SECOND YEAR

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| **english ii** |
| Effective Christian Writing |

TEXTBOOK

**DELIVERANCE BIBLE INSTITUTE**

*Portland, Maine, USA*

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| English II |
| Effective Christian Writing |

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# The Pen



*The Pen*

### INTRODUCTION

## Peculiar Pen Facts

“pen” from the Latin penna/pinna \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It’s a fact! The rise and spread of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ increased the demand for permanent written religious documents.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the principal writing implement for nearly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

*The Parade of the Pens!*

Quill pen - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Fountain pen -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ball point pen - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fiber tip pen - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There is no lead in a lead pencil! A pencil does not contain any lead, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## Pen *Vs*. Pencil



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## Are You Prepared for the Pen?

Do you enjoy writing?

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Are you willing to do your best to make yourself prepared to work for the kingdom of God?

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Write: a masterpiece of an essay.

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#### The Preeminent Pen

*Webster’s*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Places of Use

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C. Scope of Influence

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#### The Powerful Pen

Have you been influenced by something that you have read?

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“The Pen of a Ready Writer” Psalm 45:1

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Examples of Powerful & Influential pieces of literature.

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**ASSIGNMENT**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### The Perspicacious Pen

*Webster’s*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Precision Expression – vocabulary; succinctness

Clear Expression – effectively communicating

#### The Personable Pen

Webster’s: pleasant or amiable in person; (amiable – generally agreeable)

Colorful Expression – How can your writing be ‘colorful’?

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Beautiful Expression

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#### The Polished Pen

There are three simple steps to developing a “polished pen”:

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##### CONCLUSION

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ASSIGNMENT

“Warm-Up Exercises”

Write a letter to someone in this class.

Respond to John 3:16 in about five sentences.

Describe John the Baptist in three to five sentences.

Describe Judas Iscariot in three to five sentences.

Write a thank-you letter to the Lord. (fifty words minimum.)

Study Questions I

“THE PEN”

1. What is the Latin word from which “pen” comes, and what does it mean?
2. Contrast pens and pencils. (Give at least three sets of details.)
3. What does preeminent mean? (Give at least two synonyms.)
4. Express how writing is, has been, or can be preeminent.

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1. Write Out verbatim and memorize Psalm 45:1.

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1. List at least two different pieces of literature that have influenced your own thinking and life.
2. Answer the following question in one to two sentences: *Does good writing have an important role in Christian ministry?*

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1. What does perspicacious mean? (Give at least two synonyms.)
2. Write a paragraph of at least 50 words expressing how a persons writing can be *Personable.* (Use the back side of this page.)
3. What are the five major points in the outline of “The Pen”?

Quiz I

“THE PEN”

1. What does preeminent mean? (Give at least two synonyms.)
2. Express how writing is, has been, or can be preeminent.

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1. Write Out verbatim Psalm 45:1.

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1. Answer the following question in one to two sentences: *Does good writing have an important role in Christian ministry?*

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1. What does perspicacious mean? (Give at least two synonyms.)

How to Improve Your Writing

Criticizing Your Own Work

Criticize (*Webster*) – to find the merits and demerits of and judge accordingly

1. How to Begin:
   1. Determine what you are going to say BEFORE you begin to write.
   2. Develop a structure. (At the very least, make a simple outline.)
2. Are you equipped?
   1. Dictionary
   2. Thesaurus
   3. Student’s English Handbook
3. Are your sentences logical and supportive? (Paragraph Rules)
   1. Does each paragraph begin with a topic sentence?
   2. Do all the following sentences support the topic sentence? Do they detour from the topic? Do they include any unnecessary information?
   3. Do you restate the topic at the end of the paragraph? Do you reestablish what has been expressed or illustrated throughout the paragraph?
4. Is it neat?
   1. Is it printed or cursive writing?
   2. Is it your best penmanship or typed?
5. How is your spelling?
   1. Use a dictionary when writing. “When in doubt, check it out!”
   2. Write out any misspelled words ten times.
6. How is your punctuation?
7. How is your capitalization?
   1. Capitalize the first word of every sentence.
   2. Capitalize proper nouns. (i.e. John, Wilbur, Susan, Mayflower, etc.)
8. Have you started any sentences with a conjunction?
9. Have you ended any sentences with “to”?
10. Is it clear?
    1. Consider the people for whom you are writing.
    2. Are you to the point, or do you say a whole lot without saying much at all?
    3. Can the least intellectual person of your targeted readers understand it?
    4. Have you avoided using “passive voice”?
    5. Have you made your point? Have you answered the question?
    6. Have you chosen a good title?

# Fountain Pen & Hand wave frameThe Writer

*The*

*Writer*

### INTRODUCTION

Each Anxious Puzzled “Why”

I know not, but God knows;

Oh, blessed rest from fear!

All my unfolding days

To Him are plain and clear

Each anxious puzzled “Why?”

From doubt and dread that grows,

Finds answer in this thought:

I know not, but He knows.I cannot but God can;

Oh, balm for all my care!

The Burden that I drop

His hand will lift and bear,

Though eagle pinions tire—

I walk where once I ran,

This is my strength to know:

I cannot, but God can.

--ANNIE JOHNSON FLINT

*WHAT KIND OF PERSON DOES IT TAKE TO BE A SUCCESSFUL WRITER?*

## About the Writer

John C. Maxwell “The Treasure of a Friend” from the *PREFACE*

On December 18, 1998, I suffered a serious heart attack. At the time, I thought I wasn’t going to make it. My doctors later told me that If I’d experienced the attack four years ago, it would have killed me because before my attack, they didn’t have the technology that saved my life.

I look back on that day now, and I thank God for many things. First, I thank Him for life. And I am grateful that I didn’t suffer any permanent heart damage. But I also appreciate the circumstances surrounding my heart attack. You see, it happened during the Christmas party for my company, The INJOY Group. And because of that, my wife, children, and closest friends were all there. In what I expected were the last moments of my life, I was with the people who mattered most to me. I was able to tell them how much I love them.

You see, every now and then I think we need to be reminded of the treasures we have around us. That’s why my friend Dan Reiland, who was one of the people with me that night, and I wrote this book. We want to help you recognize the treasures you have in your life—and be able to do it without the heart attack!

Read this book and thank God for the friends He’s given you. And if you received this book as a gift, know that your friend appreciates you as the treasure you are.

George Mueller “The Autobiography of George Mueller”

Chapter 1 “An Unlikely Preacher”

I was born at Kroppenstaedt in the kingdom of Prussia on September 27, 1805. My father, a tax collector, educated his children on worldly principles, and my brother and I slipped easily into many sins. Before I was ten years old, I had repeatedly stolen government money, which was entrusted to my father and forced him to make up the losses.

When I was eleven years old, my father sent me to Halberstadt to be prepared to study at the university. He wanted me to become a clergyman—not that I would serve God, but that I would have a comfortable life. Studying, reading novels, and indulging in sinful practices were my favorite pastimes.

My mother died suddenly when I was fourteen years old. That night I played cards until two in the morning, and went to a tavern the next day. Her death made no lasting impression on me. Instead, I grew worse.

Three days before my confirmation and communion, I was guilty of gross immorality. The day before my confirmation, I lied to the clergyman rather than confess my sins. In this state of heart, without prayer, true repentance, faith, or knowledge of the plan of salvation, I was confirmed and took part in the Lord’s Supper. Because I had some feeling about the solemnity of the occasion, I stayed home during the afternoon and evening.

That summer I spent some time studying but more in playing the piano and guitar, reading novels, frequenting taverns, making resolutions to become different, and breaking them almost as fast as I made them. I was glad when my father obtained an appointment for me at a school near Madgeburg because because I thought if I left my sinful companions, I would live a different life. But I grew still more idle and continued to live in all sorts of sin.

…

John Bunyan “The Pilgrim’s Progress”

About the Author

John Bunyan was born at Elstow near Bedford, England, in November, 1628. He was the son of Thomas Bunyan, a traveling tinker or general handyman. John went to the local grammar school with the poor children of the village where he learned to read and write. But it is probable that he had to leave his schooling early to learn the family trade.

The most important element of Bunyan’s early training was his love for books. It is reported that he totally absorbed books of chivalric adventures as was as the writings of English Puritanism and even the famous *Foxe’s Book of Martyrs*. Most of all, he read and studied the Bible.

An anonymous biographer has described John Bunyan as a man of tall stature, strong-boned, with a ruddy face, sparkling eyes, a moustache and high forehead. He was always dressed in plain and modest clothes.

Although John Bunyan had a limited amount of schooling, his work as a writer was that of an accomplished artist. He handled all areas of writing—satire, heroic splendor, humor and spiritual fervor—with incomparable expertise. He was able to skillfully combine the spiritual principles of the Bible with the practical living of the common people he knew so well.

One source has remarked of *The Pilgrim’s Progress* that from the sense of urgency established in the beginning of the journey to the splendor of the final scene when Pilgrims cross the river of death, Bunyan has captured the spiritual journey of every man and woman’s quest for God.

James R. Reynolds, Sr., *The Bride of Christ*

About the Author

James Roosevelt Reynolds, Sr. was born in West Buxton, Maine on December 3, 1930. He is the father of 11 children. He made the decision to surrender his life over to the Lord Jesus as a direct result of his brother’s testimony after returning from military service in the Korean War. As the conductor pulled back the door of the train that James was on, he looked down, saw the glow on the faces of his brother and brother-in-law, and said in his heart, “I don’t know what you have, but I want it!”

Since that day, God has worked miraculously on behalf of Rev. Reynolds. The Lord has healed him on several occasions. An example is the time that the Lord healed him of a heart condition, which had caused him to have several heart attacks beginning at the age of 29. At the age of 47, God gave him a new heart. He has never had another attack. Another example is back in 1992 when the Lord instantaneously healed him of broken bones incurred during a 70-foot fall. God has worked many miracles in his life, and through his ministry. By the help of the Lord, he has survived several tragic deaths of dearly loved ones, and he continues to serve his Master, Jesus Christ, selflessly with great faith and conviction.

Rev. Reynolds has lived a life of vision and faithful service to the Lord. He has endeavored to found all aspects of his ministering on the infallible, inerrant, Holy Word of God. Pastor Reynolds has labored in his God-given call to the best of ability to “get the people to believe God” for over fifty years.

E.M. Bounds, *The Complete Works of E.M. Bounds on Prayer*

The Publisher’s Preface

For almost a century Edward McKendree Bounds’s books on prayer have been classic works, stimulating and inspiring Christians to become prayer warriors. A forceful writer and deep thinker, Bounds spent the last seventeen years of his life reading, writing, and praying. He rose at 4 a.m. daily for many years, and was indefatigueable in his study of the Bible.

As breathing is a physical reality to us, so prayer was a reality to Bounds. He took the command, “Pray without Ceasing,” almost as literally as animate nature takes the law of the reflex nervous system, which controls our breathing.

Because Bounds so diligently practiced what he preached, he was able to capture the essence of prayer, and his works live on to call today’s Christians to higher discipleship and energetic prayer life.

…

## You Can Be Successful in Your Writing

* 1. The Lord must be your Helper.

I Samuel 15:29 Philippians 4:13 John 15:5

2 Corinthians 12:9 Psalm 54:4 Psalm 116:6

Isaiah 41:10 Ephesians 3:20 Job 40:9

* 1. You must care. Ecclesiastes 9:10
     1. Poor handwriting and inexcusable errors left uncorrected tell about a heart that is disinterested and undisciplined.
     2. Would you be honored or embarrassed to have your writing displayed?

There Are Two Possible Reasons Why You Might Not:

* + - 1. PRIDE. In hiding your candle under a bushel, you are not allowing the light of Christ to shine in the work of your hands. Matthew 5:14; 2 Corinthians 4:3
      2. You did not do your best.
  1. You must read and write.
     1. A successful writer is one that has learned to be his own teacher.

“The two greatest problems in America are ignorance and apathy. I don’t know, and I don’t care.”

* + 1. Draw treasures from the experiences and abilities of other writers.

CONCLUSION

1. In order to write, you must be the kind of person that has seen or experienced something.
2. In order to successfully write, you must present your ability to the Lord as His instrument to use. John 1:23
3. It takes YOUR kind of person. (One that would sacrifice and dedicate themselves to the study of God’s Word and prayer. A person having a vision to see the Gospel spread abroad in clarity and purity.) Isaiah 6:8

# The Letter



*The*

*Letter*

*Ye see how large a letter I have written unto you with mine own hand.*

Galatians 6:11

Proper penmanship is key to clear communication and to presenting an intelligent image of yourself and/or the ministry you represent. People make automatic judgments about others simply based on how they write. If you want your writing to paint a positive image of yourself in the minds of your readers, then you must take great care in developing good penmanship.

*Haste makes waste.*

Take your time when writing to do it right. Anything worth doing is worth doing well. Too often we get in a hurry when writing for absolutely no reason at all.

Developing good penmanship takes time. Steadiness and consistency are possible only through developing good habits when writing. When taking notes in church don’t be so rushed. When studying, don’t be quick to just scratch it down. Your writing is important; so, slow down and write!

Poor penmanship sends certain messages to the reader:

* *The writer does not think his writing is all that important. Why should I?*
* *The writer wrote in a hurry; so, I will read in a hurry and probably just scan through the paper.*
* *Not too much time was taken to write this paper; therefore, it must not be very valuable.*
* *The writer must not think I am very important, or he would have written more neatly.*
* *This paper must be just a rough draft; I won’t even bother reading it. I will read it when it is finished.*
* *The writer doesn’t know how to write; therefore, he must not know what he is writing about either. I don’t care to read what they have written.*

Write in such a way that your penmanship could be described with the following adjectives:

* neat
* sharp
* clear
* professional

In conclusion, good penmanship essentially strengthens two areas:

1. IMAGE – Paints a picture in the readers mind of what kind of person you are, or what kind of ministry you represent, as well as, what kind of person you think your readers are.
2. VALUE – Neatness and professional appearance increase the value of your writing. Good handwriting gains the respect of your readers and adds verity to the content of your writing.

If you want to be taken serious and what you write to be deemed valuable, then take great care in developing good penmanship.

Study Questions II

“THE WRITER & THE LETTER”

1. Give sub-points A, B and C under major point “II. You Can Be Successful in Your Writing” along with corresponding Scripture references.

A.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write a 200-word (minimum) essay answer to the question “What kind of a person does it take to be a successful writer?”

(Use a separate sheet of paper. Typed or in your BEST handwriting.)

1. What value are the writings and experiences of others to you?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is key to clear communication and to presenting an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ image of yourself…
3. What does haste make?
4. Is it true that we get in a rush when writing for no reason at all most of the time? Explain your answer.
5. Give at least two messages poor penmanship sends to readers.
6. In what ways should you aspire for your writing to be described as?

*Good penmanship essentially strengthens two areas of your writing*:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUIZ I

“THE PEN, THE WRITER, & THE LETTER”

1. Express how writing is, has been, *or* can be preeminent.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Answer the following question in one to two sentences: *Does good writing have an important role in Christian ministry?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does perspicacious mean? (Give at least two synonyms.)
2. What are the five major points in the outline of “The Pen”?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is key to clear communication and to presenting an

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ image of yourself…

1. What does haste make?
2. Give at least two messages poor penmanship sends to readers.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In what ways should you aspire for your writing to be described as?

*Good penmanship essentially strengthens two areas of your writing*:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*What kind of impression do you get from this essay about its author?*

Preparation for Preaching

*A student’s essay*

The time of preparing for preaching is vital to effectively satisfying the burden that God has given you to present the Gospel. As God’s “man of the hour” you must be fully ready to be used by the Lord. A wise proverb says, “You can do more than pray once you have prayed, but you can never do more than pray until you have prayed.” To preach you must begin on your knees allowing the Lord to prepare your heart and mind and anoint you with the Holy Ghost. As you pray and allow the Lord to lead you, develop thoughts and Scriptural principles to the point that you understand what you are going to preach. Careful study of etymologies, cultural peculiarities, and historical facts may bring the text into a new and brighter light. The more you study the Bible the more you will realize how little you really know. Allow this revelation to stir you to lean more heavily on the leading of God, and pray for more insight, wisdom, and understanding.

What is a messenger without a message? It is the preacher’s calling to seek for Holy Ghost direction for a message for every appointed time. As the Lord leads, you must decide what will be your text and develop a sermon outline. Is it the preacher' duty to merely put the message out giving no outstanding effort to preparation? The preacher’s duty as God’s messenger to men is to present the message with the best of his ability and faith. Practice will sharpen the edges of the preacher’s ability. A slipshod presentation of God’s Word reflects qualities antagonistic to the preacher’s essential goals in preaching. Carefully prune and polish your presentation as the Lord gives ability and develop that ability with practice. If you have lived right, prepared a good message, and presented it well to the audience, but the approval of God Almighty was not with you, what profit have you? Pray unceasingly for Divine approval.

“Our great object of glorifying God is to be mainly achieved by the winning of souls,” Charles H. Spurgeon. If your congregation leaves without coming to a point of decision by reason of no conviction in your preaching, your preaching then is ineffective and the blame is first on the preacher. Every sermon must confront the hearer and produce a crossroads to acceptance or refusal. Pray for the Holy Ghost to convict, stir, and draw the hearts of men to Christ. Most people are not healthy spiritually and do not come prepared to the House of God to receive, and the preacher must exercise his faith in their stead for the grace of God to reach down inside a person where the preacher cannot reach. Do not go before a congregation in such a way that brings undue attention to you as an individual or personality. The Lord needs a blank sheet on which to write His masterpiece, but if we clutter the page with inkblots and marks of our own agenda and personality that aren’t in perfect harmony with the Holy Ghost the Lord can’t write His masterpiece. Consistently live right with a conscience void of offense toward God and men. It has been said, “Walk the talk.” Use wisdom in preparing a place of meeting keeping the congregation in mind. As always, sandwich our acts of faith and preparation with sincere prayer to God for Holy Ghost anointing and His blessing. Preparation is more than half the battle—it will bring you to the very threshold of victory.

# The Word



*The*

*Word*

*A word fitly spoken is like apples of gold in pictures of silver.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (reference)

## “Fitly Spoken” *spoken upon the wheels*

‘fitly’ – *Hebrew* 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 2. 3

An observation, caution, reproof, or advice, that comes in naturally, runs smoothly along, is not forced nor dragged in, that appears to be without design, to rise out of the conversation, and though particularly relative to one point, will appear to the company to suit all. [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_] -- *Adam Clarke’s Commentary*

## “Apples of Gold in Pictures of Silver”

Doubtless it was some ornament of the table, then well known. As that it was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so is a word fitly spoken to the ear. --*Matthew Henry’s Commentary on the Whole Bible*

So the word spoken \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is as much in its place, as the golden apples in the silver baskets. --ACC

Either \_\_\_\_\_\_\_\_\_\_\_\_\_\_ apples of golden color, in a silver network basket, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on silver embroidery. --*Jamieson-Fausset-Brown Commentary*

The comparison made here is of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* (i.e. Husband and Wife/ Red and Green/ Peanut Butter and Jelly—appropriate; belonging; “go well together”)

HOW CAN MY WRITING BE AS DESCRIBED IN PROVERBS 25:11?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Be Sincere & Transparent
3. Do Not be Argumentative in My Presentation
4. Do Not be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Truly Understand: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Be Practical
   1. Perfect My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ My Vocabulary (use a vocabulary notebook)

Quick Test of Vocabulary:

Use “mesmerize” in a sentence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define “melancholy”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give at least three synonyms of ‘faith’.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define “love”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use “solace” in a sentence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define “symmetry”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give at least three synonyms of ‘large’.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Define “semantics”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### VOCABULARY EXERCISE

INSTRUCTIONS: Beside each word write three synonyms of that word. Five minute time limit.

BOUNDLESS -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADORE -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TRUTH -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CONQUER -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HASTEN -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMANDING -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GLOOMY -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUFFOCATE -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACCOMPLISH -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CURTAIL -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VACILLATING -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SHRIEK -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NEGLIGENT -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RATIFY -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERPETUALLY -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HAPPY -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Fountain Pen & Hand wave frameThe Sentence

*The*

*Sentence*

A sentence is a group of words, on one subject, expressing a complete thought.

Using variety in how you form and express your sentences is

key to successful writing

There are four types in regards to how a sentence may be expressed:

* 1. **Declarative Sentences**  -- a statement is made

*Jesus is the sweetest name I know.*

* 1. **Interrogative Sentences** -- a question is made

CH\_RCH *What is missing?*

* 1. **Imperative Sentences** -- a command is given

*Rise, take up your bed, and walk.*

* 1. **Exclamatory Sentences** -- excitement is expressed

*Christ is not here; He has risen!*

There are four types in regards to how a sentence may be formed:[[1]](#endnote-1)

1. **Simple Sentences**

Every sentence contains the elements that express at least one complete thought. There must be at least one noun used as a subject and at least one verb in agreement with that subject. The simple sentence is comprised of one *independent clause*. This independent clause may consist of one verb and one subject or a combination of a single or compound verb with a single or compound subject.

*SIMPLE SENTENCE EXAMPLES:*

#1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Compound Sentences**

#1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Complex Sentences**

#1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Compound-Complex Sentences**

#1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



*Punct-*

*uation*

Study Questions III

“THE WORD, THE SENTENCE & PUNCTUATION”

1.

QUIZ III

“THE WORD, THE SENTENCE & PUNCTUATION”

1.

2.

**The Principles of Rhetoric**

“The best style of writing, as well as the most forcible, is the plainest.”

—Horace Greely

“Successful writers learn at last what they should learn at first—to be intelligently simple.”

—H.W. Shaw



# I. Unity

(ONE)

## The Law of Unity

All topics in a composition must be directly related to the subject and all topics necessary to a clear presentation of the subject must be included.

*Unity*

*Requires*…

1. What is the central idea?
2. What is the point of view?
3. What beginning is needed?
4. Hindrances to Unity in the Composition
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the central idea of the theme.
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the point of view carelessly.
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a hazy, uncertain manner.
5. Means of Securing Unity in the Composition
   1. Keep definitely in mind the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or idea.

*What Belongs?*

* 1. Determine the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and hold firmly to it.

*What is it?*

* 1. Secure a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  2. Avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



# II. Coherence

(SENSE)

## The Law of Coherence

All ideas that are connected in thought must be grouped together and the principal topics in a composition must be arranged according to their natural logical order.

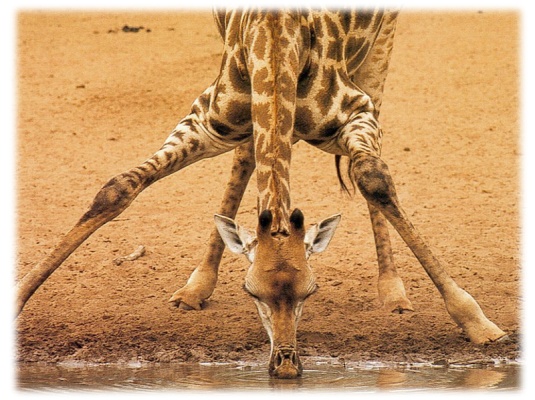
## Hindrances to Coherence in the Composition

1. Lack of definiteness in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words and paragraphs to show the order and the relation of the parts.

C. Means of Securing Coherence

1. Seek a definite, natural and logical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   * + 1. We can use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ order.
       2. Do not start out with what would upset your audience; build \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first.
2. Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words and sentences

(Transitional paragraphs)



# III. Emphasis

(IMPORTANT)

## The Law of Emphasis

The important topics of a composition must be given their correct proportion of space and that, whenever possible, the most important topic be placed so as to attract the attention of the reader.

* 1. Which ideas should be developed most fully?
  2. Which ideas should be reserved for an emphatic ending?

## Hindrances to Emphasis in the Composition

1. Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. A weak and ineffective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

C. Means of Securing Emphasis in the Composition

1. Weigh carefully the relative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ideas and give them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ according to their importance.
2. Arrange the most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ideas so as to occupy the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ places—the beginning or the ending.
3. Employ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What is it?



# IV. Euphony

(GOOD SOUND)

## The Law of Euphony

The sentence must be so constructed that it has a pleasing effect on the ear without sacrificing sense for sound.

## Hindrances to Euphony in the Composition

1. Using words, or combinations of words, which are \_\_\_\_\_\_\_\_\_\_\_\_\_ to pronounce.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the same word.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like sounds.
4. Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Using too many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   2. Using too many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## Means of Securing Euphony in the Composition

1. Avoid using words that are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to pronounce; avoid creating tongue twisters.
2. Avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the same word at brief intervals.

ILLUSTRATION

The general ordered the captain to order the soldiers to keep good order.

The general directed the captain to see that the soldiers observed good order.

1. Avoid the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of like sounds.
2. Arrange the words so the accents come at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intervals for the reader or speaker.

Rhythm:

Monosyllables:

Polysyllables:

SUMMARY

*The writer who wishes to make the most of his ideas should see that he has:*

* Used the best of his material;
* Arranged his thoughts logically and emphatically;
* Created a single definite impression;
* Paid due attention to every part of his subject; and,
* Proceeded from less to more interesting matter (climax).

CONCLUSION

The mastery of English as a tool cannot be taught—it must be learned. That is to say, one must acquire it through self-cultivation. Others may advise and encourage us, but they cannot give us command of our language. It is our task, as well as our privilege, to obtain a mastery of English and its conventions by our own endeavor.

How can one master English?

1. Develop a real interest and desire to communicate in your speech and writing.
2. Learn increasingly to be your own guide and critic; i.e., constantly watch your everyday speech and take advantage of every opportunity for learning to write.

3. Find the companionship of the best writers and speakers.

Study Questions IV

“THE PRINCIPLES OF RHETORIC”

1. What are the four principles of rhetoric covered in this section?

**UNITY COHERENCE EMPHASIS EUPHONY**

1. What is the Law of Unity?

**All topics in a composition must be directly related to the subject and all topics necessary to a clear presentation of the subject must be included.**

1. What is the Law of Coherence?

**All ideas that are connected in thought must be grouped together and the principal topics in a composition must be arranged according to their natural logical order.**

1. What is the Law of Emphasis?

**The important topics of a composition must be given their correct proportion of space and that, whenever possible, the most important topic be placed so as to attract the attention of the reader.**

1. What is the Law of Euphony?

**The sentence must be so constructed that it has a pleasing effect on the ear without sacrificing sense for sound.**

1. Express a hindrance to Unity as well as a means of securing unity.

**HINDERING: Digressing from the central idea of the theme.**

**SECURING: Keep definitely in mind the central idea of the theme.**

1. Express a hindrance to Coherence as well as a means of securing Coherence.

**HINDERING: Lack of connecting words and paragraphs to show the order and relation of the parts.**

**SECURING: Use connecting words and paragraphs.**

Page2, Study Questions

“Principles of Rhetoric”

1. & **9.** Express two hindrances to Emphasis as well as two means of securing Emphasis

**HINDERING 1: Lack of proportion.**

**HINDERING 2: A weak and ineffective beginning or ending.**

**SECURING 1: Weigh carefully the relative value of ideaas and give them space according to their importance.**

**SECURING 2: Arrange the most important ideas so as to occupy the important places—the beginning or the ending.**

**10.** Express a hindrance to Euphony as well as a means of securing unity

**HINDERING: Repeating the same word or like sounds.**

**SECURING: Avoid repeating the same word or like sounds at brief intervals.**

BONUS (ON QUIZ)

**How can one master English?**

QUIZ IV

“THE PRINCIPLES OF RHETORIC”

**1.** What are the four principles of rhetoric covered in this section?

**2.** What is the Law of Emphasis?

**The important topics of a composition must be given their correct proportion of space and that, whenever possible, the most important topic be placed so as to attract the attention of the reader.**

**3.** What is the Law of Euphony?

**The sentence must be so constructed that it has a pleasing effect on the ear without sacrificing sense for sound.**

**4.** Express a hindrance to Unity as well as a means of securing unity.

**HINDERING: Digressing from the central idea of the theme.**

**SECURING: Keep definitely in mind the central idea of the theme.**

**5.** Express a hindrance to Coherence as well as a means of securing Coherence.

**HINDERING: Lack of connecting words and paragraphs to show the order and relation of the parts.**

**SECURING: Use connecting words and paragraphs.**

BONUS

**How can one master English?**

h

*Research*

*Paper*

### ***You are about to undertake a project that will utilize all the research and writing skills that you have learned tot his point. It will be informative, but challenging; so, ask God to help you to do your very best work.***

### Writing a Research Paper

*What is a research paper*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ As the title implies, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is necessary to discover \_\_\_\_\_\_\_\_\_\_\_\_\_ which will then be summarized in a lengthy paper. Although you will be working with other writers’ works, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not permitted.

*What is plagiarism?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What Purposes Can this Project Serve?**

A research paper:

1. Gives opportunity to combine skills of reading, note-taking, organization, and fact and idea development.
2. Provides a practical introduction to the library with the opportunity to develop efficient use of it.
3. Develops familiarity with research procedures.
4. Increases one’s knowledge about a particular subject.
5. Strengthens study skills and improves self-discipline.
6. Allows for accomplishment at a higher academic level.

Research papers serve one of two purposes: to give information or to allow a conclusion to be drawn. Topics typical of informative papers might include such titles as “The Development of the National Park System,” “The Second Great Awakening,” or “The Causes of World War II.” Topics leading to a conclusion could include “The Evils of Abortion,” Why Capital Punishment is Right,” or “Can Prohibition Work?” As you can see, the title itself usually identifies whether the subject matter is informative or conclusive. However, whatever the purpose of the paper, facts must be researched.

This project will take several weeks to complete, and you will need access to a library. As you proceed, carefully set daily goals and stick with them. Avoid procrastination and you will eliminate the careless mistakes cased by a last-minute rush. Then, when your paper is complete, you will experience the exhilaration of accomplishment and the satisfied feeling of a job well done.

1. A research paper is based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and differs from many compositions in that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in style.
2. Why is plagiarism unacceptable? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What do you foresee as the greatest benefit you will derive from doing your research paper? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The two basic types of research papers are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The title states the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the paper and also indicates wither the subject matter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Are the following informative or conclusive?

1. Causes for War Between the States \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Patriotism is not Dying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Results of the Industrial Revolution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Free Enterprise is Biblical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Essential Steps to Follow when Writing a Research Paper**

* 1. Select and limit the subject or topic.
  2. Prepare a working bibliography.
  3. Prepare a preliminary outline and thesis statement.
  4. Read and take notes.
  5. Assemble notes and write the final outline.
  6. Write the rough draft with endnotes. (Mark draft for improvements.)
  7. Write the final draft with endnotes and bibliography.

(Be careful to complete each step in the order given!)

Step 1—**Select and Limit the Subject or Topic**

In the list below some are too narrow and some are too broad. On each line, write a related topic that could be adequately covered in a 10- to 20- page research paper.

1. World War II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The Industrial Revolution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The Telegraph \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. American Literature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Preparing a Meal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The Disco very of Penicillin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Transportation in America \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. History of Christianity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. How to Amend the U.S. Constitution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. American Social Problems \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the Line Below, Write the topic you have chosen for you research paper.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One approach to getting ideas to include in your research is to think of questions that you or others might ask about the topic. Write at least ten questions about your topic on the lines below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To further assist in your research, write down the key words for your title and synonyms you might explore in the card catalogue of the library.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*<<Books you find in the library will very often contain bibliographies that may be helpful in directing you to other sources.>>*

1. What are the two basic types of resource material for doing research? (explain each)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Most of your research material will be what kind of resources?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the starting place for your research?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How much material should you collect?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Now, let’s practice what we have learned. Respond to the following.*

Suppose your topic is “The Attack on the Traditional Family in America.” The very first step is to write some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that need answers. After you have listed some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the title, the second step is to go to the library and use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to locate sources from which you can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ widely on the subject.

Since the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the brain of the library, it will help you identify some appropriate books related to your subject. Next, turn your attention to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to see if there are any periodicals available on your topic. After you have completed this preview stage of your research, you will be ready to make source cards.

Summarize STEP 1: Parts 1,2,&3:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 2—**Prepare a Working Bibliography**

How many sources is enough?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you do if you want to include other sources later?

**Place in Chronological Order.**

Make source cards. \_\_\_\_\_

Go to the library. \_\_\_\_\_

Select and limit the topic. \_\_\_\_\_

Make use of the card catalog. \_\_\_\_\_

Make a list of questions. \_\_\_\_\_

Read broadly about the subject. \_\_\_\_\_

Consult the *Reader’s Guide*. \_\_\_\_\_

Step 3—**Prepare a Preliminary Outline and Thesis Statement**

An outline lays out the specific routes to be taken in order to arrive at the planned destination. The outline guides the writer from start to finish and serves to keep him on track. The preliminary outline may or may not become the final outline.

1. Determine what is the ‘thesis’ or ‘main idea’ of the paper and determine a title.
2. Determine the Main Points
3. Logically arrange points. (MUST HAVE A REASON)
4. As an outline is developed it becomes increasingly specific.
5. Topics should be parallel in form. (i.e. if the main topics or subtopics are nouns they should all be nouns.)
6. You can never have just one sub-point under any division.
7. Do not mix sentences and phrases as outline points.

Research Data Categories:

1. Scripture

The Word of God supplies power and authority.

1. Interviews/Quotes

The experiences or words of experts, or quotes from well-known persons offer invaluable support.

1. Testimony/Personal Experience

A speaker’s personal experience gives fused into his writing gives it personality and reality.

1. Information

Injects vital, fresh facts which broaden reader awareness and appetite for further knowledge.

1. Explanation

Proves a point the writer is trying to make; sheds light on misunderstandings.

1. Illustration

A detailed example; an anecdote.

1. Example

A specific, briefly stated instance.

1. Statistics

Numerical facts and figures illustrate points effectively.

1. Restatement

Repetition and finding other ways to say the same thing in proving points and conveying information.

1. Visual Means

Drawings, pictures, graphs –pictures sometimes can tell a thousand words.

1. [↑](#endnote-ref-1)