

Student Style Handbook

**Life Ministry Institute
at
Northwest Church
34800 21st Avenue SW
Federal Way, WA 98023
253-952-3500, x273**



Dear Student,

Welcome to Life Ministry Institute (LMI)! We are pleased to be able to offer our ministry training program to students whose commitments to church, family, or work prevent them from attending a more traditional program. This program is designed for people who desire an academic challenge and a ministry experience that will train them for various roles within the local church or to be the salt and light in any environment and vocation to which God calls them. We have produced a flexible program that will serve you where you are, taking into consideration your previous academic and non-academic experience. We hope Life Ministry Institute will be able to help you achieve all that the Lord has for your life.

This handbook contains most of the policies and procedures that you need as a student in the program. Use this book together with the Institute Catalogue to gain a fuller explanation of requirements, expectations, policies and procedures.

Life Ministry Institute has been serving the needs of students since 2005, and we want to serve *you* as you seek to reach this generation with the good news of our Savior Jesus Christ. Please contact me if you have any questions regarding Life Ministry Institute. My phone number is (253) 952-3500, x273 and my e-mail address is jcrawford@nwcfourssquare.org. I look forward to working with you!

In His Service,

Pastor Jim Crawford.
LMI Director

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1. LMI Academic Writing Style

Academic Style

Nearly every paper you will write for LMI will be required to be written in formal academic style. Your teacher will let you know when a paper is informal; otherwise assume it is formal style. Formal academic papers are written in third person and LMI uses a modified Modern Language Association (MLA) style. That means that your writing is required to meet the current MLA style manual except as modified by this handbook. Styles may be further modified for a specific class by direction of the instructor, but that variance is for that class only and not for the entire program.

The MLA has developed a style to make sure papers clearly and uniformly credit their outside works. It's like a special code that allows shortcuts for sharing key information. It's explicitly spelled out and allows little room for "creative expression." This requires attention to details; therefore, if you aren't a "details" person, it could be a challenge for you.

MLA Style Key Elements as Modified by LMI

- Table of Contents for papers larger than 10 pages (no page header or page number on this page)
- In-text parenthetical citations to mark borrowed material (see example below on page 4)
- A list of all used sources, called the Works Cited page (only list sources cited in the paper, there is a examples on page 7 and in the sample research paper at the end of the handbook)
- A specific format for the cover sheet, first and subsequent pages, the page margins, the running header, the font, and the spacing
- Cover page – A formal page always includes a cover sheet indicating the name of the student, the title of the paper, the name of the course and submission date. All the elements of a title sheet belong on a certain place on the sheet. (See sample on page 3)

Format for the Academic Formal Paper

- 1 inch margins on all sides
- All pages, except for the title sheet and the table of content are numbered
- All text is left justified margin
- A header with the first and Last name in upper left hand corner and page # in upper right corner (See example in section 10 Sample Research Paper)

- 12 point Times New Roman
- Double spaced throughout, with no additional spaces between elements
- Sub headings or section titles are only used if instructed by the teacher.

MLA In-Text Citation Format Example

Some of the churches in southern Italy at this time were ecclesiastically subject to the patriarch of Constantinople and used Greek-style religious practices, including using leavened communion bread (Aland, 291). Although we may not agree today with the eleventh-century reasoning of the arguments, they nevertheless illustrate that the disputants had developed significantly different scriptural bases for their positions (Archer, 374-375).

Works Cited Format Example

Works Cited

Aland, Kurt. *A History of Christianity*. Vol.1. Philadelphia: Fortress Press, 1985.
Archer, Gleason L. *Encyclopedia of Bible Difficulties*. Grand Rapids: Zondervan, 1982.

A Works Cited sample page is provided on page 7, which will cover other common forms of works. When using a website as a source, be sure your website addresses do not get turned into hyperlinks—MS Word usually is set to do this automatically. If it happens, the website address will turn blue and be underlined. To change back to normal, just hit “undo” or backspace immediately after you type it. The date format for the Works Cited page entries is different from the first-page header: it uses an abbreviated month.

Submission of Paper

A formal paper is never submitted in any type of cover or binding, except for stapling the upper left hand corner. Most instructors will accept and even prefer submitting a paper electronically as long as it is compatible with MS WORD.

2. Style Sample for LMI

Style samples are provided on page 3 – 7. Please note that additional instructions are imbedded in the text of the sample. Please review carefully.

Clever Title *(line 12)*

Joe Student *(line 40)*

Systematic Theology IV

Project on Eschatology

11 November 2005 *(use this date format)*

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Works Cited

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3. Academic Integrity

Each student is responsible to maintain honesty and integrity in all academic work. Any offense will carry a penalty and must to be reported to the LMI Director. The penalty can range from loss of the assignment (earned “F”) to academic dismissal. Lack of integrity is evidenced by:

- Cheating – using unauthorized material or information in any academic exercise. Projects or papers must be original work by the student submitting the work, and it cannot be work done for another course unless there is approval by the instructor. Exam situations assume individual and unassisted work unless specified by the professor.
- Plagiarism – representing another person’s ideas or words as one’s own. This includes three or more words taken directly from an author, also distinctive ideas or phrases, and paraphrased arguments or line of thought.
- Fabrication – inventing or falsifying any information or citation in academic work.
- Anyone who assists another student in the above is equally responsible. LMI promotes sound moral values in all areas of campus life including honesty in all academic endeavors.

5. Time Management and Study Skills

In order to get good grades you must make time and have a plan for your studies. A typical 3 credit class will take 3½ hours per week, and homework reading and other assignments can average 6 or more hours per week. The following are some helpful guidelines that have been edited from Life Pacific College’s Degree Completion Program. They are offered to get you thinking about how to become a serious student and manage your time effectively.

Ten Tips for College Success

- 1) Class Attendance. Regular class attendance is a one key component to success. A lot of important material is covered in each class. If you miss one you will miss some valuable material that could hurt your grade. For this reason, there are the minimum requirements for attendance that are found in the LMI catalogue. Additionally, some instructors will include a grade that includes an attendance component. There are valid reasons for being absent, but please try to make these an exception rather than the rule.

- 2) Participate and truly engage the class discussions. This is YOUR class, and the instructors are here for you. Get involved in discussions, add relevant insights you see, etc. The class will seem much more interesting and relevant to you if you participate. Please do try to keep your questions and comments relevant to the topic being studied however.
- 3) Be “open minded” about new ideas. You may already have some basic knowledge of the class subjects. But be open to new ideas, points of view, etc, even if they are different from the ones you already hold. Try to avoid becoming become argumentative or defensive when you read something you disagree with. Part of becoming educated means becoming informed about the variety of points of views and interpretations on a subject, understanding them, gleaning what you can, and forming your own well thought out position. As you begin to seriously study the Bible, theology, ministry and leadership you will realize that there are many diverse “Christian” points of view, ones that you need not agree with, but that you should at least understand and think through. Some classes may even use books not written by or specifically for Christians. As you encounter different points of view, it will challenge you to think about *why* you believe *what* you believe. And if you do this, you will become a thoughtful and well-grounded Christian who can articulate the *true* Gospel and stand your ground in today’s marketplace of ideas.
- 4) Do your homework. This may sound obvious, but you’d be surprised by how many students act as if assignments are optional. Make sure you do all of the assignments given to you by your instructors, and do your best to do them on time. Most instructors will have some grace for lateness, etc, but do not take undue advantage of that grace.
- 5) Prepare to have productive study session.

The following are some good guidelines to having a productive study time:

- 1) Schedule it in to your life. You will not find time to study; you will only make time to study. Set a day/time, and stick to it.
- 2) Study in a quiet, distraction-free place. Turn off the TV, unplug the phone, lock the fridge, etc. If you can’t concentrate it will take you twice as long and you will learn half as much! Also, you may want to unplug your internet connection so you are not tempted to check your email or see if Target is having a sale!
- 3) Have a plan for your study period. For example, say to yourself, “Tonight I will read pages _____ to _____ in my textbook and complete the associated study questions and review the previously completed study questions and answers. Also, be realistic about how much you can do in the time you have. Don’t say, “Tonight I will read 60 pages, study for the exams, write my research paper, and do my

- study project.” If you have that much to do, break it down into smaller, “do-able” chunks.
- 4) Be consistent. Studying is like brushing your teeth (but without all the toothpaste) – you must make it a regular routine in your life. Set aside the same day/time each week to study. For example, “I will study on Thursday nights from 7 to 10, and on Monday nights from 8 till 10.” Then, guard these times faithfully. Only deviate from your schedule if absolutely necessary.
 - 6) Apply what you learn. As you learn new ideas, try to integrate them into your everyday Christian life and ministry. As you begin to see the application of what you learn, your motivation for learning will greatly increase and increase the value of your education.
 - 7) Discuss what you are learning with others. Share some new knowledge at church, with your mentor, youth groups, home groups, etc. Preach and teach on what you are learning to reinforce the material and make it real. Begin to bless others with what you are being blessed with.
 - 8) Pray for your studies and for your classmates and instructors. Begin to see the school as part of a new circle of friends and co-laborers. Ask the Lord to help you apply what you learn. Ask Him to help you study, read, etc. Studying is hard work, and Satan will try at every turn to stop you in your pursuit of godly wisdom. So be prepared for his schemes and expect him to try and deter you from diligently studying. The only thing more dangerous to the devil than a Spirit-filled Christian is a *well-informed* Spirit-filled Christian, for they are the leaders, shakers and movers in the Kingdom of God! And lift up our new program to the Lord as well, asking Him to make it all He desires as an instrument for training and equipping His people.
 - 9) Make your studies a priority. Begin to see your studies as an investment in yourself, in your church and in your world. You are taking time and money to become educated so that you can grow personally and as a servant of the Lord. Therefore, you may have to re-arrange your priorities in life. Nothing comes for free. If you want to learn and grow, you must pay the price. Therefore, you may need to re-prioritize your life so that your studies fit in *above* things that are not as productive, such as watching TV, movies, surfing the internet, shooting pool (or whatever your pastime may be). Don’t neglect the important things in your life, i.e., your time with God, family, work, etc. but rather try to see school as a new and important part of your life, not just one more thing to cram in to your busy schedule. You will only get out of school what you put into school, nothing more, nothing less. In the long run, you will

be glad you paid the price for your education. It will pay big dividends, both now and for eternity!

- 10) Become an autonomous learner. This is last but certainly not least. Autonomy means essentially “doing it on your own.” As a college level student, you must learn to become responsible for your own learning. You are in charge of all the details – the when, the how, etc. Your instructors are guides and facilitators of your learning, not great sages who will somehow mysteriously impart wisdom to you. They will keep the study schedule moving, will participate and give feedback, score tests, grade papers and projects, and give input into your work and thinking. But the thinking and hard work – that is your job! Students who succeed in the college learning environment are those who are conscientious about what they are doing, are self-motivated to do a good job, and who do not need someone else to remind them that things are due. As you practice the above guidelines, you will be developing valuable life and leadership skills and be on your way to being a self-motivated and autonomous learner for life!

“Blessed is the man who finds wisdom, the man who gains understanding, for she is more profitable than silver and yields better returns than gold.”

Prov. 3:13-14

6. Using the LMI Library Catalogue

The Northwest Church Bible and Ministry Library is organized by Dewey number. The Filing Order for the library is: 1. Dewey Number, 2. Alphabetical by main author’s name, 3. Volume (numbered sets), 4. Alphabetical by book title. The Dewey Decimal System is a proprietary system developed by Melvil Dewey in 1876 and periodically modified and expanded. The system is made up of ten main classes or categories, each divided into ten secondary classes or subcategories, each having ten subdivisions of its own.

10 Main Classes

- 000 – Computer science, information, and general works
- 100 – Philosophy and psychology
- 200 – Religion
- 300 – Social sciences
- 400 – Languages
- 500 – Science and Mathematics
- 600 – Technology applied science
- 700 – Arts and recreation
- 800 – Literature
- 900 – History and geography and biography

200 Religion Detailed to Second Level

- 210 Philosophy & theory of religion
- 220 Bible
- 230 Christianity Christian theology
- 240 Christian moral & devotional theology
- 250 Christian orders & local church
- 260 Social & ecclesiastical theology
- 270 History of Christianity & Christian church
- 280 Christian denominations & sects
- 290 Comparative religion & other religions

220 Bible Detailed to Third Level

- 220 Bible. - General.
- 221 Old Testament.
- 222 Historical books.
- 223 Poetical books.
- 224 Prophetical books.
- 225 New Testament.
- 226 Gospels and Acts.
- 227 Epistles.
- 228 Apocalypse.
- 229 Apocrypha.

7. Other Library Resources

Northwest Libraries and Online Research Information for LMI

- **Northwest Church Library**

The Northwest Church Library is located in room M2. The materials in this 2,700+volume library are constantly vetted for relevancy and applicability to the classes that are offered by LMI. New volumes are being constantly added with over 200 volumes added since September 2008. The library is for reference only **and all books must remain in the room**. There is a copy machine in the library room that may be used by the student for a fee of \$0.05 per sheet. The library is open between classes on Saturdays, and evenings on Sunday and Tuesday. At other times, students must make prior arrangements with the Site Coordinator, Pastor Jim Crawford, 253-925-3500, X273 to gain access. Email: jcrawford@nwcfour-square.org



Northwest
Church
Library

- **Interlibrary Loan**



Many larger public libraries have a surprisingly good religion collection, and with WorldCat.org you may search for a book and find libraries near your IP address or zip code which own the book. However, most local libraries also offer *Interlibrary Loan* service for books found in [WorldCat](http://WorldCat.org) and for articles when you have a citation from databases. *Interlibrary Loan* is a service where one library can borrow books or receive other resources that are owned by another library. The user makes a request with their local library, which then finds a library that owns the resource, places the request, receives the item, makes it available to the user, and arranges for its return. Some libraries charge a nominal fee for the service.

- **King County Library**

Those who live close to Northwest Church can use the nearby Federal Way branch of the King County Library. While it does not contain dissertations, it carries some religious journals, has a good religious book collection, a good reference section and participates in the *Interlibrary Loan* system. Its resource catalogue and reservation system is accessible online at <http://www.kcls.org>. King County library has a total of 3,345,860 volumes and an annual circulation of 11,000,000 (from: www.librarytechnology.org).



- **Tacoma Public Library and other Regional Libraries**

Another example of a good regional library with a nearby branch is Tacoma Public Library - <http://www.tpl.lib.wa.us/Default.aspx>. The library has 1,924,387 volumes and an annual circulation of 2,162,445, an electronic catalogue and reservation system and also participates in the *Interlibrary Loan* system. Outside of Tacoma, in Pierce County, there is also a regional Library system with similar services <http://www.piercecountylibrary.org/Default.htm>. Also, Seattle City library allows persons living outside the City to become borrowers.



- **University Libraries**

Most university libraries allow visitors, and many allow check out, perhaps for a reasonable fee. Universities often subscribe to full-text databases different from LPC and sometimes visitors may arrange to use those databases. Two regional university libraries with significant Bible and theological collections are Seattle Pacific University <http://www.spu.edu/depts/library/> and Northwest University <http://library.northwestu.edu>. There is also a smaller, but much closer theological library at Faith Evangelical Seminary in Tacoma, <http://www.faithseminary.edu/L-library.php>.



- **Temple De Hirsch Sinai**

The Temple De Hirsch Sinai Library is the largest circulating collection of Judaica in the Pacific Northwest, and serves as a resource for the entire community. The collection of approximately 9,000 volumes includes popular as well as scholarly Judaica, reference materials, Hebrew titles, music, fiction, a separate children's collection, and current Jewish periodicals (back issues may be checked out). Temple members may



check out materials at any time. Those who are not already Temple members may sign up for borrowing privileges simply by presenting current identification. There is a voluntary donation of \$5.00 for annual membership.

Free Online Access and Database Research

While one must always be careful about the quality and accuracy of free online resources, there are an amazing number of excellent websites for doing research in the field of Biblical Studies, Archaeology, Theology, Church History, World Religions, Missions, Ministry, and Leadership. The following are a list of web super-sites that are great places to start research in the field of religion:

<http://www.religion-online.org/> Full texts by recognized biblical scholars.
http://www.wabashcenter.wabash.edu/resources/guide_headings.aspx Internet Guide to Religion.
<http://www.ccel.org/> Collection of classic Christian texts from the Early Church Fathers to around 1900.
<http://virtualreligion.net/vri/> Virtual religion index compiled to advance research in the field of religion.
<http://www.biblegateway.com/> An online bible search engine in multiple translations and languages.
<http://www.bible-researcher.com/index.html> Internet research tools for biblical researchers.
<http://tabs-online.com/TABS/index.htm> Tyndale Archive of Biblical Studies.
<http://www.sbl-site.org/educational/sitesofinterest.aspx> Websites compiled by the Society of Biblical Literature for research in Biblical Studies.
<http://www.deinde.org/biblical-studies-glossary/> An online glossary of terms used in Biblical studies.
<http://www.torreys.org/bible/> Torrey Seland of Volda College (Norway) provides monthly updates of scholarly resources for biblical studies on the Internet. Extensive annotated lists on biblical languages & texts, the Mediterranean social world & Philo of Alexandria. Especially good for locating electronic journals & articles published at scattered sites.
<http://lii.org/> Librarian's Internet Index of high-quality websites selected by librarians and organized by subject.
<http://ipl.org/> Internet Public Library guide to resources on the Web; includes subject collections and ready reference.
<http://ipl.org/div/searchresults/?searchtype=traditional&words=religion> websites compiled by the Internet Public Library in the field of religion.
<http://www.doaj.org> Directory of Open Access Journals (Free online scholarly journals in dozens of academic disciplines)

8. Research, Writing

General Research Writing

Any paper that includes research is required to be a synthesis of your own ideas and thoughts as supported by ideas and information that came from your research. It is a persuasive paper that makes your own unique argument for a stance you take on a certain narrow topic. It is not simply a report on the ideas and opinions of others, but it does engage with the arguments and ideas of others.

Since you must draw on information and thoughts of others, you must provide a citation each time you include three or more words taken directly from an author or any other's distinctive ideas or phrases, paraphrased arguments and line of thought. In general, if you suspect that you are paraphrasing another's work, then cite the source at that point in your paper. In a typical paper, one might expect to see three or more text citations per sheet of

text. Since LMI uses MLA formatting; instead of marking text citations with a footnote, in-text parenthetical citation is to be used. Do not list a book or source in your paper unless you have identified at least one parenthetical citation to it in the main body of your text! If you are required to have 10 sources in your paper then you will need to list 10 different books/sources in your bibliography (Work Cited) at the end of your paper and you must identify at least one citation to each in the main body of your text.

Steps to Writing a Paper

(Taken from Life Pacific College, School of Distance Learning and edited by Jim Crawford, November 2008.)

- 1. Carefully read the instructions** given for the paper in your course assignment and any additional instructions in the class syllabus. These instructions will give you guidelines for the content and length of your paper and details as to how the paper might differ from the standard template.
- 2. Decide the purpose for your paper.** Ask yourself, “What am I trying to accomplish in this paper?” Keeping the purpose of your paper in mind while doing your research will keep you focused on your topic. For example, if you were asked to write a 900-1200 word paper on the subject “The Hope of His Coming,” first convert this into a purpose statement, “The purpose of my paper is to demonstrate how the Bible, my textbook and other sources support the belief that Jesus is literally returning a second time in the future.” This purpose statement should be incorporated into the introduction of your paper.
- 3. Gather your research materials.** The thoroughness with which you assemble your research materials for your paper will largely determine the quality of the finished work. Make good use of information resources that are at your disposal, i.e., your textbooks, local libraries, the Northwest Church library, and the Internet. Keep track of where the information, facts, quotations, viewpoints, etc. come from. Remember, if you cannot cite the source, you cannot use it in your paper.
- 4. Create a working outline.** You may not be required to turn it in, but an outline always helps you to write a logical and organized paper. The outline will also help you to see how all your points fit together and to eliminate the points that are not relevant to your topic. A research paper should have a minimum of two main points that relate to your purpose. You should *use* at least two sub-points to develop or support a point in any level of your outline. If you only have one sub point, incorporate it into the main point.
- 5. Write the first draft.** Papers should have a title page (see attached for a sample of a title page). Type the paper in twelve-point font size, double-spaced, with one inch margins, and numbered pages;
- 6. Revise as necessary.** Reread the instructions given for your assignment to make sure you have included in your paper all the elements that you were instructed to cover. Lay aside the paper for a day or two so you can take a fresh look at it. Read it again to make sure it makes sense and to check for spelling, punctuation, format, and grammar errors. It may

be helpful to read your paper aloud or to someone else to see if it contains any mistakes in writing, logic, or research.

7. **Produce the** final copy and submit before the deadline.

General Approach to Planning Research

- Select Topic
- Ask a Controlling Question
- Ask Guiding Question(s)
- Select resources to answer questions (working bibliography)
- Narrow topic to a small slice to develop thesis statement
- Write paper the paper to prove the thesis and answer any anticipated questions

Questions to Research About Topic

- Who?
- What?
- Where?
- When?
- Why?
- How?

Outline/Paper

- A title should identify the topic
- The introduction clearly indicates the central idea/thesis of the paper (i.e.: what you will say about the topic).
- The main body will explain the central idea in ordered detail.
- The conclusion will explain what was learned about the central idea/thesis.

Main Body

- Each point of the central idea should be the subject of a separate paragraph.
- Each paragraph contains only one subject (explicit or implicit).
- Paragraphs should naturally and logically flow from one subject to the next.
- Paragraphs are arranged to build an explanation which leads to an obvious conclusion identified in the last paragraph of the paper.

Important Elements of Work Cited

- Author or editor
- Title of the book

- Place of publication
- Publisher
- Date of publication

9. Additional Aids to Study Skills

Useful Online Resources for Writing and Study Skills

Vanier College Study Tips

This site contains a very thorough list of studying aids in various topics including time-management, note-taking, reading, and exam preparation.

<http://www.vaniercollege.qc.ca/tlc/tlc/studytips/studytips/studytips.html>

Dartmouth College

More study aids from the Ivy League.

<http://www.dartmouth.edu/~acskills/success/index.html>

Virginia Tech

This guide gives advice to help you concentrate, edit lecture notes, and create an effective study environment.

<http://www.ucc.vt.edu/stdysk/stdyhelp.html>

Effective Study Skills by Dr. B. Kizlik

While in some sites you have to click around to get all of the information, Dr. Kizlik presents it all to you in one thorough page.

<http://www.adprima.com/studyout.htm>

Writing Skills

Style Guides

MLA Style Citation Examples

MLA documentation is commonly used in English and foreign language and literature courses, as well as in other disciplines in the humanities, and is used by all Life Pacific College students. Here is a good introduction to citation MLA style. Consider purchasing the MLA style guide for use in all classes.

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

References

Ask Oxford

The Oxford English Dictionary, the most thorough and comprehensive dictionary in print, is not available online. However, its editors have put together this site, which offers valuable and sometimes surprising information on language, including tools for writers and students of writing.

<http://www.askoxford.com/?view=uk>

Dictionary.com

This online dictionary offers an easily searchable database and produces fast and thorough results.

www.dictionary.com

Bartlett's Familiar Quotations

Part of the Bartelby project (a collection of great books online), the quotations are readily searchable.

<http://www.bartleby.com/100/>

Common Errors in English

Paul Briens of Washington State University compiled and updates this opinionated, sometimes picky but helpful list of common errors. Useful for both native and nonnative English speakers.

<http://www.wsu.edu/%7Ebrians/errors/>

Encyclopedia Britannica

You have to register and pay to retrieve full-text articles from this site, but it's a fast and easy way to search for encyclopedia entries without resorting to a trip to the library.

<http://www.britannica.com/>

Library of Congress

America's founding library's homepage offers many informative links to information, including search tools for government and U.S. history, and also features the library's full online catalog.

<http://www.loc.gov/>

Project Gutenberg

Begun in 1971 by Michael Hart at the University of Illinois, Project Guttenberg puts full texts of books onto the web for free. Thus far, over six thousand eBooks are available through the project, and hundreds are added every week.

<http://www.promo.net/pg/>

Strunk and White's Elements of Style

Also sponsored by the Bartelby project, Elements of Style is considered by some to be the most effective and handy style manual for writers.

<http://www.bartleby.com/141/index.html>

WebGrammar

This vast and useful site offers thousands of links to resources for writers. It's not just about grammar; there are research tools here for subjects across the curriculum.

<http://www.webgrammar.com/>

Online Writing Labs

Purdue Owl

A very comprehensive site with just about everything a struggling writer (or those who wish to improve) could want.

<http://owl.english.purdue.edu/>

The Writing Center at Virginia Tech

This site features a grammar hotline that will answer questions about grammar via email or phone. It's open to the public.

<http://www.english.vt.edu/~owl/owl.html>

10. LMI Sample Research Paper

DISEASES IN AFRICA

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In Matthew 24:14 Jesus declares “And this gospel of the kingdom will be preached in all the world for a witness to all the nations, and then the end will come.” Jesus has called all followers of Christ to be missionaries and spread the love of Jesus. Some are called to the cities around them, but many are called to help other nations around the world. Some people who feel called to missions work are hesitant to go because they know of all that diseases that could infect them. Africa is one nation that many feel caution to go to because it is so heavily infected with deadly diseases; AIDS is the most prominent, followed closely by Malaria, and then Trypanosomiasis. Any missionary who feels called to Africa needs to be well informed about AIDS, Malaria, and Trypanosomiasis so that they are able to protect themselves as well as sympathize with the people who live there.

The nation of Africa is desperate to know the love of Jesus. However, it is well known for the many diseases that are amongst the people. AIDS is an acronym for Acquired Immunodeficiency Syndrome. It was first described in the early 1980’s and was said to be caused by a viral infection. It is primarily a sexually transmitted disease, but it is also spread through the contact with an infected person’s blood, as well as through childbirth. AIDS is particularly dangerous because there is a long period of time during which the infected individual appears healthy because there are no evident symptoms. During this time these individuals spread the disease unknowingly to others (Wood and Dietrich 25).

In December 2005 UNAIDS and World Health Organization put out an AIDS epidemic update. It concluded that Sub-Saharan Africa makes up just over 10% of the world’s population, but it is where more than 60% of all people infected live. There are currently 25.8 million infected adults and children, and out of those 3.2 million were newly infected within the past year. It was estimated that during this time 2.4 million adults and children died of AIDS related conditions. (“AIDS Epidemic Update” 17-30)

AIDS is caused by a virus known as the Human Immunodeficiency Virus (HIV). When HIV enters the bloodstream millions of viruses begin flowing through it. They follow the natural course of the host's circulation and they attach to receptors on certain cells of the immune system that they are attracted to by chemical forces. It attaches to two types of white blood cells in the immune system:

macrophage and the T-helper cells. The macrophage cell is a defense cell but HIV is able to survive which results in it reproducing itself and converting the cell into a pool of infectious viral particles. The T-helper cell is the main controlling cell in the immune system and once HIV destroys these cells the immune system is unable to fight off usually mild infections (Wood and Dietrich 116-117). During the process where the T-helper cells become AIDS viruses, they destroy the immune system. This is the indirect way that the virus kills individuals. The direct way is through the virus destroying brain cells which causes progressive brain disease (Antonio 8-9).

Once the AIDS virus has entered the body it takes time before it produces the deadly effects. This amount of time varies among individuals. There are three basic known stages which characterize persons infected with the virus. Stage one is the asymptomatic carrier stage. During this stage the individual who is infected with the virus does not show any detectable signs or symptoms. They may seem to be in good health and could possibly remain that way for a number of years. The AIDS virus penetrates the eyes, brain, lungs, spleen, kidneys, and other organs of the infected persons. All AIDS carriers are able to infect others, even those showing no visible symptoms, because after the infection occurs, the body begins to excrete the virus through various bodily secretions. Due to this fact any infected person can never engage in intimate sexual activity without endangering the life of another person (Antonio 10-12).

The second stage of the virus is known as the pre-AIDS- AIDS related complex (ARC). It is during this stage that the infected individual begins to manifest symptoms. These symptoms can include sudden unexplained weight loss, drenching night sweats, persistent diarrhea, swelling of the lymph nodes in the armpits and groin, chronic fatigue and/or psychogenic disturbances. The name pre-AIDS does not accurately describe this stage. People who are developing ARC are critically infected with the AIDS virus. They are plagued with a wide range of grave health problems. As the virus begins to invade cells in the brain and central nervous system signs of nascent dementia develop. These include chronic memory loss, loss of muscular control, seizures, loss of speech, and severe psychiatric disturbances. “[These patients] are not included in the total number of AIDS cases reported by the CDC[...] The number of persons with pre-AIDS or ARC, however, is estimated by some researchers to be ten times the number of full-blown AIDS cases” (Antonio 13-15).

Stage three of the AIDS virus is known as full-blown AIDS. Patients suffering during this stage are more susceptible to other diseases. They consist of diseases such as anemia, autoimmune disorders, hyperplasia, kidney dysfunction, nerve damage, and lymphomas. The diseases develop because the immune system breaks down and fails to fight off the sickness. Even though drug treatments are available for many of these infections the drugs fail to cure them fully because there is no support from the immune system. These opportunistic infections, curable under other circumstances, cause the death of most AIDS patients. (Jennings)

Several factors have made attempts at treating AIDS extremely frustrating and futile thus far. The first factor is that the body’s natural defenses are incapable of combating the AIDS virus. With other diseases, the immune system produces antibodies which attack and kill invading organisms. Vaccines are used to raise antibody levels in the bloodstream to a

point where they kill invading pathogens. But, with AIDS, the antibodies which develop have little or no effect to neutralize the affects of the virus. Another factor is that there is no cure for AIDS devastation of the immune system. A third factor is that the AIDS infection of the brain is untreatable. AIDS invades and replicates within the central nervous system. It has then crossed over what is known as the “blood brain barrier.” This creates virtually an impossible obstacle to overcome with treatment. Another factor is that AIDS is continually mutating. The last factor is that any vaccine developed would be ineffective for those already infected (Antonio 127-129).

Another major disease in Africa is Malaria. Malaria is defined as “an infectious disease characterized by cycles of chills, fever, and sweating, caused by the parasitic infection of red blood cells by a protozoan of the genus *Plasmodium*, which is transmitted by the bite of an infected female anopheles mosquito. Also called jungle fever, paludism, swamp fever” (“Malaria”). Malaria is one of the most widespread and fatal diseases in the world. There are four main types of this disease in humans; they are the four species of *plasmodium protozoa* (single-celled parasites), including vivax, falciparum, malariae, and ovale (Watstein 81). *Plasmodium vivax* is probably the most prevalent of the four species and is the species most frequently encountered in temperate zones. Since its cyclic paroxysms occur every 48 hours, it is considered a tertian malaria.

Plasmodium falciparum is a malignant form of malaria, meaning that its cyclic paroxysms occur every 36 to 48 hours, and it is primarily a tropical species. It ranks second in prevalence but is the most serious of the four; it tends to run a shorter course without relapses. *Plasmodium malariac* ranks third in prevalence, but it has a widespread distribution. It is a quartan form of malaria and its cyclic paroxysms occur every 72 hours.

Plasmodium ovale is ovale malaria and its cyclic paroxysms occur every 48 hours. It is the rarest of the four types and it is more restricted in distribution (Watstein 81).

There are about 100 countries in the world that have malaria, almost half of which are in sub-Saharan Africa. More than 2.4 billion people are at risk and 90 per cent of the estimated 200 to 500 million malaria cases each year occur in sub-Saharan Africa. It kills between 1.1 and 2.7 million people each year, of whom about 1 million are children under 5 years of age in sub-Saharan Africa. It is the leading cause of death for children under five years of age, causing at least 20 per cent of all deaths. Children recovering from malaria infections may be left with significant mental and physical disability.

Malaria is transmitted to a human by the bite of an infected female anopheles mosquito. Once inside the individual the parasite runs through its complex life-cycle as it goes through a series of changes. The stages start with the plasmodia evading the immune system, and then infecting the liver and red blood cells, and then finally it develops into a form that when a mosquito bites the infected person it too becomes infected. Once inside the mosquito the parasite develops until it reaches the sexual stage, usually ten to fourteen days later, where it will infect the next human when the mosquito bites ("Malaria in Africa").

The infectious mosquito bite begins to show the malaria symptoms after about nine to fourteen days, but this can vary with different plasmodium species. The typical symptoms consist of fever, headache, vomiting and other flu-like symptoms.

If it is not treated with medicine, or the parasites are resistant to the medicine, the infection will progress rapidly and become life-threatening. Malaria kills by infecting and destroying red blood cells, known as anemia, and by clogging the capillaries that carry the blood to the brain, known as cerebral malaria, Or other vital organs ("Malaria in Africa").

Treatment for malaria depends on four factors; the type of infection, severity of the infection, status of the host, and associated conditions/diseases. *Plasmodium falciparum* malaria should be evaluated thoroughly in view of potential seriousness of the disease and possibility of resistance to anti malarial drugs. *Plasmodium vivax* is treated with Chloroquine and Primaquine. *Plasmodium falciparum* is treated depending on severity and sensitivity. All patients with malaria should be carefully and thoroughly assessed for complications of malaria to determine the severity of the infection. Acute, life-threatening complications occur only in *Plasmodium falciparum* malaria. Malaria can be easily treated in just three days, but if the diagnosis and proper treatment were delayed, it could kill the patient very quickly and easily. All cases of severe malaria should be presumed to have *Plasmodium falciparum* malaria. Treatment of malaria is also dependent on host factors. These factors include the patient's age and weight, functional capacity, nausea and vomiting, fever, and adequate hydration should be ensured. Treatment of malaria may have to be modified due to certain associated conditions and diseases such as pregnancy, epilepsy, cardiac disease, hepatic insufficiency, and renal failure, dermatitis. ("Treatment...")

Most malaria-carrying mosquitoes bite at night. Mosquito nets, if properly used and maintained, can provide a physical barrier to hungry mosquitoes. If treated with insecticide, the effectiveness of nets is greatly improved, generating a chemical halo that extends beyond the mosquito net itself. These insecticide-treated nets (ITNs) tend to repel or deter mosquitoes from biting or shorten the mosquito's life span so that she cannot transmit malaria infection. They have been found to be quite effective; unfortunately they can be expensive for the families most at risk of malaria because they are among the poorest people in the world. The cost is not the only barrier to their effective use. People who are not familiar with ITNs, or who are not in the habit of using them, usually need to be convinced of

their usefulness and persuaded to re-treat the nets with insecticide on a regular basis. In some areas where ITNs are already widely used, it has been estimated that less than 5% are retreated to achieve their expected impact. Many have tried to make re-treatment as simple as possible. However, the best hope lies with newly developed, long-lasting treated nets which may retain their insecticidal properties for four to five years- the life span of the net- thus making retreatment unnecessary. (“Insecticide-treated”)

The World Health Organization explains another extremely common disease in Africa on a Fact Sheet: “Human African trypanosomiasis, known as sleeping sickness, is a vector-borne parasitic disease. *Trypanosoma*, the parasites concerned, are protozoa transmitted to humans by tsetse flies (*glossina*). Tsetse flies live in Africa, and they are found in vegetation by rivers and lakes, gallery-forests and vast stretches of wooded savannah” (“African Trypanosomiasis”).

There are two kinds of Human African trypanosomiasis, depending on the parasite involved. *Trypanosoma brucei gambiense* (T.b. gambiense) is typically found in central and West Africa. It quickly causes chronic infection, but a person can be infected for months or even years without blatant symptoms emerging.

The second kind of trypanosomiasis is known as *Trypanosoma brucei rhodesinse* (T.b. rhodesinse) and is typically found in southern and east Africa. It becomes a severe infection that transpires after a few weeks. This is more dangerous than the other strain because it develops more rapidly, but that means that it is easier to be detected clinically (“African Trypanosomiasis or Sleeping Sickness”).

Human trypanosomiasis is transmitted through the tsetse fly. It is found only in Africa between the fifteenth parallels north and south. It typically lives in the vegetation along waterways and lakes, forest edges and gallery forests, as well as vast areas of scrub savanna.

The tsetse fly feeds on the blood of animals and humans. Once an individual is bitten by an infected fly, the trypanosomes reproduce and gradually invade all the organs of the individual. Typically the majority of the parasites are destroyed by the individual's natural defenses, but unfortunately some trypanosomes evade the immune system by modifying their surface membrane. This process is known as antigenic variation. The trypanosome then can produce thousands of variations, multiplying with each new surface ("Trypanosomiasis").

The beginning symptoms of human trypanosomiasis consist of high fever, weakness and headache, joint pains, and itching. As time goes on, the patient's immune system and the patient's resistance wear down and become exhausted. The parasite increases in the lymph and blood of the patient. It is during this time that the initial symptoms become more distinct and other signs such as anemia, cardiovascular and endocrine disorders, abortion, oedema, and kidney disorders appear ("Trypanosomiasis").

Once the disease enters into the advanced stages the parasite invades the central nervous system. This results in the patient's behavior changing to where they can not concentrate and they become indifferent to their environment. Mood changes begin to occur at random which shows lethargy and spurts of aggressiveness. Patients are overcome by such extreme inertia that the little things like speaking, walking, eating, or even opening the eyes call for an overwhelming effort. They suffer insomnia during the night, and in the day time they are exhausted by random periods of sleep-like unconsciousness. This all concludes with the patient falling into a deep coma resulting in death ("Trypanosomiasis").

During the early stages of Trypanosomiasis is when it is most likely to be cured, but this does not usually happen because it is too hard to detect at this time. The medicines that have been discovered to cure Trypanosomiasis are Suramine, Pentamidine, Melarsoprol, and Eflornithine; but these drugs are old, difficult to administer in poor conditions, and are not

guaranteed to be successful. Therefore, treatment for Trypanosomiasis is possible, but highly unlikely (“African Trypanosomiasis”).

When one realizes that God’s will for them is to be a missionary they should do whatever they can to educate themselves about the nation they feel called to. Any missionary who feels called to Africa needs to learn all about the major diseases infecting Africa. It is important to be constantly in an attitude of prayer asking the Lord to give you the wisdom of whether or not his will is for you to go to Africa. Proverbs 4:5 states “Get wisdom! Get understanding! Do not forget, nor turn away from the words of my mouth.”

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