

APPLICATIONS FROM [COURSE TITLE]  
FOR LEADERSHIP AND CHARACTER DEVELOPMENT

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Term Paper

Submitted to

Professor [Name]

Equip Biblical Institute

Transformational Leadership Development

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In Partial Fulfillment

Of the Requirements for

[Course code and name]

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By

[Student Name]

September 1, 2015

Church Planting Training Center of [City]

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APPLICATIONS FROM [COURSE TITLE]

FOR LEADERSHIP AND CHARACTER DEVELOPMENT

First Level Subheads Are Centered, Bold, Headline-style Capitalization..... 1

    Second Level Subheads Are Centered, Not Bold, Headline-style Capitalization..... 1

Second Subhead ..... 1

Third Subhead ..... 2

Fourth Subhead ..... 2

Fifth Subhead ..... 2

Sixth Subhead ..... 3

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## APPLICATIONS FROM [COURSE TITLE]

### FOR LEADERSHIP AND CHARACTER DEVELOPMENT

#### **First Level Subheads Are Centered, Bold, Headline-style Capitalization**

This is the introduction of the paper. It introduces the problem studied. The thesis statement is generally the argument reduced to a single sentence.

#### Second Level Subheads Are Centered, Not Bold, Headline-style Capitalization

The argument of your paper is introduced by the thesis statement and described in detail in the body of the paper. When you use a direct quote, paraphrase, or summary, it must be acknowledged.<sup>1</sup>

In research papers, each paragraph should have at least one footnote. This is how to format a block quotation:

A quotation of five lines or more lines of text is presented as a block quotation (25.2.2). Generally, block quotations do not use opening and closing ellipses. Format block quotes by indenting the entire quotation .5 inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Block quotes do not begin or end with quotation marks unless the quote includes those quotation marks. If a block quotation includes the beginning of a paragraph, indent the first line of the paragraph an additional .5 inch. Shorter block quotes are permitted.<sup>2</sup>

#### **Second Subhead**

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>1</sup> First Last Name, *Title of Work* (Place: Publisher, 2011), 45.

<sup>2</sup> Ibid., 55.

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>3</sup>

### **Third Subhead**

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>4</sup>

### **Fourth Subhead**

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>5</sup>

### **Fifth Subhead**

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>6</sup>

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<sup>3</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 72-79.

<sup>4</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 80-88.

<sup>5</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 89-96.

<sup>6</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 97-108.

### **Sixth Subhead**

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>7</sup>

### **Seventh Subhead**

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>

### **Eighth Subhead**

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>

### **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

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<sup>7</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 109-119.

<sup>8</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 120-125.

<sup>9</sup> Carlos Sanchez, *Accelerated Learning for Leaders* (San Diego: Excelsior, 2015), 126-161.

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, 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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### Term Paper Grading Rubric and Tips for Writing Better Term Papers

Guidelines for writing college and seminary-level term papers.	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 less than 100 words.	-10	
5. Paper 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 less than 100 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 several times throughout the paper.	-10	
13. Appositives, parallelism, and tricolons are used several times 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. Each page below 15 (this includes title page and bibliography).	-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>		



Nuts and Bolts of College Writing		
27 Basic skills for improving your writing and ability to influence others		
Category	Description	X
1. <b>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.	
2. <b>Active Verbs</b>	Use active verbs rather than linking verbs. Argues, cites, describes, discusses, emphasizes, evokes, found, examines, indicates, moves, runs, speaks, and teaches.	
3. <b>Active Voice</b>	Use active voice--the subject does the acting--rather than passive voice—the subject is acted upon.	
4. <b>Clarity</b>	Be precise about the subject. Do not use the ambiguous “me,” “my,” “our,” “us,” “we,” “you,” or “your.”	
5. <b>Pronouns</b>	The antecedent noun must precede the pronoun in each paragraph.	
6. <b>Punch Lines</b>	Begin with the most important information in an introductory phrase.	
7. <b>Conjunctions</b>	Use conjunctions for amplification, contrast, consequences, and conclusions to increase impact.	
8. <b>Transitions</b>	Use transitional words such as first, second, third, therefore, however, furthermore.	
9. <b>Punctuation</b>	Know when to use commas, semicolons, colons, dashes, parentheses, and question marks to increase impact.	
10. <b>Historical present</b>	Use the historical present to increase impact.	
11. <b>Appositives</b>	Use appositives to increase impact.	
12. <b>Parallelism</b>	Use parallelism to increase impact	
13. <b>Tricolon</b>	Lists tend to feel balanced and complete when they contain three items. 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.	
14. <b>Concession</b>	Use concession, admitting weaknesses, to increase impact.	
15. <b>Qualification</b>	Use qualification, admitting limitations, to increase impact.	
16. <b>Scholarly Sources</b>	Use Bible dictionaries, Bible commentaries, Bible handbooks, textbooks, study Bibles, and scholarly resources.	
17. <b>Quotations</b>	Weave quotations into prose to increase impact.	
18. <b>Short Quotations</b>	Use short quotes of less than 5 sentences instead long quotes.	
19. <b>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.	
20. <b>Paragraph indent</b>	Use ½ paragraph indent for first sentence.	
21. <b>Opening sentences</b>	Use powerful opening sentences for each paragraph.	
22. <b>Paragraph length</b>	Usually use 5 sentence paragraphs.	
23. <b>Beginnings</b>	Write a powerful introduction of 100-200 words	
24. <b>Ending</b>	Write a powerful conclusion of 100-200 words.	
25. <b>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.	
26. <b>Internet Resources</b>	Use <a href="#">www.gotquestions.com</a> , <a href="#">www.4truth.org</a> , <a href="#">www.jeremiahstudybible.com</a> , and other websites.	
27. <b>Figures of Speech</b>	Use <a href="#">alliteration</a> , anaphora, antithesis, assonance.	
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