Paragraph design with 1/4 indent
Opening sentences	Uses powerful opening sentences.			Weak opening sentences.
Paragraph length	Usually uses 5 sentence paragraphs.			Paragraphs are too short or too long.
Beginnings	Powerful introduction of 100-200 words			Weak introduction is too short or too long.
Ending	Powerful conclusion of 100-200 words.			Weak conclusion is too short or too long.
Format	Follows Turabian format samples.			Does not follow Turabian format samples.
Title Page	Follows sample			Follows sample
Footnotes	½ inch indent			½ inch indent
Bibliography	½ inch hanging-indent feature for references.			½ inch hanging-indent feature for references.
Margins	1 inch on all sides			1 inch on all sides
Organization	Headings and subheading are clear.			Headings and subheading are lacking.
Focused	Topic is addressed in a comprehensive manner			Topic is not addressed in a comprehensive manner
Fairness	Proponents of a differing view would agree to all statements attributed to them.			Proponents of a differing view would reject some of the statements attributed to them.
Ad hominine attacks	There are no <i>ad hominine</i> attacks (Eph. 4: 29-32).			There are <i>ad hominine</i> attacks.
Appearance	Excellent visual appearance (font, spacing, margins.).			Looks messy
POINTS				

5.11 – Nuts and Bolts of College Writing Rubric		
Basic skills for improving your critical thinking, writing, and ability to influence others		
Category	Description	
1. Concision	Avoid pompous style writing of big words, redundant phrases, and long complex sentences to impress the teacher when smaller words and short sentences would be easier to understand.	
2. Active verbs	Use active verbs rather than linking verbs: argues, cites, describes, discusses, emphasizes, evokes, found, examines, indicates, moves, runs, speaks, and teaches.	
3. Active voice	Use active voice--the subject does the acting--rather than passive voice—the subject is acted upon.	
4. Clarity	Be precise about the subject. Do not use the ambiguous “me,” “my,” “our,” “us,” “we,” “you,” or “your.”	
5. Pronouns	The antecedent noun must precede the pronoun in each paragraph.	
6. Punch lines	Begin with the most important information in an introductory phrase.	
7. Conjunctions	Use conjunctions for amplification, contrast, consequences, and conclusions to increase impact.	
8. Transitions	Use transitional words such as first, second, third, therefore, however, furthermore.	
9. Punctuation	Know when to use commas, semicolons, colons, dashes, parentheses, and question marks to increase impact.	
10. Historical present	Use the historical present to increase impact. The Apostle Paul writes... Jesus teaches that... John sees Christ returning...	
11. Appositives	Use appositives to increase impact.	
12. Parallelism	Use parallelism to increase impact.	
13. Tricolon	Lists tend to feel balanced and complete when they contain three times. Three is a powerful and resonant number for pattern recognition. A tricolon is a series of three parallel words, phrases, or clauses resulting in a crescendo (e.g., life, liberty, and the pursuit of happiness; faith, hope, and love).	
14. Concession	Use concession, admitting weaknesses of the evidence, to increase impact. (e.g., Admittedly, not all marriages are ideal, but most children benefit from growing up in intact families).	
15. Qualification	Use qualification, admitting limitations of the statement, to increase impact. (e.g., Admittedly, this does not solve all problems, but it does address the problem of... Admittedly global warming would be good for North American agriculture production, but not for polar bears.).	
16. Scholarly sources	Use Bible dictionaries, Bible commentaries, Bible handbooks, textbooks, study Bibles, reference books, and websites such as www.gotquestions.com , www.biblestudytools.com , and www.4truth.org	

17. Quotations	Weave quotations into prose to increase impact.	
18. Short quotations	Use short quotes instead of long quotes.	
19. Paragraphs	Use paragraphs as building blocks of thought. Each sentence must support the first sentence. Paragraphs should be 5-7 sentences.	
20. Paragraph indent	Use ½" paragraph indent for the first sentence.	
21. Opening sentences	Write a powerful opening or topic sentence for each paragraph.	
22. Paragraph length	Usually use 5 to 10 sentence paragraphs.	
23. Beginning paragraph	Write a powerful introduction of 100-200 words.	
24. Ending paragraph	Write a powerful conclusion of 100-200 words.	
25. Biblical sources	Use the Holman Bible Dictionary , Vine's Expository Dictionary , Willmington's Bible Handbook , Wiersbe Bible Commentary , and the Jeremiah Study Bible.	
26. Internet resources	Use www.gotquestions.com , www.4truth.org , www.bible.com , www.blueletterbible.com and www.jeremiahstudybible.com to increase impact.	
27. Figures of speech	Use alliteration , anaphora, antithesis, assonance to increase impact.	
http://grammar.about.com/od/rhetoricstyle/ http://grammar.about.com/		

Woods' 15 Common Mistakes Made in Term Papers

Mistake #1 – Focusing only on content.

- Focus on correct grammar and Turabian style, as well as content.

Mistake #2 – Using pretentious vocabulary.

- Short, precise words are almost always more effective than long, pretentious words in term papers.

Mistake #3 – Using 1st person pronouns.

- Do not use “I,” “me,” “my,” “myself,” “our,” “us,” or “we” in term papers.

Mistake #4 – Using 2nd person pronouns.

- Do not use “you” or “your” in term papers.

Mistake #5 – Writing long sentences.

- Short sentences with short words are more effective than long paragraphs with long words. The goal is impacting people, not impressing people.

Mistake #6 – Writing long paragraphs.

- Paragraphs should be more than two sentences, but less than a page in term papers. Each paragraph should have one theme.

Mistake #7 – Using fragmented thoughts.

- Read sentences aloud to identify incomplete or confusing sentences.

Mistake #8 – Confusing adverbs and adjectives.

- Adjectives modify nouns; adverbs modify verbs and other adverbs.

Mistake #9 – Writing with no obvious “flow.”

- Create an outline before writing a paper to ensure flow and organization.

Mistake #10 – Using improper citations.

- Use Turabian style, which is different from other writing styles.

Mistake #11 – Plagiarizing by not citing all ideas.

- Each paragraph should have multiple citations.

Mistake #12 – Including personal opinion.

- Do not use any phrase like “in my opinion” in term papers.

Mistake #13 – Referring to the paper in any way.

- Do not use phrases like “This paper is about . . .” in a term paper.

Mistake #14 – Using contractions.

- Do not use “can’t,” “don’t,” or “won’t” in term papers.

Mistake #15 – Capitalizing the titles of books and articles.

- Capitalize the first word, verbs, adverbs, nouns, pronouns, and adjectives per Turabian style. Do not capitalize conjunctions and prepositions.

Woods, Gary. *Woods' Guide to Writing Term Papers*. San Diego, Excelsior, 2014.

Self-Assessment for Writing a Quality Term Paper	
Did I follow the sample in creating the title page?	
Did I follow the sample in creating the contents page?	
Did I follow the sample in using Roman and Arabic page numbers?	
Did I follow the sample in footnoting books?	
Did I follow the sample in footnoting reference books?	
Did I follow the sample in footnoting journal articles?	
Did I follow the sample in using <i>Ibid.</i> for consecutive quotes from the same source?	
Did I follow the sample in abbreviated footnotes for additional quotes from the same source?	
Was my paper was 12-15 pages long?	
Did I double-space everything except footnotes and bibliography?	
Did I turn paper in on the day it was due?	
Did I avoid pompous style writing of big words and long complex sentences?	
Did I use active verbs rather than linking verbs?	
Did I use active voice over passive voice?	
Did I use consistent characters?	
Did I use pronouns correctly?	
Did I use punch lines correctly?	
Did I use conjunctions and transitions correctly?	
Did I use words such as first, second, third, therefore, however, furthermore?	
Did I use commas correctly?	
Did I use semicolons correctly?	
Did I use colons correctly?	
Did I use dashes correctly?	
Did I use parentheses correctly?	
Did I use questions correctly?	
Did I use the historical present correctly?	
Did I use appositives correctly?	
Did I use parallelism correctly?	
Did I use the tricolon (tripartite) correctly?	
Did I use concession correctly?	
Did I use qualification correctly?	
Did I use a Bible dictionary such as <i>Holman's Illustrated Bible Dictionary</i> ?	
Did I use one or more Bible commentaries such as the <i>Wiersbe Bible Commentary</i> ?	
Did I use a Bible handbook such as <i>Willmington's Bible Handbook</i> ?	
Did I use one or more study Bibles such as the <i>Life Application Bible</i> and the <i>Jeremiah Study Bible</i> ?	
Did I use www.gotquestions.com , www.4truth.org , and other websites?	
Did I use earn the trust of the reader by using scholarly sources?	
Did I weave short quotes into your prose?	
Did I use quotes effectively?	
Did I understand the function of paragraphs?	
Did I use powerful opening sentences in each paragraph?	
Did I use paragraph design correctly with ½ indent?	
Did I write a powerful introduction of 100-200 words?	
Did I write a powerful conclusion of 100-200 words?	
Did I use Turabian footnotes with ½ inch indent?	
Did I use ½ inch hanging-indent feature for references in Bibliography?	
Did I use 1 inch margins on all sides?	
Did I use short quotes rather than long quotes?	
Did I use headings and subheading correctly?	
Did I address the topic in a comprehensive manner?	
Did I avoid grammatical mistakes and misspellings?	
Did I write fairly so that proponents of a differing view would agree to all statements attributed to them?	
Did I avoid <i>ad hominine</i> attacks on those I disagree with (Eph. 4: 29-32)?	

Definitions for Writing a Quality Term Paper	
pompous style writing	Using big words, redundant phrases, and long complex sentences to impress the teacher when smaller words and short sentences would be easier to understand.
active verbs	Argues, cites, describes, discusses, emphasizes, evokes, found, examines, indicates, moves, runs, speaks, and teaches.
linking verbs	Was, is, are, will be (Linking verbs are to be avoided whenever possible).
active voice	The subject does the acting.
passive voice	The subject is acted upon. (The passive voice is to be avoided whenever possible).
consistent characters	Be precise about the subject. Do not use the ambiguous “me,” “my,” “our,” “us,” “we,” “you.”
pronouns	The antecedent noun must precede the pronoun in each paragraph.
punch lines	Begin with the most important information in an introductory phrase.
conjunctions	<p>Amplification -- also, besides, in addition, moreover, not only...but also.</p> <p>Contrast -- conversely, despite, however, in contrast, instead, nevertheless, nonetheless, on the contrary, on the other hand, still, though, yet.</p> <p>Time -- after, at the same time, before, during this time meanwhile, sometimes, rarely, finally, less obviously, more importantly, frequently.</p> <p>Example -- for example, for instance.</p> <p>Reality check – actually, apparently, supposedly, when it fact.</p> <p>Cause -- for this reason, since.</p> <p>Consequence -- as a result, as this suggests, consequently, thereby, thus.</p> <p>Conclusion -- as a general rule, generally, in brief, in conclusion, in other words, in short, in summary.</p>
organizational transitions	First, second, third, fourth, finally, in conclusion.
commas	Do not put commas between subject and verb, adjective and noun, verb and direct object. Commas can be used to connect independent clauses to make sentences more understandable. Commas must be used with appositives.
semicolons	A semicolon signals the end of an independent clause—but is also indicates a link to the next clause.
colons	A colon announces an immediate logical link between statements.
dashes	Dashes separate words—they force the reader to pause.
parentheses	Parentheses let the writer insert supplementary (related) material into the sentence without burdening the main statement.
questions	Both indirect and direct questions (especially direct questions) directed to the reader are effective as they direct the reader’s attention and engage readers in the conversation.
historical present	Use the historical present tense increases impact. The Apostle Paul writes... Jesus teaches that... John sees Christ returning... (Rather than the past tense: Paul wrote, Jesus taught, John saw.)
appositives	Appositives condense two independent clauses into one. Ending slavery was opposed by the British crown> Ending slavery was one of the motivations for the American Revolution. => Ending slavery, opposed by the British crown, was one of the motivations for the American Revolution.
parallelism	Parallelism is a kind of rhetorical algebra. The prince’s strength is also his weakness; his self-reliance is also isolation. Ask now what your country can do for you—ask what your can do for your country. Socrates led a private rather than a public life.
tricolon tripartite	Lists tend to feel balanced and complete when they contain three times. Three is a powerful and resonant number for pattern recognition. A tricolon is a series of

	three parallel words, phrases, or clauses resulting in a crescendo (e.g., life, liberty, and the pursuit of happiness; faith, hope, and love). http://grammar.about.com/od/rhetoricstyle/a/tricolon3.htm
concession	Admit the weaknesses of one's own position based on the inconclusive nature of evidence cited (and thus the possibility of alternative interpretations) or the existence of
qualification	Admit the limitations of one's claim. Not that global waring will be bad for everyone everywhere. In some parts of the world—Scandinavia, Russia, North America—increases in average temperature are likely to make more land available for agriculture.
trust	Earn the trust of the reader by using scholarly sources, commentaries, dictionaries, encyclopedias, reference books, and websites such as. www.gotquestions.com , www.biblestudytools.com , and www.4truth.org .
weaving quotes	Copying and pasting is not learning. The goal is to summarize by using one's own words primarily, and include only the briefest and best sentences of others.
function of paragraphs	Paragraphs are building blocks of thought, with the first sentence usually being the most important as in a pyramid paragraph.
opening sentences	A powerful sentence introduces the theme of each paragraph
paragraph Indent	The first line of each paragraph in indented ½ inch
introduction	The first paragraph or introduction of the term page should be a powerful of 100-200 words.
conclusion	The last paragraph or conclusion of the term page should be a powerful of 100-200 words.
Turabian style footnotes	The first line of each footnote should be indented ½ inch
Bibliography references	References in the bibliography use the ½ inch hanging-indent feature. Indenting references is the opposite of indenting footnotes.
margins	Margins should be inch on all sides
short quotes	Short quotes of one to four sentences are preferred to long quotes.
headings and subheading	Follow the sample for headings and subheadings.
fairness	Fairness requires that the proponents of a differing view would agree to all statements attributed to them.
<i>ad hominine</i> attacks	The goal is to counter ideas, not to question motives or destroy the reputation of others (Eph. 4: 29-32).
Keep it simple	Inexperienced writers tend to prefer big words to little one, but experienced writers, less anxious to show off their learning with every word, make frequent use of some of the shortest and humblest words in English.
About Grammar	

APPLICATIONS FOR COLLEGE SKILLS

Term Paper

Submitted to

Professor Gary Woods

Equip Biblical Institute: Leadership Development

In Partial Fulfillment

Of the Requirements for

101 College Skills

By

Student Name

September 1, 2013

Church Planting Training Center of El Cajon

Powerful Writing Tips for increasing your impact	
	How to use the Power of the Tricolon http://grammar.about.com/od/rhetoricstyle/a/tricolon3.htm
	How to Write a Five-Paragraph Essay http://homeworktips.about.com/od/essaywriting/a/fiveparagraph.htm
	10 Quick Tips to Improve Your Writing http://grammar.about.com/od/developingessays/a/quicktips.htm
	13 Engaging Ways to Begin an Essay – or Speech http://grammar.about.com/od/developingessays/a/How-To-Begin-An-Essay-13-Engaging-Strategies-With-Examples.htm

Powerful Writing Tips	
	http://grammar.about.com/od/rhetoricstyle/a/tricolon3.htm

How to Write a Five-Paragraph Essay	
	http://homeworktips.about.com/od/essaywriting/a/fiveparagraph.htm

10 Quick Tips to Improve Your Writing	
	http://grammar.about.com/od/developingessays/a/quicktips.htm

Thirteen Engaging Ways to Begin an Essay – or Speech	
	http://grammar.about.com/od/developingessays/a/How-To-Begin-An-Essay-13-Engaging-Strategies-With-Examples.htm