

**SAMPLE**

APPLICATIONS FROM COLLEGE SKILLS  
FOR LEADERSHIP AND CHARACTER DEVELOPMENT

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Term Paper

Submitted to

Professor Gary Woods

Equip Biblical Institute

Transformational Leadership Development

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In Partial Fulfillment

Of the Requirements for

101 College Skills for Accelerated Learning

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By

Student Name

September 1, 2015

San Diego

# SAMPLE

## APPLICATIONS FROM COLLEGE SKILLS

### FOR LEADERSHIP AND CHARACTER DEVELOPMENT

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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. You will be able to work on and correct your term papers in class. Writing is how leaders multiply their influence.

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### APPLICATIONS FROM COLLEGE SKILLS FOR LEADERSHIP AND CHARACTER DEVELOPMENT

In order to minister to others with excellence one must know how to learn with excellence. How can students develop accelerated learning skills? Many leaders struggle more than is necessary because they lack understanding of motivation, managing time, improving memory and reading, personality, learning styles, values, communication, relational skills, creative thinking, and attitude. College skills is about self-awareness and being transformed by the renewing of the mind (Romans 12:1-2). College skills prepares leaders with the skills they need to become better students, thinkers, and leaders.

#### **One: Understanding Motivation**

Having a good understanding of one's gifts and talents, reasons for attending seminary, career goals, and how to motivate oneself will help students to reach their dreams. The rewards for attending seminary include developing your bible knowledge, Christian character, and leadership skills. Each student needs to explore their personality type, learning styles, and interests. Intrinsic motivation is strengthened when students find meaning in what they are learning. Internal locus of control is about accepting responsibility for learning. When people blame others for their failures they give up responsibility and control. When people accept responsibility they have the ability to improve and grow. Persistence is the key to success. Highly effective people are proactive, begin with the end in mind, put first things first, think win-win, seek first to understand others, synergize, develop their own abilities, and help others to achieve fulfillment.<sup>1</sup>

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<sup>1</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 6-19.

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### **Two: Managing Time and Money**

The goals people set provides direction for their lives. Goals help people focus their energy on what they want to accomplish. Not everything is a priority. Successful people focus 80 percent of their time and energy on the top 20 percent of items they need to do. Successful people aim for excellence, not perfection—and they learn to say no when necessary. Successful people deal with procrastination by breaking projects down into more manageable segments. Successful people follow a written budget to better manage their money. Successful people save 10 percent of their income and tithe 10 percent of their income. Successful people read more and watch TV less.<sup>2</sup>

### **Three: Improving Memory and Reading**

Successful leaders practice positive thinking and memory strategies that can double or even triple their long-term memory. Short-term memories become long-term memories through repetition or meaningful association and visualization. Students are able to remember two or three times more of what they write and say than what they read and hear. Each page students read and each sentence students write strengthens the neural net in their brains, making them better learners. When students complete portfolios and discuss what they are learning in class they are training their brains by developing their long-term memories. It is in the act of writing, discussing, and apply that information is moved from the short-term memory part of the brain to the long-term member part of the brain. Students should practice making a mental picture of what they want to remember. Students should discuss what they are learning with others. Students should write summaries of what they are reading. In order to remember more students should intentionally pay attention, reflect, apply, review, and relate the information to life and

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<sup>2</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 20-26.

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others. Most forgetting occurs within the first 20 minutes, so it is vital to review key material at the end of class, after one week, and after one month. Three ways to improve memory are visualizing what one is studying, reciting what one is studying, and finding something interesting or applicable in what one is studying. Skimming the textbook before the course begins is a great way to organize the brain for improving memory. Portfolio-based learning is one of the most powerful strategies of accelerated adult learning. The goal of portfolio-based learning is to change the attitude, behavior, and character of the student to prepare him or her for ministry and servant-leadership. Portfolio-based learning retrains the brain to identify key ideas in a section or chapter—rather than merely skimming the material in search of the answer to a specific question. Each book students read increases their brain power by creating neural pathways in their brains. Readers are leaders and leaders are readers. Each portfolio a student completes reprograms their minds and increases their brain power by incorporating whole brain learning.<sup>3</sup>

### **Four: Test Taking**

An important skill for survival in college is the ability to take tests. The purpose of the exam is to cause students to review the material for long-term memory. The key to successful studying is to begin early and do a little each day. Test preparation begins the first day of class when students review their notes or portfolios. Students should review their notes immediately after class, one a day for a week, then once a week until the course is over. This is called distributed practice.<sup>4</sup>

Student should focus on developing emotional strength through believing in God's promises, rejecting rationalizations, submitting to God, not being afraid of failure, recognizing

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<sup>3</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 27-39.

<sup>4</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 40-54.

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defense mechanisms, admitting needs, giving love, doing good, practicing patience, being generous, facing your fears, and embracing what God has given them. Students need to let go of blaming others, depression, anxiety, apathy, judgmental attitude, indecision, procrastination, perfectionism, resentment, self-pity, confusion, and guilt.

### **Five: Writing Skills**

Learning how to write is the life skill that will multiply the ministry God has given to each student. The most important reason for taking notes is to remember important material for the test, and for future use in one's ministry. For kinesthetic learners, the physical act of writing the material is helpful in learning and remembering it. For visual learners, notes provide a visual map of the material to be learned. A mind map shows the relationship between ideas in a visual way. It is much easier to remember items that are organized and linked together. Students should review notes as soon as possible after the lecture to increase memory.<sup>5</sup>

The first sentence of a term paper should begin with the main idea. The interdiction includes the thesis statement and establishes the foundation of the paper. The introduction should include some interesting points that provide a "hook" to motivate the audience to want to read the term paper. The introduction provides an outline of what will follow in the paper. The body of the paper is divided into paragraphs that discuss the topics introduced in the introduction. The conclusion summarizes the topics in the paper. It makes reference to the introduction and answer the question posed in the thesis statement.<sup>6</sup>

The basic skills of writing include concision, active verbs, active voice, clarity, antecedents and pronouns, punch lines, conjunctions, transitions, punctuation, historical present,

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<sup>5</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 55-71.

<sup>6</sup> Michael Harvey. *The Nuts and Bolts of College Writing* (Cambridge: Hackett), 2003.

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appositives, parallelism, tricolons, concession, qualification, scholarly sources, short quotations, paragraphs, paragraph indent, opening sentences, beginning paragraph, ending paragraph, biblical sources, internet resources, and figures of speech. Writing clarifies thinking and multiplies influence.<sup>7</sup>

### **Six: Exploring your Personality**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>8</sup>

### **Seven: Learning Styles and Multiple Intelligences**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>9</sup>

### **Eight: Exploring Interests and Values**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>10</sup>

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<sup>7</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 55-71.

<sup>8</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 72-79.

<sup>9</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 80-88.

<sup>10</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 89-96.

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### **Nine: Planning your Career and Education**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>11</sup>

### **Ten: Communication and Relationships**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>12</sup>

### **Eleven: Thinking Critically and Creatively**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our, us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>13</sup>

### **Twelve: Looking toward the Future**

In research papers, each paragraph should have at least one footnote. Each paragraph should be indented ½ inch. Do not use first or second person pronouns including, I, me, my, our,

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<sup>11</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 97-108.

<sup>12</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 109-119.

<sup>13</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 120-125.



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us, we, or you. Use short sentences. Each paragraph should have one theme. Keep quotations short. Do not use contractions including can't, don't, or won't in term papers.<sup>14</sup>

### **Conclusion**

The conclusion summarizes the topics in the paper. It makes reference to the introduction and answer the question posed in the thesis statement. How can students develop accelerated learning skills? How can leaders learn and teach with excellence? Learning and teaching with excellence is not about luck. Success in life is about understanding motivation, managing time and money, improving memory and reading, studying for test, developing writing skills, exploring one's personality, learning styles, exploring interests and values, planning, communication and relationships, thinking critically and creatively, and looking toward the future.

By understanding their spiritual gifts and talents, students can motivate themselves to develop the habits of success. By incorporating time management, students can take better control of their lives and turn dreams into reality. By understanding how memory works, students can double or even triple their long-term memories. By using distributed practice, students can remember more and do better on tests. By developing their writing skills, students can clarify their thinking and multiply their ministry. By exploring their personality, students can better understand their strengths and inborn abilities. By identifying their learning styles, students can increase their productivity and confidence through active learning and the portfolio-based learning process. By exploring interests and values, students can develop Christian character and courage. By understanding communication and relationships, students can improve their family life and strengthen friendships. By understanding critical and creative thinking,

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<sup>14</sup> Marsha Fralick, *College & Career Success* (San Diego: Grossmont, 2000), 126-161.

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students can improve their decision making process and leadership skills. And by looking toward the future, students can find meaning and purpose.

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- Campbell, Linda, Bruce Campbell, and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 2<sup>nd</sup> ed. Boston: Allyn and Bacon, 1999.
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- Dweck, Carol. *Mindset: The New Psychology of Success*. Ballantine Books, 2007.
- Fralick, Marsha. *College & Career Success*. San Diego: Grossmont, 2000.
- Fry, Ron. *How to Study Program: Take Notes*. Hawthorne, NJ: The Career Press, 1991.
- Tobias, Cynthia Ulrich. *Every Child Can Succeed: Making the Most of Your Child's Learning Style*. Colorado Springs: Focus on the Family, 1996.
- Tobias, Cynthia Ulrich. *The Way They Learn*. Colorado Springs: Focus on the Family, 1994.

## SAMPLE

Term Paper Grading Rubric		
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	
<b>Total points lost</b>	<b>150</b>	

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Nuts and Bolts of College Writing Rubric		
27 Basic skills for improving your writing and ability to influence others		
Category	Description	
<b>1. Concise</b>	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.	
<b>2. Active Verbs</b>	Use active verbs rather than linking verbs. Argues, cites, describes, discusses, emphasizes, evokes, found, examines, indicates, moves, runs, speaks, and teaches.	
<b>3. Active Voice</b>	Use active voice--the subject does the acting--rather than passive voice—the subject is acted upon.	
<b>4. Clarity</b>	Be precise about the subject. Do not use the ambiguous “me,” “my,” “our,” “us,” “we,” “you,” or “your.”	
<b>5. Pronouns</b>	The antecedent noun must precede the pronoun in each paragraph.	
<b>6. Punch Lines</b>	Begin with the most important information in an introductory phrase.	
<b>7. Conjunctions</b>	Use conjunctions for amplification, contrast, consequences, and conclusions to increase impact.	
<b>8. Transitions</b>	Use transitional words such as first, second, third, therefore, however, furthermore.	
<b>9. Punctuation</b>	Know when to use commas, semicolons, colons, dashes, parentheses, and question marks to increase impact.	
<b>10. Historical present</b>	Use the historical present to increase impact.	
<b>11. Appositives</b>	Use appositives to increase impact.	
<b>12. Parallelism</b>	Use parallelism to increase impact	
<b>13. Tricolon</b>	Lists tend to feel balanced and complete when they contain three times. Three is a powerful and resonant number for pattern recognition. A <a href="#">tricolon</a> 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).	
<b>14. Concession</b>	Use concession, admitting weaknesses, to increase impact. (e.g., Admittedly, not all marriages are ideal, but most children benefit from growing up in intact families).	
<b>15. Qualification</b>	Use qualification, admitting limitations, to increase impact. (e.g., Admittedly, this does not solve all problems, but it does address the problem of...).	
<b>16. Scholarly Sources</b>	Use Bible dictionaries, Bible commentaries, Bible handbooks, textbooks, study Bibles, and scholarly resources.	
<b>17. Quotations</b>	Weave quotations into prose to increase impact.	
<b>18. Short Quotations</b>	Use short quotes instead long quotes.	
<b>19. Paragraphs</b>	Use <a href="#">paragraphs</a> as building blocks of thought. Each sentence must support the first sentence. Paragraphs should be 5-7 sentences.	
<b>20. Paragraph indent</b>	Use ½ paragraph indent for first sentence.	
<b>21. Opening sentences</b>	Use powerful opening sentences for each paragraph.	
<b>22. Paragraph length</b>	Usually use 5 sentence paragraphs.	
<b>23. Beginnings</b>	Write a powerful introduction of 50-100 words	
<b>24. Ending</b>	Write a powerful conclusion of 100-200 words.	
<b>25. Biblical Sources</b>	Use the <a href="#">Holman Bible Dictionary</a> , <a href="#">Vine's Expository Dictionary</a> , <a href="#">Willmington's Bible Handbook</a> , <a href="#">Wiersbe Bible Commentary</a> , and the Jeremiah Study Bible.	
<b>26. Internet Resources</b>	Use <a href="http://www.gotquestions.com">www.gotquestions.com</a> , <a href="http://www.4truth.org">www.4truth.org</a> , <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a> , and other websites.	
<b>27. Figures of Speech</b>	Use <a href="#">alliteration</a> , anaphora, antithesis, assonance.	

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<http://books.google.com/books?id=A5ULfLWJ0glC&printsec=frontcover&dq=the+nuts+and+bolts+of+college+writing&hl=en&sa=X&ei=TpmzUdKbEKrgiwLDtYDABg&ved=0CDoQ6AEwAA#v=onepage&q=the%20nuts%20and%20bolts%20of%20college%20writing&f=false>

<http://grammar.about.com/od/rhetoricstyle/>  
<http://grammar.about.com/>

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 completed with almost no errors	
C	Exams, portfolio, and presentation completed with only a few errors	
C-	Exams and portfolio completed with only a few errors, needs assistance in improving writing skills	
NC	Students earn less than 700 points or miss more than 3 sessions	
<p><b>It is possible to earn a "C" without writing the term paper; but is not possible to earn an "A" or a "B".</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. <b>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.</b> 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>		