

CHIS 574 113

History of SDA Theology

Fall Semester 2026

Gerson C. Rodrigues, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Ortner Center, Lincoln, Nebraska
Class meeting dates:	September 27 – October 1, 2026
Class meeting times:	Sun – 5pm–9pm; Mon–Thu - 8am to 6:30pm (lunch: 12-1:30pm)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	
Instructor Email:	gersoncr@andrews.edu
Office location:	SEM N329
Office hours:	By appointment

BULLETIN DESCRIPTION OF COURSE

The history and development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh-day Adventist Church.

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program is:

- MAPMin: Understand the historical-theological development of the Adventist Church

The following **Course Learning Outcomes** (CLO) contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Explores the nuances of particular historical periods and topics in Christian history and, more specifically, in the history of the Adventist movement, applying the resulting understandings to contemporary life and issues.
2. Understands and clearly communicates the complex progression of Adventist beliefs and teachings.
3. Demonstrates the ability to evaluate different approaches and interpretations of the history of Adventist theology.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
Sept 27	Reading Report. Submit it to Learning Hub before class starts.	George R. Knight, <i>A Search for Identity: The Development of Seventh-day Adventist Beliefs</i> (Hagerstown, MD, Review and Herald, 2000)	
Sept 27	1- General introduction to the course topics and orientation about the class requirements 2- History of Adventist Historiography: Presuppositions, Methods, and Sources	George R. Knight, "Adventist Theology 1844 to 1994" <i>Ministry</i> , August 1994, 10-13 https://documents.adventistarchives.org/Periodicals/MIN/MIN19940801-V67-08.pdf William G. Johnsson, "Present Truth: Walking in God's Light," <i>Adventist Review</i> , January 6, 1994, 8-11 https://documents.adventistarchives.org/Periodicals/RH/RH19940106-V171-01.pdf	COL 1–3
Sept 28	1- Historical-theological background of Seventh-day Adventist movement and doctrine 2- Seventh-day Adventist prophetic interpretation and Hermeneutic 3- The Scripture	William Miller, "Miller's Rules of Bible Interpretation." https://cdn.ministerialassociation.org/docs/2017-NewResources/831%20-%20Millers%20Rules%20of%20Interpretation.pdf Jack Blanco, "The Historicist Interpretation of Prophecy: Its Present Relevance in the Light of the Holy Spirit," <i>Journal of the Adventist Theological Society</i> 2/2 (1991): 67–80. https://www.atsjats.org/historicist-interpretation-of-prophecy.pdf	COL 1–3
Sept 29	1- Second Coming 2- Sanctuary doctrine, the pre-advent judgment, and atonement 3- The Sabbath	Roy E. Graf, "The purpose of the judgment in recent Adventist theology: Does holiness really matter?" <i>DavarLogos</i> XXII (Enero-junio 2023), no. 1, 34-59 https://publicaciones.uap.edu.ar/index.php/davarlogos/article/view/1080	COL 1–3
Sept 30	1- The nature of human beings: Conditional Immortality Spirit of Prophecy: Ellen G. White prophetic ministry 2- Ecclesiology: The Church, Its Ministry and Its Finances	Warren S. Ashworth, "The Lesser and the Greater Lights: A Re-examination of the Relationship of the Writings of Ellen White to the Bible," <i>Journal of the Adventist Theological Society</i> , 9/1–2 (1998): 13–23 https://www.atsjats.org/jats09-05ashworth.pdf Hans K. LaRondelle, "The Time of the End and the Last Days," <i>Journal of the Adventist Theological Society</i> 2/2 (1991): 28–34. https://www.atsjats.org/the-time-of-the-end-and-the-last-days.pdf	COL 1–3

Date	Topic	Assignment Due	CLOs Addressed
Oct 1	1- Doctrine of salvation 2- The doctrine of the Trinity 3- Christology: Human nature of Christ 4- Reading Reports	Merlin Burt, "History of Seventh-day Adventist Views on the Trinity," <i>Journal of the Adventist Theological Society</i> 17/1 (Spring 2006): 125–139. https://www.atsjats.org/10burt-sdatrinity0601.pdf	COL 1–3
December 6, 2026 11:59pm (EST)	Final day to submit the 25 hours (about 350 pages) from at least two of the books listed in the "Selected Bibliography"		
December 6, 2026 11:59pm (EST)	Final project is due today. By midnight, this day, students should post in the LearningHub the final project. Project will be graded according to the rubric included in this syllabus.		
	Students who have not completed all intensive requirements will receive the grade according to what was submitted. If no requirements were sent by this date the student will receive an F. This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.		

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds **10%** of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

- George R. Knight, *A Search for Identity: The Development of Seventh-day Adventist Beliefs* (Hagerstown, MD, Review and Herald, 2000)

Recommended Reading

- Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans, 1977.
- Graf, Roy E. *The Principle of Articulation in Adventist Theology: An Evaluation of Current Interpretations and a Proposal*. Adventist Theological Society Publications, 2020.
- Knight, George R. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.
- *Seventh-Day Adventists Answer Questions on Doctrine: Notes with Historical and Theological Introduction by George R. Knight*. Annotated ed. Andrews University Press, 2003.

TIME EXPECTATIONS FOR THE COURSE

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv, MAYYAM, MAPM)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MAR) and all doctoral degrees** include 15 instructor contact hours and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs 3 credits
Instructor Contact Hours	Face to Face Instructional Time	40 hrs
Independent Learning Activities	Required Reading (before intensive)	15 hrs
	Required Reading and Report (during intensive)	5 hrs
	Required Reading (after intensive)	30 hrs
	Research Project	45 hrs
Total Hours:		135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed:	15-20 pages/hour for light reading not to be tested on 10-15 pages/hour for heavy reading for exams
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page
An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/	

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Before the intensive

Assignment Description	Weighting
Reading: Knight, George R. <i>A Search for Identity: The Development of Seventh-day Adventist Beliefs</i> . Hagerstown, MD, Review and Herald, 2000. Due date: September 27, 2026. Please submit the report to LearningHub.	15 %

During the intensive

Assignment Description	Weighting
Daily reading of required articles and chapters. Students will make an oral presentation, presenting a summary and contemporary relevance on October 1, 2026 .	10 %

After the intensive

Assignment Description	Weighting
Reading: Read 35 hours (about 450-500 pages) from at least two of the books listed in the “Selected Bibliography” in Appendix 7. Due date: Sunday, December 6, 2026.	25 %
Research Project/Primary Source Analysis – Choose one of the three options: [1] Students will engage in reading articles or and reviewing primary sources on Seventh-day Adventist theological concepts. You can read as much as you want, but the minimum is at least 20 pages of articles. These sources can be found in the earliest periodicals of the Seventh-day Adventist Church from the 19th century, between 1849 and 1899 (<i>Present Truth</i> , <i>Review and Herald</i> , <i>Signs of the Times</i> , <i>Health Reform</i> , <i>Youth’s Instructor</i> , which can be accessed at: Office of Archives, Statistics and Research https://www.adventistarchives.org/). Other sources directly related to the topics covered in class may be selected with the instructor’s approval. The student will write a 6- to 9-page review paper on the selected primary source(s) (typed and double-spaced). The review should include an overview of the content, implications for Seventh-day Adventist theology—including connections to subsequent theological developments—and a biblical and theological critique. [2] Write 2 Sermons (see Appendix 2) - Each sermon needs to be 8-12 pages, typed double-spaced, and 12-point font size. - Each sermon must contain at least one contemporary illustration from real life. [3] Write a research paper (see Appendix 6)	50 %

• The research paper needs to be 15–20 pages, typed double-spaced, and 12-point font size. As you prepare your report/sermon/paper, adhere to the guidelines on academic integrity (p. X) and consult the following appendices: • Appendix 2: Rubric for Assessing a Sermon (p. 10) • Appendix 3: The Use of AI at the Seminary (pp. 11–12) • Appendix 4: Writing Guidelines for Articles (pp. 13–14) • Appendix 5: Turabian Citation Guidelines for Footnote References (p. 15) • Appendix 6: Assignment Rubric for Research Report (pp. 16–17) The completed report/sermons/research project must be submitted no later than December 6, 2026.	
TOTAL	100%

For grading rubrics that specify grading criteria in more detail, see Appendices.

To make grading fair for everyone, grades will be assigned based on the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustments or extra credit.

(The 2024–2025 Andrews University Bulletin states that: “An Incomplete (I) can be assigned only if the following stipulations are met: 1. [the] student has completed a major portion of the work for the course (approximately 70 percent); 2. [the] student’s work is incomplete because of illness or unavoidable circumstances; incompletes cannot be assigned because of negligence or inferior performance; and 3. [the] student will earn a passing grade if no additional work is submitted (see minimum grade requirements for ACE, major/minor/cognates, graduate courses).)

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth **a maximum of 75% of possible points**. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due. Late submissions are not accepted if no request for extra time accompanied by a valid reason was made in advance with the professor.

ABOUT YOUR INSTRUCTOR



Gerson C. Rodrigues is an associate professor of church history at the Seventh-day Adventist Theological Seminary, Andrews University. Originally from Brazil, he earned a B.A. in Religion (2000) and an M.Div. and Ph.D. in Religion with an emphasis in Adventist Studies from the Seventh-day Adventist Theological Seminary, Andrews University (2005 and 2022).

From 2000 to 2002, he served as associate pastor of the Luso-Brazilian Seventh-day Adventist Church in New York. He taught classes on Seventh-day Adventist History and the Gift of Prophecy from 2008 to 2012 at the Seventh-day Adventist Theological Seminary at Andrews University. From 2011 until the first half of 2025, he was professor of Adventist History and of the Life and Writings of Ellen G. White, as well as director of the Ellen G. White Research Center at Northeast Brazil College (now a University College).

Rodrigues has authored several articles and book chapters. In 2022, he completed his doctorate in Religion at Andrews University, with an emphasis on Adventist Studies, and his dissertation was a study of the married life of James and Ellen White (<https://digitalcommons.andrews.edu/dissertations/1765/>). In 2023, he published a book in Portuguese titled *O “Melhor Homem” e Sua “Coroa de Alegria”: O Casamento de Tiago e Ellen White* (*The “Best Man” and His “Crown of Rejoicing”: The Marriage of James and Ellen White*). He is currently translating this work into English and Spanish and conducting research on James White, focusing on his theological legacy and the influence of his lifestyle within Seventh-day Adventism.

In addition to his academic work and ministry, Rodrigues enjoys reading, playing sports, and traveling. He and his wife, Irlacy, live in Berrien Springs and have three sons.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and

- Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses. Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	83-86%	B	73-76%	C	0-59%	F
90-94%	A-	80-82%	B-	70-72%	C-		
87-89%	B+	77-79%	C+	60-69%	D		

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: RUBRIC FOR ASSESSING A SERMON

Note

- Each sermon needs to be 12–15 pages, typed double-spaced, and 12-point font size.
- Each sermon must contain at least one contemporary illustration from real life.

Category	Very Good	Average	Poor
Introductory Statements	1. Learner focused 2. Head, heart, and hand goals all represented. 3. Clearly written	1. Somewhat learner focused 2. Goals not all covered adequately 3. Somewhat unclear	1. Not clearly learner focused 2. Abstract outcomes 3. Unclearly written
Questions and strategies	1. Appropriate for age, topic, setting 2. Effective for teaching/learning 3. Clear instructions 4. Most time-consuming teaching most important content 5. Teaches for discipleship	At least 3 of the previous 5 qualities are good	Two or less of the previous qualities are poor
Content	1. Theologically accurate 2. Appropriate developmentally 3. Appropriate culturally 4. Focuses on practical application	At least 3 of the previous 4 qualities are good	Two or less of the previous qualities are poor

APPENDIX 3: THE USE OF AI AT THE SEMINARY

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools may help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

Appropriate Uses of AI in Academic Work:

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

Inappropriate Uses and Accountability:

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the Associate Dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

Risks and Limitations of AI: AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to

accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

Commitment to Ethical Standards and Academic Integrity: At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

APPENDIX 4: WRITING GUIDELINES FOR ARTICLES

PRELIMINARY CONSIDERATIONS

Writing something just for a grade is a waste of time. Try to come up with questions that you have and that are not really reflected in the studies of other people. Research and write it with the goal in mind to use the material for a publication later on. You may not think that you have the talent of writing but constant practice sharpens a skill and eventually it will become easier for you to write something that is publishable. Put high standards for yourself and write your paper in a way that you can later use it in at least three different ways: first, an academic paper presentation; second, an academic article; and third, a popular article and a church presentation. Note: It is always easier to turn thorough, in-depth research into a popular presentation; the opposite is much more difficult and time-consuming.

BEFORE YOU WRITE

Acquaint yourself with the author guidelines of the periodical or journal where you want to submit your article. The first impression sets the tone for the relationship, even for future attempts to get something published. If the editors see that your article does not conform to their author guidelines, they will quickly know that you did not familiarize yourself with their guidelines (unprofessional). Remember: You want to publish something in their journal; they can lay down the rules. Further, before you submit something, give it to someone who can polish the language. Bad language is a reason for rejection. It gives the impression that the article does not have a good quality. Give it to honest and candid friends in order to receive constructive criticism.

ARTICLE STRUCTURE

The following structure applies to any article, book chapter, and presentation. In academic articles the structure is clearer whereas in popular articles it is more subtle although still existent. Knowing about these structures will not only help you in writing an article but also in reading more efficiently articles written by others.

1. TITLE OF THE ARTICLE

Your title should give an idea on what the article is about. Articles often carry merely a descriptive title. That may be quite boring. If you want to, you may place an illustrative statement or a catch phrase before your descriptive title.

2. INTRODUCTION

The funnel: Start broad and end narrow. With your first 1-2 sentences you want to lead into the general subject of the article, and you want to attract the reader's attention and hook him. Therefore, these sentences must be interesting and broad. Then you give, for example, an overview over the research that others have done on the subject and what has not been done yet. At the end of the funnel you state **your thesis** (what you will find), **your purpose** (what you will do), OR **your "itinerary"** (the individuals "stations" of your study). This statement is important for the reader to know where you will be heading with him/her and what they have to expect. This should not be longer than 0.5–1.5 pages. It is here that your readers decide whether they continue to read or switch to something else.

3. ARTICLE BODY

Create different sections for the different arguments that support your thesis or for the different topics that you address. The beginning of a section should give an idea of what the reader has to expect from that section—for example, mentioning the subsections in the beginning, possibly preceded by a rationale why these are important or needed. Begin your standard paragraphs with a topic sentence so that the reader knows what the paragraph is about. Present your weakest argument first. Lead up to the strongest argument, which is the last in the body of your essay, whether your points are sentences or paragraphs. Illustrate your arguments with facts and examples, in vivid and lively language. Discuss the conclusions of other scholars and agree or disagree with them based on your findings. At the beginning of your topic sentence (in a paragraph or section) you should have a brief transitional touch to connect it with the previous paragraph or section. A few words on sources, something editors will look for: Sources in diverse languages (English, French, German, Spanish, Latin, etc.); different types of sources (books, academic articles, chapters in edited volumes, dissertations); and sources from different times (from old to recent publications). Why this might be helpful? It will give the editor the impression that you have explored your field and consulted all kinds of sources.

4. SUMMARY / CONCLUSION

The inverted funnel: Start narrow and end broad. In the beginning, reword / rephrase your thesis, purpose, or itinerary because, by that point, your reader may not remember any more what you were actually trying to show. You briefly summarize your findings, the high points, your insights, and discoveries. Do not go into too much details and avoid introducing new data. Then, you become broader again. What does that mean for your field in general? What are the implications and ramifications? At the end, you may bring a clincher—the deciding argument. It will be your final sentence and last word. Here, you may bring the reader back to the beginning of the article and thus have an *inclusio*. That is often nice.

FINAL THOUGHTS

You do not have to follow these structural guidelines slavishly. With practice it will become more natural and flow more easily. Remember: The attention of the reader is usually decreasing after a few pages. Thus, your appeal should increase, especially towards the end. Scholars who are aware of this structure of writing do not just write like this, they also read articles with this structure in mind. You glance at the introduction, particularly its thesis or purpose sentence (What is the article about? Where will the author travel?). You fly over the section headings (How did the author travel?). You read the conclusion (What did the author find or conclude?). This may happen in less than 5 minutes. Then the reader knows what the article is about, and he may decide to look closer at certain sections or not. Time is precious, there is an abundance of new information forcing itself on the reader, and a quick look decides whether he will actually read or not read your article.

FURTHER READING

Baker, Sheridan. *The Practical Stylist*. 2nd ed. New York: Thomas Y. Crowell Co., 1969.

Lambert, Nathaniel M. *Publish and Prosper: A Strategy Guide for Students and Researchers*. New York: Routledge, 2014.

APPENDIX 5: TURABIAN CITATION GUIDELINES FOR FOOTNOTE REFERENCES

Always give all bibliographic information at the first occurrence of an item. When the item appears afterwards, you should abbreviate the reference by referring only to the surname, title, and page number. If the item appears alone in a footnote and it appears again in the next footnote, you can write “Ibid.” and give the page number.

Book

Katie Kitamura, *A Separation* (New York: Riverhead Books, 2017), 25.

Sharon Sassler and Amanda Jayne Miller, *Cohabitation Nation: Gender, Class, and the Remaking of Relationships* (Oakland: University of California Press, 2017), 114.

Chapter in an Edited Book

Mary Rowlandson, “The Narrative of My Captivity,” in *The Making of the American Essay*, ed. John D’Agata (Minneapolis: Graywolf Press, 2016), 19–20.

Edited Book

John D’Agata, ed., *The Making of the American Essay* (Minneapolis: Graywolf Press, 2016).

Thesis or Dissertation

Guadalupe Navarro-Garcia, “Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents” (PhD diss., University of California, Los Angeles, 2016), 44.

Journal Article

Ashley Hope Pérez, “Material Morality and the Logic of Degrees in Diderot’s *Le neveu de Rameau*,” *Modern Philology* 114, no. 4 (2017): 874.

News or Magazine Article

Farhad Manjoo, “Snap Makes a Bet on the Cultural Supremacy of the Camera,” *New York Times*, March 8, 2017, <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

Vinson Cunningham, “You Don’t Understand: John McWhorter Makes His Case for Black English,” *New Yorker*, May 15, 2017, 85.

Personal Communication

Sam Gomez, Email message to author, August 1, 2017.

Unpublished Correspondence

Ellen G. White to W. C. White, March 11, 1894, Letter 123, 1894, Ellen G. White Correspondence File, Ellen G. White Estate, Silver Spring, MD.

Unpublished Manuscripts

Ellen G. White, “Title,” March 11, 1894, Manuscript 123, 1894, Ellen G. White Manuscript Collection, Ellen G. White Estate, Silver Spring, MD.

APPENDIX 6: ASSIGNMENT RUBRIC OF RESEARCH REPORT

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	____ / 10
5 %	Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable.	The purpose is not stated and/or unintelligible.	No purpose given	____ / 5
10 %	Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		____ / 10
10 %	Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	____ / 10
5 %	Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies.	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	____ / 5

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Organization & Structural Development of Ideas	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		____ / 10
5 %	Conclusion	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	____ / 5
5 %	Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		____ / 5

Total (____ / 60)

APPENDIX 7: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Selected bibliography:

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