

RESEARCH PAPER GUIDELINES
TRINITY BAPTIST COLLEGE
JACKSONVILLE, FLORIDA

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INTRODUCTION

The standard for writing research papers at Trinity Baptist College is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th edition, by Kate L. Turabian (herein after referred to as *Turabian*). These Research Paper Guidelines are intended to be a useful summary of *Turabian* and to provide supplementary guidance for the faculty and students in the few places where *Turabian* is not followed or where it gives the writer choices on how to cite information. *Turabian* is derived from the *Chicago Manual of Style* and is most commonly used for theological research. We encourage you to purchase a copy of *Turabian* for yourself and to read and study it.

You should note that projects other than research/term papers may follow a different format as outlined by the professor of each individual course.

It is the hope of the English Department that these guidelines will enable you to construct clear and concise papers that will be of a uniform nature as required in every class at this college.

HOW TO WRITE A RESEARCH PAPER

Writing a research paper is best broken down into manageable steps. The first few times you write a research paper, you should follow these steps closely. Along the way, you will discover your own methods and routines for accomplishing the overall goal of submitting a well-researched and well-written paper and will adjust your steps accordingly. Please keep in mind that this process will require several weeks or even months of your time; it's always best, therefore, to start early.

1. Choose a topic.
 - A. The topic should be important, with sufficient depth to sustain your interest throughout the writing process, but not so much depth that you cannot cover it adequately in the space allotted for the paper.
 - B. Inherent in the topic should be provoking questions beginning with *how*, *what*, and *why*. Your thesis will be an attempt to answer one of these questions.
 - C. The topic you choose should be based also on your access to reliable, authoritative sources of information.
2. Write a hypothesis. The hypothesis is a promising answer to your most important question. If the answer survives your research, a refined form of it becomes your thesis.
3. Write a list of possible reasons why your hypothesis might be true. At this point in the process, you have done very little research; you will be refining, deleting, and adding to this list as you continue your work.
4. Write a list of the kinds of evidence (numbers, quotations, facts, observations, etc.) that will be needed to prove that your hypothesis is true.
5. Create a list of key words related to your topic. These key words will help you find sources.
6. Search for sources. The number and type of sources will vary according to the requirements of each professor. Every time you find a potential source, make a **complete** and **accurate** record of its bibliographic information. Evaluate each source before you delve into it deeply.
7. Begin taking notes. Using index cards will help you later when you are drafting.
 - A. Be systematic in recording the source and type (summary, paraphrase, direct quotation) of every note. Always include page numbers.
 - B. Use your key words to help you categorize each note. Having categories of notes will help you organize your material when it's time to draft your paper.

- C. In addition to taking notes from sources, take notes about your own thinking as you are researching. In fact, these notes will form the basis for much of your rough draft, with the notes you take from sources merely supporting what you already think about the topic.
8. Refine your hypothesis into a clearly and exactly worded claim, or **thesis**.
 9. Develop a rough outline. State your thesis at the top of your outline.
 - A. Many research papers follow this basic organization—introduction, background information and/or explanation of key terms, acknowledgement of and response to other points of view, and reasons that support the thesis. Not all these parts will be included in every research paper.
 - B. Each reason your thesis is true becomes a Roman numeral in your outline.
 - C. Each bit of evidence to support each reason becomes a subpoint under the Roman numeral.
 - D. During this rough, or preliminary, outline stage, you should also plan what you will write in your introduction and conclusion.
 - E. Your rough outline can include your transitions.
 10. Write the rough draft.
 - A. Before you begin writing, arrange your note cards in order according to your preliminary outline.
 - B. Each paragraph in the body of your paper will likely follow this basic pattern—topic sentence, explanation of your topic sentence, evidence from sources (summary, paraphrase, or quotation), interpretation and explanation of that evidence, and concluding thought.
 - C. Remember that the bulk of your paper is to be your own thinking and interpretation. You should be selective in your use of summaries, paraphrases, and quotations.
 - D. Footnote all your sources completely and accurately, even in your rough draft. Follow the models later in this guide and in *Turabian*. Be scrupulous with footnotes and citations to guard against plagiarism.
 - E. The rough draft should contain the bibliography. (Your professor may stipulate which sources should be included. Some request only the sources cited to be included; others permit all sources consulted to be included).
 - F. Your finished rough draft should include all parts of your paper, from title page to bibliography.

11. Revise your outline. Now that you have drafted your paper, you may see the need to further refine your outline, rearranging points, or even adding or deleting some. After the outline reflects the final organization of your paper, type it in sentence form. That is, each point in Level 1 (Roman numerals) and Level 2 (subpoints A, B, etc. under the Roman numerals) should be written in complete sentences. Subpoints under A and B and beyond may be written in phrases or words. You may never have just one point in a level. For every I, you must have a II, for every A you must have a B, and so on.
12. Revise your rough draft. Typically, you should revise for content and organization first, then grammar, and finally style. Double check all footnotes and the bibliography for completeness and accuracy.
13. Proofread the paper before presenting it to your professor.

CITATION GUIDELINES

No research paper is complete without letting readers know exactly what information within the paper came from other sources and exactly what sources it came from. The reasons for citing your sources include the following: to properly give credit to others for their work, to avoid charges of plagiarism, and to give readers a research trail to follow on their own.

Every time you quote, paraphrase, or summarize anything from any source, you must cite that source. Not citing properly is plagiarism. You should make yourself thoroughly familiar with the detailed explanation of plagiarism and how to avoid it in Chapter 7 of *Turabian*.

Below you will find sample citation forms for both footnotes (**F**) and bibliography page entries (**B**), print forms appearing first, followed by electronic forms. Footnotes should appear on the same page as the information from the source appears. In the text, a superscript number should be placed **at the end** of the information. In the footnote, a matching superscript number should be placed in front of the note. Notes are numbered consecutively from the beginning of the paper to the end. Bibliography page entries are never numbered. Every research paper will need both footnotes and a bibliography. The form of each is slightly different. Follow each form exactly. For forms not listed here, consult *Turabian* or your professor.

REQUIREMENTS WHEN TURABIAN GIVES OPTIONS

In a few places, *Turabian* gives options for footnote and/or bibliographic style. The guidelines below identify which option TBC requires.

1. Use bibliography style: Of the two bibliographic style options mentioned in paragraph 15.3, bibliography style and reference-list style, **bibliography style** is required.
2. Use footnotes. Of the two note options mentioned in paragraph 15.3.1, footnote and endnote, **footnote** is required. **In-text citation is not permitted.**
3. List the Bible in the bibliography. The requirement in paragraph 17.5.2 to omit the Bible from bibliographies will not be followed. Please include the Bible in your bibliography, specifying which version(s) you used.
4. Include page numbers for magazine articles. The option in paragraph 17.3 to omit the page numbers of magazine articles in bibliography entries will not be followed. Magazine articles listed in the bibliography should include the page numbers.
5. Include all sources in bibliographies. Chapter 17 of *Turabian* allows various types of sources cited in notes to be excluded from bibliographies. Some examples are newspaper articles (paragraph 17.4), dictionary and encyclopedia entries (paragraph 17.5.3), unpublished and personal interviews (paragraph 17.6.3) and Web log entries (paragraph 17.7.2). The

bibliography should include all sources footnoted in the paper. Please note, however, that it is not appropriate to use general encyclopedias as a source for college-level papers.

6. Include the database when citing articles retrieved from databases. Concerning the documentation of articles retrieved from online databases in paragraph 17.2.7, the requirement to list the “stable URL,” which can be hundreds of characters, is not necessary. List instead the database package and the name of the specific database searched which contained the article. If “PowerSearch” or a similar option which cross-searches multiple databases is used, list only the database package being searched, for example, InfoTrac or ProQuest. See sample entries under “Internet and Other Electronic Sources” later in this document.

CITATION FORMS FOR PRINT AND TRADITIONAL SOURCES

Books

Single author

- F** ¹Philip C. Kolin, *Successful Writing* (Lexington, MA: Heath, 1986), 70.
B Kolin, Philip C. *Successful Writing*. Lexington, MA: Heath, 1986.

Two authors

- F** ²James I. Brown and Thomas E. Pearsall, *Better Spelling* (Lexington, MA: Heath, 1992), 37.
B Brown, James I., and Thomas E. Pearsall. *Better Spelling*. Lexington, MA: Heath, 1992.

Editor or translator in addition to an author

- F** ³Jakob Van Bruggen, *The Ancient Text of the New Testament*, trans. C. Kleijn (Winnipeg, Manitoba, Canada: Premier Printing, 1976), 12.
B Van Bruggen, Jakob. *The Ancient Text of the New Testament*. Translated by C. Kleijn. Winnipeg, Manitoba, Canada: Premier Printing, 1976.

2nd or higher edition

- F** ⁴John C. Whitcomb, *The World That Perished*, 2nd ed. (Grand Rapids, MI: Baker Book House, 1988), 44.
B Whitcomb, John C. *The World That Perished*. 2nd ed. Grand Rapids, MI: Baker Book House, 1988.

Multi-volume work, volume not individually titled

- F** ⁵Charles Hodge, *Systematic Theology* (repr., Grand Rapids, MI: Wm. B. Erdmans, 1989), 1:100.
- B** Hodge, Charles. *Systematic Theology*. Vol. 1. Reprint. Grand Rapids, MI: Erdmans, 1989.

Multi-volume work, each volume individually titled

- F** ⁶Jaroslav Pelikan, *Christian Doctrine and Modern Culture (Since 1700)*, vol. 5 of *The Christian Tradition: A History of the Development of Doctrine* (Chicago: University of Chicago Press, 1989), 98.
- B** Pelikan, Jaroslav. *Christian Doctrine and Modern Culture (since 1700)*. Vol. 5 of *The Christian Tradition: A History of the Development of Doctrine*. Chicago: University of Chicago Press, 1989.

Part of an edited collection

- F** ⁷Ernest Hemingway, "The Snows of Kilimanjaro," in *The American Short Story: A Collection of the Best Known and Most Memorable Short Stories by the Great American Writers*, ed. Thomas K. Parkes (NY: Galahad Books, 1994), 672.
- B** Hemingway, Ernest. "The Snows of Kilimanjaro." In *The American Short Story: A Collection of the Best Known and Most Memorable Short Stories by the Great American Writers*. Edited by Thomas K. Parkes, 668-685. NY: Galahad Books, 1994.

Periodicals

Journal

- F** ⁸Gabriel Barkay, "Mounds of Mystery," *Biblical Archaeology Review* 29, no. 3 (May/June 2003): 33.
- B** Barkay, Gabriel. "Mounds of Mystery." *Biblical Archaeology Review* 29, no. 3 (May/June 2003): 32-39.

Magazine

- F** ⁹Nancy Gibbs, "A Soldier's Life," *Time*, July 21, 2003, 31.
- B** Gibbs, Nancy. "A Soldier's Life." *Time*, July 21, 2003, 29-33.

Newspaper (no author given)

- F** ¹⁰“Noted Conservative Spokesman Eyes Joining Senate Race,” Jacksonville (FL) *Times-Union* (July 21, 2003).
- B** “Noted Conservative Spokesman Eyes Joining Senate Race.” Jacksonville (FL) *Times-Union* (July 21, 2003).

Special Forms

Theological dictionary or specialized reference work

- F** ¹¹R.V. Pierard, “Theological Liberalism,” in *Evangelical Dictionary of Theology*, ed. by Walter Elwell (Grand Rapids, MI: Baker Book House, 1984), 632.
- B** Pierard, R.V. “Theological Liberalism.” In *Evangelical Dictionary of Theology*, edited by Walter Elwell, 631-634. Grand Rapids, MI: Baker Book House, 1984.

Scripture reference

- F** ¹²1 Samuel 14:6-9.
- B** Holy Bible. Authorized [King James] Version.

Sound recording

- F** ¹³Ed Watke, Jr., *Sermons of Hope for the Home*, Revival in the Home Ministries, CD, 1994.
- B** Watke, Ed Jr. *Sermons of Hope for the Home*. Revival in the Home Ministries. CD. 1994.

Letter

- F** ¹⁴Joe McCormick, letter to author, June 15, 1994.
- B** McCormick, Joe. Letter to author. June 15, 1994.

Phone interview

- F** ¹⁵Ed Gibson, telephone interview by author, (May 17, 2001), typewritten notes.
- B** Gibson, Ed. Telephone interview by author. May 17, 2001. Typewritten notes.

Interview

- F** ¹⁶Tom Messer, interview by author,(June 30, 2002), typewritten notes.
B Messer, Tom. Interview by author. June 30, 2002. Typewritten notes.

E-mail

- F** ¹⁷John Yoo, e-mail message to author (May 5, 2004).
B Yoo, John. E-mail message to author. May 5, 2004.

Compact disc

- F** ¹⁸Felix Mendelssohn, *Symphony #4 Italian Symphony; Symphony #5 Reformation Symphony* (London Symphony Orchestra, Point Classics, CD, 1994).
B Mendelssohn, Felix. *Symphony #4 Italian Symphony; Symphony #5 Reformation Symphony*. London Symphony Orchestra, Point Classics, CD, 1994.

Video recordings [videocassettes, DVDs]

- F** ¹⁹*Warship*, VHS, produced and directed by Tony Bulley and Sol Papadopoulos (Arlington, VA: PBS Home Video, 2001).
B *Warship*, VHS. Produced and directed by Tony Bulley and Sol Papadopoulos. Arlington, VA: PBS Home Video, 2001.
F ²⁰*Mr. Smith Goes to Washington*, DVD, directed by Frank Capra (1939, Culver City, CA: Columbia TriStar Home Video, 1999).
B *Mr. Smith Goes to Washington*. DVD. Directed by Frank Capra. 1939. Culver City, CA: Columbia TriStar Home Video, 1999.

CITATION FORMS FOR INTERNET AND OTHER ELECTRONIC SOURCES

The internet is a powerful information tool. However, a great deal of information on the internet is biased, unreliable, or insufficiently supported to be used in an academic setting. Just because it is available on the internet is no guarantee that it is accurate. No information on the internet should be considered as valid source material unless it is verified to be the work of a reputable individual or organization.

Trinity Baptist College subscribes to several database packages available through the Library Information and Resource Network (LIRN). These databases provide access to over 6,000 magazines and academic journals, as well as numerous reference works. The library also maintains a collection of electronic books in the Libronix Digital Library accessible on each PC

in the main computer lab in Room L-2 of the library. The faculty encourages using these electronic resources as opposed to randomly retrieving something from the internet. This does not mean the college agrees with all positions advocated by the magazines in these databases, but they do meet minimum standards for academic research.

Internet source citations must include the same basic information as traditional source bibliography and footnote entries. In some cases, the page numbers of journal articles, magazine articles, newspaper articles, and on-line articles written specifically for the internet may not be available. If this is the case, use “n.p.” in place of the page number in the citation.

Sources accessed through the college’s **LIRN databases** (such as Infotrac, ProQuest, or ELibrary), must specify:(1) that LIRN was the means to access the database, (2) the database group used - Infotrac, ProQuest, or ELibrary, and (3) in the case of Infotrac or ProQuest, the specific database used. Note: when cross-searching tools are used within a database group, no specific database is searched, therefore no database name should be shown.

Sources accessed through **databases available at public libraries or other institutions** must specify (1) the institution where the database was accessed and (2) the specific database used.

Sources accessed through **websites which provide databases**, such as the Jacksonville Public Library [<http://jpl.coj.net/>], must specify (1) the name of the host website and (2) the specific database used.

Sources accessed **directly online** and not through a database must provide sufficient information for the faculty to check the citation at the particular screen/webpage from which the cited material is taken. In these cases, the entire URL must be placed in the footnote and bibliography, *unless your professor waives this requirement*. If your professor attempts to check the material and cannot find it, your citation may be considered worthless, and your grade reduced accordingly.

All internet sources cited must include the wording “accessed [date of access].”

Sources from TBC’s LIRN Online Databases

Journal Article

- F** ²¹Rebecca Hayden, “Teaching Works We Love: Hazards of the English Classroom,” *English Journal* 94, no. 4 (March 2005): 43. LIRN, *ProQuest – ProQuest Research Library* (accessed May 13, 2005).
- B** Hayden, Rebecca. “Teaching Works We Love: Hazards of the English Classroom.” *English Journal* 94, no.4 (March 2005): 41-44. LIRN. *ProQuest – ProQuest Research Library* (accessed May 13, 2005).

Magazine Article

- F** ²²Robert S. Mueller III, "The FBI and America's Libraries," *American Libraries*, January 2004, 48. LIRN, *Infotrac - Student Resource Center Gold* (accessed May 27, 2004).
- B** Mueller, Robert S., III. "The FBI and America's Libraries." *American Libraries*, January 2004, 48-49. LIRN. *Infotrac - Student Resource Center Gold* (accessed May 27, 2004).

Newspaper Article

- F** ²³Sam Dillon, "Report Defends Vouchers But Fails to Quell Debate," *New York Times*, June 13, 2003, LIRN, *Infotrac - Student Resource Center Gold* (accessed July 24, 2003).
- B** Dillon, Sam. "Report Defends Vouchers But Fails to Quell Debate." *New York Times*, June 13, 2003. LIRN. *Infotrac - Student Resource Center Gold* (accessed July 24, 2003).

Reference Work

- F** ²⁴"Morrill Land Grant Act Passed." *Discovering U.S. History*, online ed. (Detroit: Gale Group, 2003), LIRN, *Infotrac - Gale Virtual Reference Library* (accessed May 19, 2004).
- B** "Morrill Land Grant Act Passed." *Discovering U.S. History*, Online edition. Detroit: Gale Group, 2003. LIRN. *Infotrac - Gale Virtual Reference Library* (accessed May 19, 2004).

Article Accessed via Databases at Jacksonville Public Library

- F** ²⁵Jeanie Burnett, "Quest for Quality." *Childhood Education*, vol. 83, no. 3 (March 2007): 162. Jacksonville Public Library, *Expanded Academic ASAP* (accessed July 16, 2007).
- B** Burnett, Jeanie. "Quest for Quality." *Childhood Education*, Vol. 83, No. 3 (March 2007): 162. Jacksonville Public Library. *Expanded Academic ASAP* (accessed July 16, 2007).

Online Book

- F** ²⁶Thomas Bulfinch, *The Age of Chivalry* (N.p.: n.p., n.d.), n.p. *Project Gutenberg*, http://www.gutenberg.org/catalog/world/readfile?fk_files=13148 (accessed May 11, 2005).
- B** Bulfinch, Thomas. *The Age of Chivalry*. N.p.: n.p., n.d. *Project Gutenberg*, http://www.gutenberg.org/catalog/world/readfile?fk_files=13148 (accessed May 11, 2005).

The lack of publication information weakens the authority of this source. Turabian specifies that URLs should look like regular text. There should be no color change or underlining. If your professor accepts electronic submissions, he may choose to waive this requirement.

Online Article Directly from a Website

- F** ²⁷Jonah Goldberg, "Reconsidering Yalta," *National Review Online*, <http://www.nationalreview.com/goldberg/goldberg200505111147.asp> (accessed May 11, 2005).
- B** Goldberg, Jonah. "Reconsidering Yalta." *National Review Online*. <http://www.nationalreview.com/goldberg/goldberg200505111147.asp> (accessed May 11, 2005).

Book from Libronix Digital Library System

- F** ²⁸Warren W. Wiersbe, *Be Obedient*, (Wheaton IL: Victor Books, 1991), 22.
- B** Wiersbe, Warren W. *Be Obedient*. Wheaton IL: Victor Books, 1991.

INDIRECT AND SECONDARY CITATIONS

An indirect or secondary citation is used when an author you are using as a source (1) quotes another work or (2) cites in a footnote, but does not quote, another work. In other words, your source is telling you his idea is not original. If you decide to use this material in your research paper, your footnote must reflect the original source of the information as well as the book in which it was quoted or cited.

Author Quoting Another

- F** ²⁹Edward F. Hills, *The King James Version Defended*, 3rd ed. (Des Moines, IA: The Christian Research Press, 1979), 205, quoted in Michael Maynard, *A History of the Debate Over 1 John 5:7-8* (Tempe, AZ: Comma Publications, 1995), 10.

Author Citing Another

- F** ³⁰Edward F. Hills, *The King James Version Defended*, 3rd ed. (Des Moines, IA: The Christian Research Press, 1979), 205, cited in Michael Maynard, *A History of the Debate Over 1 John 5:7-8* (Tempe, AZ: Comma Publications, 1995), 10.

Author Citing Another, but Not Providing a Page Reference

- F** ³¹Edward F. Hills, *The King James Version Defended*, 3rd ed. (Des Moines, IA: The Christian Research Press, 1979), n.p., cited in Michael Maynard, *A History of the Debate Over 1 John 5:7-8* (Tempe, AZ: Comma Publications, 1995), 10.

It is not necessary to include the secondary source in your bibliography. For example, if Michael Maynard is the author of a book and in the book he quotes or references another author, Edward F. Hills, your works cited bibliography will include Maynard's book, but not Hills's.

FOOTNOTE SHORT FORMS

When you use a source multiple times in a paper, you may use a shortened form of the footnote after the first time you cite the source. There are two different short forms

Ibid.

Use Ibid. (an abbreviation for the Latin word *ibidem*, which means “in the same place”) when you cite a source you just cited in the immediately preceding note. Ibid. takes the place of as much of the previous entry as is identical. In the examples below, footnote 33 comes from the same source, including the same page number, as footnote 32. Footnote 34 comes from the same source, but from a different page number.

F ³²David McCullough, *John Adams* (NY: Simon & Schuster, 2001), 368.

F ³³Ibid.

F ³⁴Ibid., 225.

Shortened Form

Use the shortened form (usually the author's last name or the first few words of the footnote if there is no author, plus the page number(s), if applicable. In the examples below, footnote 37 comes from the same source as footnote 35, but because of the intervening source, you cannot use Ibid. Instead, use the shortened form of footnote 35.

F ³⁵David McCullough, *John Adams* (NY: Simon & Schuster, 2001), 368.

F ³⁶Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different* (NY: Penguin Press, 2006), 175.

F ³⁷McCullough, 39.

FORMATTING YOUR PAPER

Research papers should be formatted follow these general guidelines; however, if your professor requires variations make sure you follow guidelines given in class.

1. Margins. Use standard, white 8 ½- x 11-inch paper. Leave a 1-inch margin on all four sides. Place page numbers within the header, as specified below, about ½ inch from the top edge of the page.
2. Typeface. Use a standard, readable, serif typeface, such as Times New Roman, Palatino, or Georgia. Use 12-point type.
3. Title page. A research paper should include a separate title page. All text on the title page should be in all caps. Leave a 1-inch margin on all four sides. Not counting the top margin, on line 13, center your title. For a longer title, divide it between two lines and double-space between the lines. On line 35, center your name. Double space and center the course number and title. Double space and center the due date. Your professor may or may not require a title page for other projects and papers; be sure to know and follow the guidelines for each class.
4. Outline. Center the word “OUTLINE” (without the quotation marks) two inches from the top of the paper. Double space. At the left margin, type the word “Thesis” (with the underlining, but without the quotation marks), followed by a colon, a space, and then your thesis statement. Double space and begin typing your outline. For simplicity’s sake, feel free to use any automatic outline formatting built into your word processing program. If you bypass the automatic formatting, you must set up a series of tabs and decimal tabs in such a way that each level of the outline is indented one-half inch further in from the left margin than the level above it. (For example, if Roman numeral I begins at the left margin, A would begin at ½ inch, 1 under A would begin at 1 inch, and so on.) See the sample that follows these guidelines.
5. Pagination. The title page is never numbered. Unless your professor specifies, the outline and bibliography pages are not numbered either. The first page of your text counts as page 1, but no number needs to appear on it. Begin numbering the second page of text with 2. Place all page numbers in the header at the right margin.
6. Title. Center your title two inches from the top of the first page. The easiest way to do this is to set your margins to one inch all the way around and then hit *Enter* six times (3 if you are double-spacing) before typing your title. Type the title in all capital letters. If the title is long, divide it into two lines, single spacing between them. Double space after the title and begin typing your paper.
7. Indentation and Spacing of Text. Indent each paragraph one-half inch from the left margin. Double-space all text other than block quotations. See *Turabian* section 25.2.2 for specific guidelines for indention and spacing of block quotations.

8. Footnotes. Footnotes should appear at the bottom of the page on which the cited information appears. You should use the “insert footnote” or similar feature of your word processing program to insert your footnotes automatically. Though Turabian specifies that footnotes should begin with a full-sized Arabic number, the college will allow the use of a superscript number. Indent the first line of each footnote one-half inch from the left margin. Footnotes should be single-spaced, with an extra blank line between each note.
9. Bibliography page. Center the word “BIBLIOGRAPHY” (without quotation marks) two inches from the top of a new page following the last page of your text. Double-space after the title and begin typing your bibliographic entries in alphabetical order according to the first word in the entry. Every source that appears in your footnotes should be on your bibliography page. Bibliography entries are not numbered. The first line of each entry starts at the left margin; all subsequent lines are indented one-half inch.
10. Submission. Your paper should be turned in at the beginning of the class period in which it is due. Come to class with your paper stapled neatly in the upper left corner. If your instructor requires electronic submission, be sure to follow all guidelines exactly.

SAMPLE PAPER

THE EFFECT OF THE SPANISH INQUISITION
ON THE DOWNFALL OF SPAIN

SUSAN STUDENT
ENG102-1 ENGLISH COMPOSITION 2
APRIL 15, 2012

Figure 1. Title page

OUTLINE

Thesis: The Spanish Inquisition led to the downfall of the Spanish empire in the areas of economy and education.

- I. Spain's economy was weakened by the Inquisition.
 - A. The expulsion of Jewish workers weakened Spain's economy.
 - B. The absence of a middle class weakened Spain's economy.
- II. Spain's educational achievements waned during the Inquisition.
 - A. The *Index of Prohibited Books* stifled academic achievement.
 - B. The persecution of scholars stifled academic achievement.

Figure 2. Outline

THE EFFECT OF THE SPANISH INQUISITION ON THE DOWNFALL OF SPAIN

Historian Cecil Roth once wrote that “the fall of Spain was even more catastrophic than its rise was sudden.”¹ During the sixteenth century, Spain had more potential than any other European empire for world domination. With the discovery of America in 1492, Spain gained a steady stream of income. Their land army was one of the best in the world. Their monarchs were powerful, and their heirs had rule over both Spain and the Holy Roman Empire. With all these things in their favor, it is almost unthinkable that Spain failed to become a leading force in post-Renaissance Europe. However, the demise of the Spanish empire could be culminated in the word “Inquisition.” Author Will Durant affirmed, “We must rank the Inquisition . . . as among the darkest blots on the record of mankind.”² The unrestrained persecution of Jews, Muslims, and academics spelled out the fall of an otherwise blossoming world power. The Spanish Inquisition led to the fall of Spain in the areas of the economy and education.

Spain’s economy was weakened by the Inquisition. An empire could only succeed if its central economy were strong and growing.³ However, people investigated by the Inquisition lost their possessions and jobs; and therefore, their

¹ Cecil Roth, *The Spanish Inquisition* (n.p.: W.W. Norton, 1937), n.p., quoted in Brenda Stalcup, ed., *The Inquisition* (San Diego: Greenhaven Press, 2001), 154.

² Will Durant, *The Story of Civilization* (n.p.: Simon and Schuster, 1950), 4:784, quoted in Dave Hunt, *A Woman Rides the Beast* (Eugene, OR: Harvest House Publishers, 1994), 244.

³ George W. Bock, ed., *Western Civilization* (Boston: Houghton Mifflin, 2000), 385.

Figure 3. First page of text.

ability to contribute to Spain's economy was also lost. The Catholic monarchs Ferdinand and Isabella knowingly relinquished income that the country needed because of their ardent Catholicism.⁴ These monarchs were determined to leave a purely Spanish and Catholic empire to their heirs, and the Inquisition was the tool that they selected. King Ferdinand "maintained that spiritual ideals were more important than material considerations about the economy."⁵ These rulers set into motion events that would lead to the economic downfall of their empire. The expulsion of Jewish workers from Spain in 1492 had a crippling effect on Spain's economy.

The Jewish community in Spain before the expulsion was a thriving economic force. For hundreds of years, Jews "had contributed substantially to Spanish ... economic life."⁶ The Sephardic Jews had been settled in Spain for centuries. They were a part of the country. They were a "prosperous and integral part of society."⁷ The Jews were part of Spain's economic foundation. They were a stable and necessary group with a history of prosperity. They had managed to prosper under many different rulers and despite persecution over the centuries.⁸

⁴ Arthur Griffiths, *In Spanish Prisons* (New York: Dorset Press, 1991), 41.

⁵ Henry Kamen, *Inquisition and Society in Spain* (Bloomington: Indiana University Press, 1985), 4.

⁶ Bock, 382.

⁷ Kamen, 13.

⁸ *Ibid.*, 6.

Figure 4. Second page of text.

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Figure 5. Bibliography