

NLT BIBLE COLLEGE & LEADERSHIP INSTITUTE
Master's Writing Projects & Practices



GUIDELINES & PROCEDURES

NLT Bible College Master's Thesis & Biblical Exploratory Study Guidelines

What is a Master's Thesis?

A master's thesis is similar to a doctoral dissertation, but it is generally shorter and more narrowly focused. As a rule of thumb, a master's thesis should be publishable as a single article that attempts to answer a hypothetical thought. Although a doctoral dissertation usually takes the same approach, it is generally equivalent to at least three articles or a book. Students who chose to write a master's thesis display an interest in pursuing further research into a topic of interest that will help bring about a greater clarity to a subject in their field of study.

What is a Biblical Exploratory Study?

NLT's Biblical Exploratory Study is intellectual research used to investigate either an unclear textual passage(s) or to conduct an academic inquiry into divergent Christian topics. Biblical Exploratory studies "explore" a topic in order to help both the author and audience attain better understanding. This means that the person doing the research should more likely be open to express objective knowledge for the sole purpose of informing, rather than influencing their audience.

Keep in mind that although a biblical exploratory may not be focused on a psychological or social interest of the subject, it's research should not be limited to only the scriptures and bible passages. Though the biblical or Kingdom interest is sought for, the student should also look to include other outside sources to help validate their topic's point.

Students who choose the biblical exploratory path will be encouraged to select a particular biblical or Christian topic that the student may wish to research and present to the Master's Committee. Ultimately, a biblical exploratory study allows the student to present a concentrated scholastic work that offers insight into a well thought out study.

What is the difference between a Thesis and a Biblical Exploratory Study?

The difference between a thesis and biblical exploratory study is normally found in their aim. The thesis poses an inquiry into a topic in order to pursue a truth that has qualitative or quantitative results that may help establish a better understanding of a topic matter. It is normally formulated around a hypothesis (theory) established by the student with the intent to either prove or disprove a theoretic position.

The biblical exploratory rather than execute an inquiry, its objective is to perform a well-researched topic that informs its reader of its findings. The research should be either insightful or revelatory, if not both.

Introducing NLTBC Characteristics of Experiential Learning* (EL)

NLT Bible College has adopted a new master's study approach for the student who has real world experience and would like to integrate their valued perspective into an academic study. This academic approach is called Experiential Learning.

The Definition of Experiential Learning

Experiential learning is the process of making meaning from direct experience in a real-world context.¹ Experiential learning is a philosophy and methodology in which purposeful engagement in direct experience and focused reflection is employed to increase knowledge, develop skills, and clarify values. Facilitated and guided practice, reflection, and evaluation are all essential components of this transformative method of learning.²

The Goals and Objectives of Experiential Learning

The student may choose to engage in one of several very different Experiential Learning depending on their interests, but there is a common set of Core Student Learning Outcomes, which are the same 'across the board,' and a common rubric is used to assess student learning in areas of learning.

Successful students can:

- Describe and reflect on the learning process
- Explore, evaluate and articulate personal and social values
- Integrate and apply academic skills to understanding practical experiences and problems found in our world

Experiential Learning

At present these are paths to identify Experiential Learning:

- Service Learning (course-based)
- Student Leadership
- Internships
- Co-curricular Service
- Educational Field Hours, Student Teaching, Practicums & Clinicals
- Study Abroad / Mission trips
- Undergraduate Creative Activity, Research & Scholarship

EL Structure and Capturing Student Completion

Each student has its leadership, specific structure, and student oversight. Nonetheless, all Pathways share a general structure insofar as they share certain Core Student Learning Outcomes. This general common structure is ensured because each EL Activity adheres to the best practices of Experiential Education as described by the National Society for Experiential Education (see below).

Students must fulfill the requirements of their chosen learning experience to satisfy their Core Curriculum Experiential Learning requirement. Also, the NLTBC Academic Leadership team will ensure

¹ Itin, C. M. (1999). Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century. *The Journal of Experiential Education*, 22(2), 91-98.

² Adapted from NYIT Experiential Learning and NSEE.

that students reflect on their experience, archive their reflections and other artifacts from their EL (if there are any) in a portfolio for presentation when needed, and assess this reflection using the common rubric.

Typically, in a course based EL, successful completion of the course entails the successful completion of the EL Requirement. Such courses will have an 'EL attribute' attached to them in the NLTBC system that is tracked on students' degree audits. In a non-credit-bearing EL activity, the Activity Leader will be trained to upload the names of students who have completed the EL into the system.

Experiential Learning Best Practices

Consistent with NLTBC's definition, goals, and objectives for this requirement, EL's are intentional, involve preparedness and planning, are authentic, involve student reflection, are assessed and acknowledged. Following 'Principles of Good Practice in Experiential Learning' all Experiential Learning candidates at NLTBC can demonstrate that they:

Are INTENTIONAL—It should be clear why this experience is the chosen approach to learning & expected learning outcomes are delineated

Involve PREPAREDNESS & PLANNING— the knowledge/skills students will need beforehand are identified and there will be a focus on measurable learning objectives. The evaluation process is explained to students and how their credit will be documented

Are AUTHENTIC—Students engage in experiences that have a real-world context and/or are useful and meaningful about an applied setting or situation.

Include REFLECTION—There are structured opportunities for critical analysis and the transformation of the simple experience into a learning experience, integrating knowledge and experience to achieve new understandings that can be applied for future work and ministry.

Provide FORMATIVE FEEDBACK—Students' learning objectives and outcomes are monitored throughout the learning activity and they receive formative feedback.

EVALUATE THEMSELVES—Each EL has systematic procedures to document and refine initial goals and quality outcomes and to provide comprehensive data about the process.

ACKNOWLEDGE student learning—EL students recognize learning and celebrate impact through reporting, documentation, and sharing of accomplishments.

Experiential Learning and the Core Curriculum

Ideally, students will have engaged in many Experiential Learning opportunities while at NLTBC. From there, they will choose the one that best fits with their Core Studies³ to be their EL (students must choose one). If a student is not able to participate in an EL that has clear connections with their Integrative Studies, his/ EL should be chosen based on connections with the major.

³ See 'Characteristics of Integrative Studies' for a full description of Integrative Studies and the Core Milestone Experience.

Approval of EL Courses

NLTBC Academic Leadership team (instructors or leaders) will approve an EL Proposal form and submit a form, along with required attachments, to the Experiential Learning Committee for their review.

Oversight of Experiential Learning

Oversight of Experiential Learning will be conducted by the NLTBC Academic Leadership team.

- Review of proposals,
- Decision-making regarding logistical issues,
- Assessment, etc.

Questions about EL should be directed to the assigned EL team or NLTBC Leadership as needed.

Writing Approach & Practices

What is the Proper Writing Approach?

1. Don't make Assumptions

The purpose for your study is NOT to validate your agenda, but to research for truth in a matter, issue, or topic of interest. Although you may have a desired outcome, the goal is not to lean one way or the other but rather find what is the truth behind the information you seek

2. Prove what is True

Truth is what every believer must desire to know. A thesis or biblical exploratory study is based on the outcome of truth. As stated above, steer away from attempting to establish your own personal agenda or belief and find what the scriptures have proven to be true.

3. Attempt to investigate more than one side

Truth must endeavor to look at both sides of an issue. Meaning don't look to show one side of the argument of study. You must dare to research other opinions, other research, and other arguments that may stand against yours. Be open to discover what the other side of the coin is like. If nothing else, it helps to establish the truth you seek even more.

4. Don't Plagiarize

Plagiarism is using someone else's writing, ideas, thoughts, concepts, charts, graphs, statements, etc., in a writing and failing to acknowledge the author, but presenting it as the writer's own work. Even paraphrasing another's work must be documented.

A general rule of thumb: quoted or paraphrased material with cited references should not exceed 25% of the entire assignment or paper; 75% of an assignment should consist of the student's own words, thoughts, and ideas.

5. No Pictures

Please remember that this is a collegiate or rather a scholarly study. Pictures that have nothing to do with your study are not appreciated. Keep in mind that our concern is with what is said. We do expect a neat, clean, and presentable formation of the information presented, but pictures are not needed or required to help enhance your study.

6. Consider the Little, Brown Handbook

This is an awesome tool to have if you are a new writer or just need to refresh your writing skills. It is also a source for understanding the MLA formatting style. It is a book highly recommended for a successful writing encounter. It is a classroom resource designed to help students find the answers they need quickly and easily.

7. Find a Peer Mentor and Editor – Master’s Writing Team

(See Guidelines for Master Student Advisor)

NLT Bible College will provide you a **master’s advisor/counselor** that can help guide you through this challenging process, however; you may also wish to find an outside peer mentor, possibly a writing advisor, and an editor. This group would make up your master’s writing team.

The team’s purpose would be to help provide you an alternative view in your thinking that will challenge you in your theoretical writing approach. They would also be designated to edit your paper for clarity, grammatical correctness, and format. Be sure to provide your team with a copy of **NLTBC Formatting Guidelines**. You can waste a great deal of money and create for yourself needless frustration if your editor can’t point out formatting errors that need to be fixed.

If you know that you have a great deal of difficulty with formatting, make sure to choose as your editor someone capable of doing the computer work necessary to fix the problems. This will help you present your work with confidence knowing that you had someone verify and correct any mistakes before turning it in for a grade of approval.

Thesis/Biblical Exploratory Work-Study Preparation & Criteria

Writing Requirements

A master's thesis/biblical exploratory study for NLT Bible College requires the student to write at least 12,500 word (*approx. 50pgs dbl spaced*) while using the minimum of 12 reference sources and to properly document them in your bibliography as well as footnoted in your body of work.

Keep in mind that the 50 pages should not including the front matter and the bibliography in your final count. However, we do understand that the length will vary according to the topic and the method of analysis involved. Students who participate in the master's program usually take about 1.5–2 years.

Preparing to Write

There are three stages to thesis preparation. They are:

- *the planning stage,*
- *the development stage, and*
- *the presentation stage.*

Each of these stages is described in detail on the next few pages.

1. The Planning Stage

Select Your Topic

In selecting your thesis or biblical exploratory study topic, choose a subject that will establish the seriousness and the maturity of your study. It should be something that challenges the student to think outside of their comfort levels

Determine Your Timetable

Determine how long you will have to research and write, then set up a timetable to live by, revising it only when it appears that the original plan is unrealistic. Establish daily, weekly, or monthly goals and stay on target. The important thing is to develop a schedule you can keep all the way to the end. Aim to complete your thesis within 6 to 8 months.

Prepare a Title Proposal (See Appendix A)

Once a topic has been chosen and a timetable established, the student should prepare a written title proposal and give to the counselor with whom you previously met.

A properly planned and developed proposal can be a valuable tool in developing the actual study. It helps the student to possibly clarify the what, the why, the when, and the how of writing the thesis.

- a) Proposed to your counselor a title and topic in the form of a statement

- b) The statement usually consists of a single sentence that summarizes the main point of your writing project, giving the reader your point of view concerning your topic. It is the significant idea that ties all your information together.
- c) Include the proposed thesis or work-study objectives (goals). The objectives should be written so as to provide an overview of the project and what the student hopes to accomplish through it.

Submit the Proposal for Approval

Give your finished proposal to your counselor who will present it to the NLTBC Master's Committee for review and approval. If accepted, the counselor will let you know in a timely manner, however; if not accepted you will be instructed in how to fine-tuning your proposal, or your topic, approach to research, etc. Whatever the issue is, the counselor will help you with preparing your proposal for acceptance.

2. The Development Stage

Research

Research is defined as scientific or scholarly investigation. Sophisticated and extensive research, as required by the Master's level program, means you must spend many hours searching out and reading source material and then analyzing what you have read. It requires a deep-thinking process that is more than mimicking the ideas of other authors. Research can include the analysis and comparison of scriptural texts, library study, personal interviews with knowledgeable individuals, statistical surveys, etc.

NLTBC Research Recommendations & Standards

Please keep the following recommendations and standards in mind:

- a) Research work is to be completed by the student only. A part of the discipline of graduate work is researching, reading, analyzing, and writing. No project will be accepted if the work is not 100% of the student's work. Academic honesty is vital.
- b) All sources of research materials should be noted with an in-text citation within the body of the work and included in the bibliography. The bibliography should contain a minimum of 12 different resources from which you have gathered information. The Bible or various versions can be noted, but they are NOT part of the 12 resources.
- c) All quotations from a resource should accurately reflect the context from which the quote was taken. Misrepresentation of any position is unacceptable to NLTBC. Be sure you understand the writer's viewpoint clearly. Please quote your author or resource accurately.
- d) Your work should NOT consist of mostly quoted material. NLTBC desires to engage with the work and skills of the student and their thoughts rather than the

opinions of others. Use your research to support your position or project your thoughts. Let your work be the results of your own conclusions. Originality and creativity are supported and encouraged!

3. The Presentation Stage

Once you are ready to turn in your project please make 3 copies of the manuscript for the Master's Committee.

Spacing

Double-space the text of your work, as well as the abstract, preface and any appendices. Indent the first line of each paragraph. Single-space footnotes, bibliographical entries and block quotations. In the table of contents and the lists of tables and figures, single-space entries and double-space between them.

Print Style & Font

The font to use is either Times Roman or Garamond. Use the same model of font for your entire thesis/work-study. Font size should be 12-points. If printing the final output with a dot-matrix printer, use the high-quality print mode and a typeface that produces consistently clear and dense characters, such as 12-point Geneva.

Margins

The left (binding edge) margin must be at least one and one-half inches. All other margins which include the top, bottom and right margins must be one inch. This requirement applies to every page in the document. Other rules for margins are as follows:

- All headings should start two inches from the top of the page.
- Tables, figures, and graphs, whether one or several per page, must also be contained within the 1-inch margins. Exotic symbols may be neatly hand-executed in black ink.
- Oversize materials must be photographically reduced to meet margin requirements. Photographs, prints, etc., should follow margin regulations.
- These margins are necessary to facilitate proper binding.
- Page numbers are to be included *within* these margins.
- When adjusting pagination, double-check subheadings to be sure that when they are at the top of the page, they go all the way to the top where the first line of text is to be, and have not dropped down a double-space as a result of the pagination.

Body of the Text

Indent each paragraph .5 inch. Set indent from paragraph or tab menu. Do not use the spacebar as this will make the indent inconsistent. Double-space the text (exactly!—check the default setting to be sure it is correct).

Page Numbering

All typed pages must bear a number except for the title page (counted but not numbered) and the copyright page (neither counted nor numbered). Other things to remember:

- Page numbers are to be the same 12-point font size as the rest of the text.
- The preliminary pages (those before your first chapter/introduction) must be numbered in lower case Roman numerals (*ii, iii, iv*). The body and the remainder of the paper, including appendices, bibliography must be numbered consecutively in Arabic numerals (*1, 2, 3*).
- The title page is considered Roman numeral *i* (but not written on the page).
- On all preliminary pages and on all pages from the body of the text, the page number should appear at the bottom center one inch above the edge.

Bible Quotations

When quoting or referring to the Bible, the parenthetical reference should only cite the book, chapter, and when appropriate, verses (Gen 12:1-3; Leviticus 14). Also, remember to always place scripture references in parentheses following quotations. (Mt 11:5).

Other rules for bible quotations are as follows:

- If you consistently use one version (such as the New International Version or the King James), give that information on your copyright page. If you occasionally quote from a different version, cite the version in your parenthetical reference (Ex 21:10, NIV).
- Include any abbreviations (NIV, NASB) in your list of abbreviations.
- Books of the Bible are to be abbreviated when referring to specific verses.
- When referring to entire chapters or entire books of the Bible, spell out the name of the book entirely without abbreviation.
- For Bible chapters and verse references, whatever style you decide to use be consistent in style, such as: Ch. 11 v.5 or 11,5 or XI, 5 or 11:5

Criteria for Experiential Learning Project

The Experiential Learning (EL) project must first be approved by the NLTBC Academic Advisory board in advance of beginning this program. The NLTBC Experiential Learning worksheet will be given to the student. Once received, the worksheet should be completed, submitted and approved by the Academic advisor

EL Writing Criteria

The EL project requires a 7,500-word essay, which is equivalent to 30-pages double spaced. The entire paper including the cover page and works cited page may be part of the 30 pages.

The student must also prepare at least a 45 minute to 1-hour presentation before the NLTBC Academic Advisory board of the completed work. The EL presentation can include pictures that relate to the learning experience in a power-point, booklet, or any visual format. In general, the essay should follow the 4 components of **Kolb's theory of Experiential Learning** (see Appendix D).

Writing Format

The NLTBC Academic advisory team requires the essay to be written in MLA format following these listed rules:

- Preferred font: Times New Roman
- Font size: 12pt
- Page margins: 1 inch
- Line spacing: double
- New paragraph indents: ½ inch
- Headings: title case capitalization

The MLA guidelines for citations should be followed when validating qualified learning experiences as they relate to the course and experiences of the student.

Other Writing Stipulations

It should be in the best grammatical form (spelling, grammar, and format will be graded)

It should primarily be written in the first person (i.e. using "I" statements)

This paper is based on a personal learning experience where the student is required to identify their learning experiences and validate them by other resources (including biblical resources) which must be cited in the narration and included on works cited page.

The essay and presentation must satisfy the standards expected by the master's grading team if student desires to receive a passing grade.

Page Order of Student's Manuscript – (Appendix B)

Below is the Order in which the sections of your Thesis/ Biblical Exploratory Study document should be presented:

- Title Page
- Committee Approval Page (with 3 dedicated lines for signatures)
- Copyright Notice
- Abstract
- Dedication (optional)
- Table of Contents
- List of Tables (if necessary)
- List of Figures (if necessary)
- List of Symbols (if necessary)
- Preface or Acknowledgments (optional)
- Body of Text (Thesis/Work-Study)
- Appendix or Appendices (optional)
- Bibliography

Master's Advisor Guidelines

Guidelines for Master Student Advisors

NLT Bible College Master's Advisors are committed to working with our students and helping them fulfill the necessary requirements for completion toward their degree and graduation. The primary purpose of NLT Bible College Master's Advisors are to help students select and plan a proper course of study and approach in preparing for their master's thesis, biblical exploratory study, or the new master's experiential learning presentation.

Responsibility of NLT Master's Advisors

To make sure the advisor's role is clearly defined and understood by student and faculty alike, we have provided guidelines below.

- 1. The advisor is responsible for connecting with their assigned student**
Each master's student will have an advisor assigned to them. It is important that each advisor contact their student in order to make them aware of their role, responsibility, and commitment to their success.
- 2. The student will submit to the advisor the thesis, exploratory, or experiential subject (title) and explanation for approval by the school board.**
 - Every student is required to present in a written outline form of their subject. The outline should include a brief explanation of what they plan to present as their final piece of work.
- 3. The advisor is to provide counsel/advice to the student only**
 - Advisors are not positioned to develop, edit, or read a student's proposed assignment, but rather to advise the best course of action to complete this assignment. This is reserved as a responsibility of your writing team.
- 4. Advisors are to assist in determining and distributing the forms necessary to complete project**
 - There are certain forms required for master practicums and writing projects. Advisors will make sure those forms are available to the student
- 5. Advisors will instruct students in accordance to policies and formalities in concert to select a master's writing team (i.e. mentor, editor, etc.)**
 - NLTBC believes that the success of each student relies on selecting a team of people that will assist in accomplishing their master's project. It is the responsibility of the student to find credible and reliable people that will serve them as they approach the development, composing and writing stage of their project.

NOTE. Please see the appendixes below for examples of project presentations

Appendix A

Thesis Title

(Please note, if your paper is a thesis, it must present a question, an exploratory would present a statement.)

Thesis Title:

A Biblical Study into the Fundamental Elements and Effectiveness of a Marriage Team

The primary concentration of this study will attempt to answer the following question:

Could the adaption of a marriage team's concepts, principles, and practices serve as a model for Kingdom (Christian) marriages?

For a few years now, my wife and I have formulated the notion from scripture that God has always delighted in the expression of "teamwork". In Genesis, we are allowed a glimpse into this Kingdom idea during creation. The Spirit hovered in anticipation of God speaking, while the Word created all things once the Father spoke His desired objective. It was a team effort that created the world.

As God made man in his image, the team concept was to play an essential part into the marital formation of man and woman; thus, why the two become one. The oneness of the Godhead is their unique feature and they do not operate apart from it. We are discovering from various workshops on marriage that we have conducted, many couples have never understood the importance of working as a team. Through our various interactions we have noticed that many individuals in marriage seem to work from a selfish interest. We have also noticed that even a couple's perception of sex and children are viewed as separate parts of the marriage equation and not part of a team effort. Many couples have never discovered or even considered 3 of the most essential elements to marriage which consist of *vision, mission and purpose* of their marriage team.

In a marriage, vision answers the question "where". Where are we going as a married couple, a family or even as a ministry, together? Vision gives insight to the reason God put the two together as one. Mission points to the "how" individual couples will tackle the vision given them by God. The mission requires a couple to understand just what God has called them to do, who He's called them to be and where He's called them to serve. Lastly, purpose is the main emphasis to our "why". Why did God call us to this area of ministry? Why were we joined together for this Kingdom service? Every couple has purpose. If purpose is never discovered or developed many times a couple will become occupied with mundane things or with distracting people.

The attempted goal of my thesis is to:

- Define the meaning and significance of discovering *vision, mission, & purpose*
- Reveal the reason men are given vision for their marriage team & the role of the wife bringing value to the vision of the team
- Offer examples from scripture of couples who operated in the confines of *vision, mission, & purpose*
- Expose why marriages that lack in implementing these 3 imposing elements are usually doomed to fail in either marital bliss, marital goals or even in team ministry.
- Statistically assess the underlying motive to many divorces which may be contingent on a couples failure to recognize or operated as a marriage team.

Appendix B – Example of Title Page & Front Matter

*All Students must present their Master's assignment with **front matter**. Front matter consists of a cover page, copyright, table of content, and an abstract. You may have other front matter like dedications, preface, purpose for study, a catalyst, or even your research method.... Example provided below.*

New Life Temple Bible College & Leadership Institute

**A Biblical Exploratory Study into the Fundamental Concepts,
Principles, and Practices of the Marriage Team Concept**

A Thesis Submitted to
the Faculty of New Life Temple Bible College & Leadership Institute
In Candidacy for the Degree of
Masters of Pastoral Studies

By
Johnny Mathis Jr
Student I.D. ET419

Cincinnati, OH

April 2019

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ABSTRACT

This biblical exploratory identifies the intricacies of a marriage team concept. It explains the origin of the team concept found in the operation of the Godhead who demonstrates the team concept during the creation of the earth. The Godhead solidifies the team concept by acting as one unit while interacting with each other to accomplish one purpose of mind; the creation of mankind. As created man and woman, they too operated as one unit with one purpose in mind; thus, the reason "*the two shall become one flesh*". This purpose has not changed. This study offers basic insights into the core modules within the marriage team concept that couples could consider if they desire to fulfill Kingdom purpose while achieving marital success. These core modules present principles that are essential to the development and maintenance of a healthy marriage team. The principles are found in the inherent practices of the modules that comprise "*primary strategies, communication, marital roles, and intimacy*". This study will delve into these prominent modules and their conceptual practices to examine and explain their contribution to a marriage team. The aspiration of this study hopes that each topic challenges Christian couples to set aside secular marriage concepts and become part of a greater Kingdom purpose which sets the stage for fruitful team marriages. It is also hopeful that if the concepts, principles, and practices are understood and applied into the fabric of a marriage, it will motivate couples to discover purpose, rethink marital success, and even work toward fulfilling destiny as a team, together.

Appendix C – MLA Guidelines

MLA 8th Edition: Guiding Principles

In the 7th edition of the Handbook, a separate set of citation instructions were given for each format type. The problem with this approach is that there is no way to anticipate all format types a student may encounter.

To solve this problem, this new edition of the MLA Handbook provides a "universal set of guidelines" for citing sources across all format types.

These guidelines state that, if given, these major elements should be included in the citation:

1. Author.
2. Title of Source
3. Title of Container
4. Other Contributors
5. Version
6. Number
7. Publisher
8. Publication date
9. Location

Sometimes, elements 3-9 will repeat again, if say, your journal was inside a database.

Putting it all together (example):

Goldman, Anne. "Questions of Transport: Reading Primo Levi Reading Dante."

The Georgia Review, vol.64, no. 1, 2010, pp.69-88. JSTOR, www.jstor.org/stable/41403188.

Works Cited entries: Format Examples

The discipline of English, as well as many other disciplines in the humanities, use MLA citation format. Below are some examples for formatting the Works Cited page. Look in the drop-down menu for examples of in-text citations.

NOTE: Your Works Cited entries should have **hanging indents** like the example above (under "Putting It All Together"). I did not do that below because of how this guide displays across different browsers.

| | |
|--------------------------------|---|
| Book, Single Author | Garcia Marquez, Gabriel. <i>Love in the Time of Cholera</i> . Vintage, 1988. |
| Book, Two Authors | Casell, Kay Ann, and Uma Hiremath. <i>Reference and Information Services in the 21st Century: An Introduction</i> . Neal-Schuman, 2004. (NOTE: Authors should be listed in the order they are listed on the title page.) |

| | |
|--|---|
| Book, Three or More Authors | Robbins, Chandler S., et al. <i>Birds of North America: A Guide to Field Identification</i> . Golden, 1966. |
| Book, with Translator or other contributors | Homer. <i>The Odyssey</i> . Translated by Robert Fagles, Viking, 1996. Here are other common descriptions: Adapted by, Directed by, Edited by, Illustrated by, Introduction by, Narrated by, Performance by. |
| A work (e.g., essay, short story) in an anthology or compilation. | Kimball, Jean. "Growing Up Together: Joyce and Psychoanalysis, 1900-1922." <i>Joyce through the Ages: A Nonlinear View</i> , edited by Michael Patrick Gillespie, UP of Florida, 1999, pp. 25-45. |
| Book, Later Edition | Blamires, Harry. <i>The New Bloomsday Book: A Guide through Ulysses</i> . 3rd ed., Routledge, 1996. |
| Article in an Online Database | Hannah, Daniel K. "The Private Life, the Public Stage: Henry James in Recent Fiction." <i>Journal of Modern Literature</i> , vol.30, no. 3, 2007, pp. 70-94. <i>JSTOR</i> , www.jstor.org.ezproxy.lib.uwf.edu/stable/30053134. Note: When including a URL, omit the http:// and https:// |
| Article in Print Journal | Hannah, Daniel K. "The Private Life, the Public Stage: Henry James in Recent Fiction." <i>Journal of Modern Literature</i> , vol.30, no.3, 2007, pp. 70-94. |
| Article (Web Page) on a Web Site | Farkas, Meredith. "Tips for Being a Great Blogger (and a Good Person)." <i>Information Wants to Be Free</i> , 19 July 2011, meredith.wolfwater.com/wordpress/2011/07/19/tips-for-being-a-great-blogger-and-good-person/. Note: When including a URL, omit the http:// and https:// |
| Website (Whole site) | Farkas, Meredith. <i>Information Wants to Be Free</i> . Jun. 2015, meredith.wolfwater.com. |
| YouTube Video | "Dog Turns Roomba Off." <i>YouTube</i> , uploaded by ilovetobamom, 28 Dec. 2016, www.youtube.com/watch?v=ei5H-wd3BIU. |
| Podcast | "Chapter 1: If You Keep Your Mouth Shut, You'll Be Surprised What You Can Learn." <i>S-Town</i> from <i>Serial</i> and <i>This American Life</i> . stownpodcast.org/chapter/1. Accessed 8 May 2017. Note: Date of access is <i>optional</i> in MLA 8th edition. I decided to include it here because I could find no publication date for the podcast. If I had, I would have included it after <i>This American Life</i> and probably would have omitted the date I accessed it. like so: <i>This American Life</i> , 2 April 2017. stownpodcast.org/chapter/1 Also, <i>Serial</i> and <i>This American Life</i> are the organizations that publish S-Town. So, you may have NPR here, for example, or an individual's name. |
| Tweet | @realDonaldTrump. "Wow, the Fake News media did everything in its power to make Republican Healthcare victory look as bad as possible. Far better than Ocare!" <i>Twitter</i> , 5 May 2017, 4:22 p.m., https://twitter.com/realDonaldTrump/status/860635815277453313. |
| Television Show on Streaming Platform | "A Fish Out of Water." <i>Family Guy</i> , season 3, episode 10, Fox Broadcasting Company, 19 September 2001. <i>Hulu</i> , www.hulu.com/watch/171063. |

Elements of an MLA In-text Citation:

- **Author's Last Name:** The author's last name, as it appears in the Works Cited list.
- **Page Number:** The page number(s) where the information is located, enclosed in parentheses.
- **Parenthetical Placement:** The citation is typically placed at the end of the sentence, or at the end of the quote, after the punctuation.
- **No First Names or Initials:** Only the author's last name is used in the in-text citation.

Examples:

- **Single Author:** (Smith 163)
- **Two Authors:** (Jones and Brown 42)
- **Three or More Authors:** (Smith et al. 27)
- **No Page Number:** If the source doesn't have page numbers, omit the page number: (Smith).

Appendix D

The Kolb Model: Experiential Learning Writing Criteria & Guidelines

Experiential Learning Essays Guidelines for Writing

The Kolb Model: The relationship between learning and experience

David Kolb presents a model of experiential learning containing four components: *concrete experience, reflective observation, abstract conceptualization, and active experimentation*. They are described more fully below.

Section 1: Concrete Experience

The first stage of Kolb's Model starts with the individual's concrete experience: an event that triggers the learning cycle. While this is usually a specific experience, it can also include reading, consulting with others or personal research.

When writing about concrete experiences that led to learning, it is helpful to ask yourself the following questions:

- What did I do? Where? When? For how long? Why?
- What was my role (as opposed to the others involved)?
- How deeply was I involved?
- What techniques, methods, procedures did I employ? Why did I choose the ones I used?
- What were my goals and objectives? How did they influence my choices?
- What resources did I use?
- Can I get documentation to verify my experience?
- Summarize what occurred rather than giving a narrative account of what happened.

Section 2: Reflective Observation

In the second stage of writing about experiential learning, you step back from the experience to observe and reflect upon it. This might involve noticing similarities or differences, patterns or results of certain actions.

Ask yourself:

- What were the reasons behind my behavior? What was I thinking at the time?
- What trends and patterns are evident?
- What were the significant and unique components of the experience?

Guidelines for Writing Experiential Learning Essays

Section 3: Abstract Conceptualization

Based on your observations and reflections about your experience, begin to generalize and form abstract concepts about it.

Ask yourself:

- What are the underlying principles of my experience?
- What existing theories, and/or concepts from other sources support my understanding?
- Can I articulate depth and breadth of understanding of these theories or concepts?
- What examples from my concrete experience demonstrate this understanding?

Section 4: Active Experimentation

In the fourth stage of the model, you will apply your newly discovered principles, testing the implications of the concepts in new situations.

Ask yourself:

- How does my knowledge apply to other situations?
- How will I implement (have I implemented) my new knowledge?
- Have I tested my ideas or those of others? If not, what might I predict will happen? Why?
- Can I give specific examples of how I am using or would use the learnings I have gained in a new setting?

The testing or experimentation in the fourth stage can lead to another concrete experience. You then make new observations and reflections and, based on them, formulate or refine the principle and apply it to see if it holds true. Therefore, Kolb's Model might be better pictured as a spiral: the cycle repeats itself, becoming more refined and sophisticated with each turn.

Experiential Essay Outline

TITLE PAGE

Title page should have name of project, your name, school name, date of presentation/completion. (go to Appendix B)

INTRODUCTION

In one paragraph, introduce the reader to your topic and integrate your three key concepts into this opening narrative. This is a short paragraph that clearly tells the reader what you will be discussing and sets the stage for you to continue on to your Section I experience. It should be between 3-6 sentences long.

I. CONCRETE EXPERIENCE

Discuss your experience here.

II. REFLECTIVE OBSERVATION

Discuss your learning in terms of reflective statements; show the reader how you came to understand the concepts relevant to your experience. Don't continue talking about new experiences.

III. ABSTRACT CONCEPTUALIZATION

Discuss your learning in terms of defining relevant concepts and showing the underlying principles and relationships between the principles. This is the section in which you must use academic references and in-text citations to support your stated learning outcomes. The ideal Experiential Learning Essay should provide a balance between breadth of theory (general concepts) and depth of practical application, as practical applications of general concepts are crucial in demonstrating a thorough understanding of how concepts apply to new situations.

IV. ACTIVE EXPERIMENTATION

Discuss your learning in terms of how you have used it, or may use it, in a new situation. Give specific examples that show how you have/will transfer the learning.