

RESEARCH PAPER GUIDELINES
TRINITY BAPTIST COLLEGE
JACKSONVILLE, FLORIDA

Developed by the English Department

Thirteenth Edition

2016

CONTENTS

Introduction	1
How to Write a Research Paper	2
Finding and Evaluating Source Material.....	6
Citation Guidelines	6
Requirements when <i>Turabian</i> gives options	7
Sample Citations.....	8
Books	8
Periodicals.....	11
Other Published Sources.....	13
Unpublished Sources	14
Websites.....	15
Sources in the Visual and Performing Arts	16
One Source Quoted in Another	17
Footnote Short Forms.....	18
General Style Guide	19
Formatting Your Paper	22
Sample Paper	following page 23

INTRODUCTION

The standard for writing and formatting research papers at Trinity Baptist College is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th edition, by Kate L. Turabian (herein after referred to as *Turabian*). Numbers after the word “*Turabian*” refer to chapter and section. For example, “*Turabian* 15.4.1.4” refers to chapter 15, section 4.1.4.

These Research Paper Guidelines are intended to be a useful summary of *Turabian* and to provide supplementary guidance for the faculty and students in the few places where *Turabian* is not followed or where it gives the writer choices on how to cite information. *Turabian* is derived from the *Chicago Manual of Style* and is most commonly used for research in theology and the humanities. We encourage you to purchase a copy of *Turabian* for yourself and to read and study it.

You should note that projects other than research/term papers may follow a different format as outlined by the professor of each individual course. Check with your professor. If no style is specified, follow this guide.

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

HOW TO WRITE A RESEARCH PAPER

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

1. Choose a topic.
 - A. Research papers are usually informative or argumentative. Make sure you know which is required.
 - B. The topic should be important, with sufficient depth to sustain your interest throughout the writing process, but not so much depth that you cannot cover it adequately in the space allotted for the paper.
 - C. Inherent in the topic should be provoking research questions. For example: "Is the death penalty a deterrent to crime?" "Is global warming a hoax?" "How has the internet affected the intelligence level of its users?" "What role does education play in reducing juvenile delinquents' return to crime?" "How has the idea of 'separation of church and state' been misinterpreted and misapplied over the years?" Your thesis will be an attempt to answer one of these questions.
 - D. The topic you choose should be based also on your access to reliable, authoritative sources of information.
2. Do some background reading about your topic so that you understand a general overview. Good background sources include general and specialized encyclopedias and biographical sources. As you read, pay attention to **key words**, words and phrases related to the topic that are repeated frequently in every background source. For example, if you were doing background reading on "capital punishment," key words and phrases would include "death penalty," "lethal injection," "death row," "first-degree murder," "Furman v. Georgia," "Gregg v. Georgia," and others. Write these words and phrases down. They will become your search terms as you look for sources.
3. Write a hypothesis. The hypothesis is a promising answer to your most important research question. If the answer survives your research, a refined form of it becomes your thesis.
4. Write a list of possible reasons why your hypothesis might be true. At this point in the process, you have done very little research; you will be refining, deleting, and adding to this list as you continue your work.

5. Underneath each possible reason, write a list of the kinds of evidence (numbers, quotations, facts, observations, etc.) that will be needed to prove that your hypothesis is true.
6. Using your key words, search for sources. The number and type of sources will vary according to the requirements of each professor. Every time you find a potential source, make a **complete** and **accurate** record of its bibliographic information. Type a list, calling it your “working bibliography.” Arrange your sources alphabetically by author’s last name. Evaluate each source before you delve into it deeply. See “Finding and Evaluating Source Material” on page 6 of this guide for further information.
7. Begin taking notes. If you use index cards, later you can shuffle your cards into the order in which you will use them in your paper. If you type your notes, it will be very easy to search for key words and to organize your notes into the order you will use them.
 - A. Be systematic in recording the author’s last and the type (summary, paraphrase, direct quotation) of every note. Always include page numbers from books and journal articles. (If there is no specified author, such as with some websites, put the URL or other specific identifying information on every note.)
 - B. Always put quotation marks around direct quotations. Generally no more than 10% of your paper should be direct quotations; therefore, no more than 10% of your notes should be direct quotations. Paraphrasing as you go along will shorten the time needed to write a rough draft.
 - C. Use your key words to help you categorize each note. Having categories of notes will help you organize your material when it’s time to draft your paper.
 - D. In addition to taking notes from sources, take notes about your own thinking as you are researching. In fact, these notes will form the basis for much of your rough draft, with the notes you take from sources merely supporting what you already think about the topic.
8. Refine your hypothesis into a clearly and exactly worded claim, or **thesis**.
9. Develop a rough outline. State your thesis at the top of your outline.
 - A. Many research papers follow this basic organization—introduction, background information and/or explanation of key terms, acknowledgement of and response to other points of view, and reasons that support the thesis. Not all these parts will be included in every research paper.
 - B. Each reason your thesis is true becomes a Roman numeral in your outline.

- C. Each bit of evidence to support each reason becomes a subpoint under the Roman numeral.
- D. During this rough, or preliminary, outline stage, you should also plan what you will write in your introduction and conclusion. You may want to include transitions in the rough outline as well.

10. Write the rough draft.

- A. Before you begin writing, arrange your notes in order according to your rough outline.
- B. Each paragraph in the body of your paper will likely follow this basic pattern—topic sentence, explanation of your topic sentence, evidence from sources (summary, paraphrase, or quotation), interpretation and explanation of that evidence, and concluding thought.
- C. Remember that the bulk of your paper is to be your own thinking and interpretation. You should be selective in your use of summaries, paraphrases, and quotations.
- D. Footnote all your sources completely and accurately. In a rough draft, it's common to include abbreviated source information (such as author's last name or name of website) in parentheses after each quotation, summary, or paraphrase. **Always use quotation marks for direct quotations, even in your rough draft.** For the final draft, include full and accurate footnotes. Follow the models later in this guide and in *Turabian*. Be scrupulous with footnotes and citations to guard against plagiarism.
- E. The rough draft should contain either a works cited page (only the sources you actually used in your footnotes) or a bibliography page (all the sources you consulted during your research). If your professor doesn't specify, use a works cited page.

11. Prepare your works cited page. Type complete, accurate source information from each source you actually used in your footnotes. Follow formatting given in this guide and in *Turabian*. Some professors may prefer a bibliography (all the sources you consulted during your research). Find out the requirement from your professor.

12. Revise your outline. Now that you have drafted your paper, you may see the need to further refine your outline, rearranging points, or even adding or deleting some. After the outline reflects the final organization of your paper, type it in sentence form. That is, each point in Level 1 (Roman numerals) and Level 2 (subpoints A, B, etc. under the Roman numerals) should be written in complete sentences. Subpoints under A and B and beyond may be written in phrases or words. You may never have just one point in a level. For every I, you must have

a II, for every A you must have a B, and so on. For a sample outline, see Figure 1 following page 20 of this guide.

13. Revise your rough draft. Typically, you should revise for content and organization first, then grammar, and finally style. Double check all footnotes and the bibliography/works cited page for completeness and accuracy.
14. Proofread the paper before presenting it to your professor.

FINDING AND EVALUATING SOURCE MATERIAL

Consult your professor for any requirements as to number and kind of sources. Use your key words to conduct searches in library catalogs (TBC's catalog is available on Populi <https://tbc.populiweb.com/library/catalog/index.php>; you may also use any public library system you have access to), on the Library Information Resources Network (LIRN), TBC's subscription database service (available at www.lirn.net/services; consult your professor for the access code), or on the internet.

Evaluate potential sources BEFORE you begin reading in-depth and taking notes. Use books which are written by reputable scholars and published by reputable presses, are peer-reviewed, are generally current, and provide a bibliography. This guideline applies to both print and online books.

The internet is a powerful information tool. However, a great deal of information on the internet is biased, unreliable, or insufficiently supported to be used in an academic setting. Just because it is available on the internet is no guarantee that it is accurate. No information on the internet should be considered as valid source material unless it is verified to be the work of a reputable individual or organization. *Wikipedia* is NEVER an acceptable source for college research papers. General encyclopedias may be consulted for background information but should never be cited in college research papers.

Reliable websites are honest about their purpose and provide contact information. You should generally avoid .com sites. Focus instead on .edu, .org, and .gov sites. Browse the site map and search for your key words to see if the site contains useful information relevant to your thesis.

CITATION GUIDELINES

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

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

REQUIREMENTS WHEN *TURABIAN* GIVES OPTIONS

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

1. Use bibliography style. See *Turabian* 15.3.
2. Use footnotes. See *Turabian* 15.3.1. **In-text citation is not permitted.**
3. List the Bible in the bibliography. Specify which version(s) you used.
4. Include page numbers for magazine articles.
5. Include all sources in bibliographies. Chapter 17 of *Turabian* allows various types of sources cited in notes (such as newspaper articles, dictionary and encyclopedia entries, and so on) to be excluded from bibliographies. However, the bibliography should include all sources footnoted in the paper. Please note that it is not appropriate to use general encyclopedias as a source for college-level papers.
6. Include the database when citing articles retrieved from LIRN. See *Turabian* 15.4.1.4. The requirement to list a “recommended URL,” which can be hundreds of characters, or a “URL based on a DOI” is not necessary. **List instead the database package and the name of the specific database which contained the article,** for example, InfoTrac or ProQuest. See sample entries later in this document.

SAMPLE CITATIONS

Below you will find sample citation forms for both footnotes (**F**) and bibliography page entries (**B**) for a variety of print and electronic sources. This information is a summary of the most common sources used in undergraduate research papers. For sources not listed here, consult *Turabian* 16 and 17.

Footnotes should appear on the same page as the information from the source appears. In the text, a superscript number should be placed **at the end** of the information. In the footnote, a corresponding number should be placed in front of the note. *Turabian* shows these numbers the same text size as the note itself, but superscript numbers are permissible. Notes are numbered consecutively from the beginning of the paper to the end.

Every research paper will need both footnotes and a bibliography. The form of each is slightly different. Follow each form exactly.

BOOKS

Single author

- F** ¹Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).
¹Philip C. Kolin, *Successful Writing* (Lexington, MA: Heath, 1986), 70.
- B** Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication.
 Kolin, Philip C. *Successful Writing*. Lexington, MA: Heath, 1986.

Two authors

- F** ²Author #1's First and Last Names and Author #2's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).
²James I. Brown and Thomas E. Pearsall, *Better Spelling* (Lexington, MA: Heath, 1992), 37.
- B** Author #1's Last Name, Author #1's First Name, and Author #2's First and Last Names. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication.
 Brown, James I., and Thomas E. Pearsall. *Better Spelling*. Lexington, MA: Heath, 1992.

For a book with four or more authors, adapt the note pattern as follows:

- F** ³Author #1's First and Last Names et al., *Title of Book* . . .
³David Damrosch et al., *The Longman Anthology of World Literature* . . .

Editor or translator in addition to an author

F ⁴Author's First and Last Names, *Title of Book: Subtitle of Book*, ed. Editor's First and Last Names (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).

⁴Elmer Towns, *The Gospel of John*, ed. Mal Couch and Ed Hindson (Chattanooga, TN: AMG Publishers, 2002), 34.

B Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Edited by Editor's First and Last Names. Place of Publication: Publisher's Name, Date of Publication.

Towns, Elmer. *The Gospel of John*. Edited by Mal Couch and Ed Hindson. Chattanooga, TN: AMG Publishers, 2002.

For a translator instead of an editor, substitute **trans.** and **Translated by** instead of **ed.** and **Edited by**.

2nd or higher edition

F ⁵Author's First and Last Names, *Title of Book: Subtitle of Book*, Edition Number ed. (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).

⁵John C. Whitcomb, *The World That Perished*, 2nd ed. (Grand Rapids, MI: Baker Book House, 1988), 44.

B Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Edition Number ed. Place of Publication: Publisher's Name, Date of Publication.

Whitcomb, John C. *The World That Perished*. 2nd ed. Grand Rapids, MI: Baker Book House, 1988.

Multi-volume work, volume not individually titled

F ⁶Author's First and Last Names, *Title of Work* (repr.), Place of Publication: Publisher's Name, Date of Publication), Volume Number: Page Number(s).

⁶Charles Hodge, *Systematic Theology* (repr., Grand Rapids, MI: Wm. B. Erdmans, 1989), 1:100.

B Author's Last Name, Author's First Name. *Title of Work*. Vol. Number of Volume. Reprint. Place of Publication: Publisher's Name, Date of Publication.

Hodge, Charles. *Systematic Theology*. Vol. 1. Reprint. Grand Rapids, MI: Erdmans, 1989.

Multi-volume work, each volume individually titled

F ⁷Author's First and Last Names, *Title of Volume*, vol. Volume Number of *Title of Work* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).

⁷Jaroslav Pelikan, *Christian Doctrine and Modern Culture (Since 1700)*, vol. 5 of *The Christian Tradition: A History of the Development of Doctrine* (Chicago: University of Chicago Press, 1989), 98.

B Author's Last Name, Author's First Name. *Title of Volume*. Vol. Volume Number of *Title of Work*. Place of Publication: Publisher's Name, Date of Publication. Pelikan, Jaroslav. *Christian Doctrine and Modern Culture (Since 1700)*. Vol. 5 of *The Christian Tradition: A History of the Development of Doctrine*. Chicago: University of Chicago Press, 1989.

Part of an edited collection

F ⁸Author's First and Last Names, Title of Selection, in *Title of Book*, ed. Editor's First and Last Names (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).

⁸Ernest Hemingway, "The Snows of Kilimanjaro," in *The American Short Story: A Collection of the Best Known and Most Memorable Short Stories by the Great American Writers*, ed. Thomas K. Parkes (New York: Galahad Books, 1994), 672.

B Author's Last Name, Author's First Name. Title of Selection. In *Title of Book*, Edited by Editor's First and Last Names, Page Number(s). Place of Publication: Publisher's Name, Date of Publication. Hemingway, Ernest. "The Snows of Kilimanjaro." In *The American Short Story: A Collection of the Best Known and Most Memorable Short Stories by the Great American Writers*. Edited by Thomas K. Parkes, 668-685. New York: Galahad Books, 1994.

Electronic book

Electronic books are cited much like printed ones. In addition to the information discussed above, you will need to indicate the platform on which you read the book. For online books, include an accessed date and URL. For books available from an e-library, give the name of the database. If you downloaded the book, include the format, such as "Kindle." See *Turabian* 17.1.10 for other examples.

F ⁹Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s), Kindle.

⁹Elie Wiesel, *Night*, trans. Marion Wiesel (New York: Hill and Wang, 2006), 67, Kindle.

B Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication. Kindle.

Wiesel, Elie. *Night*. Translated by Marion Wiesel. New York: Hill and Wang, 2006. Kindle.

PERIODICALS

Journal in print

- F** ¹⁰Author's First and Last Names, "Title of Article," *Title of Journal* Volume Number, no. Issue Number (Date of Publication): Page Number(s).
¹⁰Alex Bogren, "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 156.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Journal* Volume Number, no. Issue Number (Date of Publication): Page Number(s).
 Bogren, Alex. "Gender and Alcohol: The Swedish Press Debate," *Journal of Gender Studies* 20, no. 2 (June 2011): 155-169.

Many periodical sources (journals, magazines, and newspapers) are now accessed strictly online, through a subscription database or website. Articles cited from online sources should include an accessed date and a URL in addition to the usual source information (title, author, publishing information).

Sources accessed through TBC's **LIRN databases** (such as *Infotrac*, *ProQuest*, or *ELibrary*), must specify (1) that LIRN was the means to access the database, (2) the database group used - *Infotrac*, *ProQuest*, or *ELibrary*, and (3) in the case of *Infotrac* or *ProQuest*, the specific database used.

Journal from LIRN

- F** ¹²Author's First and Last Names, "Title of Article," *Title of Journal* Volume Number, no. Issue Number (Date of Publication): Page Number(s), accessed Date of Access, LIRN, *Database Group – Specific Database*.
¹²Murray B. Stein and Elizabeth Barrett-Connor, "Quality of Life in Older Adults Receiving Medications for Anxiety, Depression, or Insomnia," *The American Journal of Geriatric Psychiatry* 5, no. 2 (Sep/Oct 2002): 163, accessed February 24, 2013, LIRN, *Proquest – Proquest Psychology Journals*.
- B** Author's Last Names, Author's First Name. "Title of Article." *Title of Journal* Volume Number no. Issue Number (Date of Publication): Page Number(s). Accessed Date of Access. LIRN. *Database Group – Specific Database*.
 Stein, Murray B., and Elizabeth Barrett-Connor. "Quality of Life in Older Adults Receiving Medications for Anxiety, Depression, or Insomnia." *The American Journal of Geriatric Psychiatry* 5, no. 2 (Sep/Oct 2002): 158-164. Accessed February 24, 2013. LIRN. *Proquest – Proquest Psychology Journals*.

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

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

Journal online

- F** ¹¹Author's First and Last Names, "Title of Article," *Title of Journal* Volume Number, no. Issue Number (Date of Publication): Page Number(s), accessed Date of Access, URL.
¹¹Nathaniel T. Jeanson and Jason Lisle, "On the Origin of Eukaryotic Species' Genotypic and Phenotypic Diversity," *Answer Research Journal* 9 (2016): 81, accessed May 8, 2016, www.answersingenesis.org/arj/v9/genetics_heterozygosity_molecular_clock.pdf.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Journal* Volume Number, no. Issue Number (Date of Publication): Page Number(s). Accessed Date of Access. URL.
 Jeanson, Nathaniel T., and Jason Lisle. "On the Origin of Eukaryotic Species' Genotypic and Phenotypic Diversity." *Answer Research Journal* 9 (2016): 81-122. Accessed May 8, 2016. www.answersingenesis.org/arj/v9/genetics_heterozygosity_molecular_clock.pdf.

Magazine

- F** ¹³Author's First and Last Names, "Title of Article," *Title of Magazine*, Publication Date, Page Number(s).
¹³Nancy Gibbs, "A Soldier's Life," *Time*, July 21, 2003, 31.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Magazine*, Publication Date.
 Gibbs, Nancy. "A Soldier's Life." *Time*, July 21, 2003.

Newspaper

See also *Turabian* 17.4. Note that while *Turabian* specifies to cite newspapers only in notes, you should also include them in your bibliography/works cited page, following punctuation guidelines below.

- F** ¹⁴Author's First and Last Names, "Title of Article," *Title of Newspaper*, Publication Date, Page Number(s).
¹⁴"Noted Conservative Spokesman Eyes Joining Senate Race," *Jacksonville (FL)Times-Union*, July 21, 2003, 52.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Newspaper*. Publication Date.
 "Noted Conservative Spokesman Eyes Joining Senate Race." *Jacksonville (FL)Times-Union*. July 21, 2003.

For online newspaper articles, include an accessed date and URL after the publication date.

- F** ¹⁵Author's First and Last Names, "Title of Article," *Title of Newspaper*, Publication Date, Page Number(s), accessed Date of Access, URL.
¹⁵Michael Barbaro, "Another Republican Is Encouraged to Join the Race for Senate," *The New York Times*, March 10, 2010, accessed May 9, 2016, http://www.nytimes.com/2010/03/11/nyregion/11senor.html?_r=0.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Newspaper*. Publication Date. Accessed Date of Access. URL.
 Barbaro, Michael. "Another Republican Is Encouraged to Join the Race for Senate." *The New York Times*. March 10, 2010. Accessed May 9, 2016. http://www.nytimes.com/2010/03/11/nyregion/11senor.html?_r=0.

For newspaper articles consulted through LIRN, include the access date and LIRN information.

- F** ¹⁶Author's First and Last Names, "Title of Article," *Title of Newspaper*, Publication Date, accessed Date of Access, LIRN, *Database Group – Specific Database*.
¹⁶Sam Dillon, "Report Defends Vouchers But Fails to Quell Debate," *New York Times*, June 13, 2003, accessed July 24, 2003, LIRN, *Infotrac – Student Resource Center Gold*.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Newspaper*. Publication Date. Accessed Date of Access. LIRN. *Database Group – Specific Database*.
 Dillon, Sam. "Report Defends Vouchers But Fails to Quell Debate." *New York Times*. June 13, 2003. Accessed July 24, 2003. LIRN. *Infotrac – Student Resource Center Gold*.

OTHER PUBLISHED SOURCES

The Bible

If you use the reference in the text of your paper, you do not need a footnote at all. Though *Turabian* specifies to exclude the Bible from the bibliography/works cited page, TBC style includes it.

- F** ¹⁷Scripture Reference.
¹⁷1 Samuel 14:6-9.
- B** Holy Bible. Version of Bible (for versions other than KJV, include publishing information also).
 Holy Bible. Authorized [King James] Version.

Reference work

For general sources, such as general dictionaries and encyclopedias, see *Turabian* 17.5.3. Note that *Wikipedia* is NEVER allowed as a source at the college level. Other general encyclopedias, such as *Encyclopedia Britannica* may be consulted for background information, but should not be used in citations. Find another source of information to cite.

For specialized reference sources, follow the style below:

- F** ¹⁸Author's First and Last Names, "Title of Entry," in *Title of Reference Source* (Place of Publication: Publisher, Date of Publication), Page Number(s).
¹⁸R.V. Pierard, "Theological Liberalism," in *Evangelical Dictionary of Theology*, ed. Walter Elwell (Grand Rapids, MI: Baker Book House, 1984), 632.
- B** Author's Last Names, Author's First Name. "Title of Entry." In *Title of Reference Source*. Place of Publication: Publisher, Date of Publication.
 Pierard, R.V. "Theological Liberalism." In *Evangelical Dictionary of Theology*. Edited by Walter Elwell, 631-634. Grand Rapids, MI: Baker Book House, 1984.

Follow a similar format for dictionary entries. For online dictionaries, include the access date and URL.

- F** ¹⁹*Title of Dictionary*, s.v. "Title of Entry," accessed Date of Access, URL.
¹⁹*Merriam-Webster Learner's Dictionary*, s.v. "family," accessed May 9, 2016, <http://www.merriam-webster.com/dictionary/family>.
- B** *Title of Dictionary*. s.v. "Title of Entry." Accessed Date of Access. URL.
Merriam-Webster Learner's Dictionary. s.v. "family." Accessed May 9, 2016. <http://www.merriam-webster.com/dictionary/family>.

For public documents such as the US Constitution, legal cases, treaties, and other government documents see *Turabian* 19.9.

UNPUBLISHED SOURCES

See *Turabian* 17.6 for further explanation on unpublished sources.

Letter

- F** ²⁰Author's First and Last Name, letter to author, Date of Letter.
²⁰Joe McCormick, letter to author, June 15, 2014.
- B** Author's Last Name, Author's First Name. Letter to author. Date of Letter.
 McCormick, Joe. Letter to author. June 15, 2014.

Phone interview

- F** ²¹Interviewee's First and Last Name, telephone interview by author, Date of Interview, typewritten notes.
²¹Ed Gibson, telephone interview by author, May 17, 2014, typewritten notes.
- B** Interviewee's Last Name, Interviewee's First Name. Telephone interview by author. Date of Interview. Typewritten notes.
 Gibson, Ed. Telephone interview by author. May 17, 2014. Typewritten notes.

Interview

- F** ²²Interviewee's First and Last Name, interview by author, Date of Interview, typewritten notes, Place of Interview.
²²Tom Messer, interview by author, June 30, 2014, typewritten notes, Trinity Baptist Church, Jacksonville, FL.
- B** Interviewee's Last Name, Interviewee's First Name. Interview by author. Date of Interview. Typewritten notes. Place of Interview.
 Messer, Tom. Interview by author. June 30, 2014. Typewritten notes. Trinity Baptist College. Jacksonville, FL.

E-mail

- F** ²³Author's First and Last Names, email message to author, Date of Email.
²³John Yoo, e-mail message to author, May 5, 2014.
- B** Author's Last Name, Author's First Name. Email message to author. Date of Email.
 Yoo, John. E-mail message to author. May 5, 2014.

WEBSITES

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

All internet sources cited must also include an accessed date and URL. Include as much of the following as you can glean from the site.

For some websites, the author is a person; for others, the company name may substitute for an author's name.

- F** ²⁴Author's First and Last Name, "Title of Article," *Title of Website or Organization*, last modified Publication or Revision Date, accessed Date of Access, URL.
²⁴National Center for Immunization and Respiratory Diseases, "Yellow Fever ACIP Vaccine Recommendations," *Centers for Disease Control and Prevention*, last modified July 7, 2015, accessed May 11, 2016, <http://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/yf.html>.
- B** Author's Last Name, Author's First Name. "Title of Article." *Title of Website or Organization*. Last modified Publication or Revision Date. Accessed Date of Access. URL.
 National Center for Immunization and Respiratory Diseases. "Yellow Fever ACIP Vaccine Recommendations." *Centers for Disease Control and Prevention*. Last modified July 7, 2015. Accessed May 11, 2016. <http://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/yf.html>.

For citing blog comments and entries and social networking posts, see *Turabian* 17.7.2-3.

SOURCES IN THE VISUAL AND PERFORMING ARTS

This is a complex area of citation including artworks, graphics, live performances, sound and video recordings, and musical scores, among other sources, containing many variations. Most common sources are illustrated below. For sources accessed online, include an accessed date and a URL. For sources not listed, consult *Turabian* 17.8. Sources must be included in bibliography/works cited as well as footnotes.

Videos and podcasts

- F** ²⁵Author's First and Last Names, "Title of Video" (video), Date of Publication, accessed Date of Access, URL.
²⁵Seymour Bits, "American Civil War – Lee vs. Grant – History Channel War Documentary" (video), August 17, 2013, accessed April 21, 2014, <http://www.youtube.com/watch?v=yz-3-2BnOoM>.
- B** Author's Last Name, Author's First Name. "Title of Video." Video. Date of Publication. Accessed Date of Access. URL.
 Bits, Seymour. "American Civil War – Lee vs. Grant – History Channel War Documentary." Video. August 17, 2013. Accessed April 21, 2014. <http://www.youtube.com/watch?v=yz-3-2BnOoM>.

Compact disc

F ²⁶Artist's First and Last Names, "Title of Selection," further title and publishing information, CD, Producer, Year of Production.

²⁶Shirley Jackson, "The Lottery," read by John Shea, *Selected Shorts: A Celebration of the Short Story*, CD, Symphony Space, 2005.

B Artist's Last Name, Artist's First Name. "Title of Selection." Further title and publishing information. CD. Producer, Year of Production.

Jackson, Shirley. "The Lottery." Read by John Shea. *Selected Shorts: A Celebration of the Short Story*. CD. Symphony Space, 2005.

Video recordings [DVDs, Blu-Rays]

F ²⁷*Title of Video*, directed by Director's First and Last Names (Producer and Year of Release, DVD, Date of Publication).

²⁷*The Civil War*, directed by Ken Burns (PBS Video 1989, DVD, 2011).

B *Title of Video*. Directed by Director's First and Last Names. Producer and Year of Release. DVD. Date of Publication.

The Civil War. Directed by Ken Burns. PBS Video 1989. DVD. 2011.

ONE SOURCE QUOTED IN ANOTHER

When one source quotes another, it is best to find the original source and cite it. Sometimes, however, it may not be possible to obtain the original. In those cases, indicate that the material was "quoted in" another source, in both footnote and bibliography.

F ²⁸Author's First and Last Names, *Title of Book* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s), quoted in Author's First and Last Names, *Title of Book* (Place of Publication: Publisher's Name, Date of Publication), Page Number(s).

²⁸Elizabeth O'Connor, *The Search for Silence* (Waco, TX: Word Books, 1972), 34, quoted in Marilyn Chandler McEntyre, *Caring for Words in a Culture of Lies* (Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2009), 96.

B Author's Last Names, Author's First Name. *Title of Book*. Place of Publication: Publisher's Name, Date of Publication. Quoted in Author's First and Last Names. *Title of Book*. Place of Publication: Publisher's Name, Date of Publication.

O'Connor, Elizabeth. *The Search for Silence*. Waco, TX: Word Books, 1972. Quoted in Marilyn Chandler McEntyre. *Caring for Words in a Culture of Lies*. Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2009.

FOOTNOTE SHORT FORMS

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

Ibid.

Use *Ibid.* (an abbreviation for the Latin word *ibidem*, which means “in the same place”) when you cite a source you just cited in the immediately preceding note. *Ibid.* takes the place of as much of the previous entry as is identical. In the examples below, footnote 30 comes from the same source, including the same page number, as footnote 29. Footnote 31 comes from the same source, but from a different page number.

F ²⁹David McCullough, *John Adams* (NY: Simon & Schuster, 2001), 368.

F ³⁰*Ibid.*

F ³¹*Ibid.*, 225.

Author-Only Form

Use the shortened form of a citation (usually the author’s last name or the first few words of the footnote if there is no author, plus the page number[s], if applicable) for any citations after the first. In the examples below, footnote 29 comes from the same source as footnote 27, but because of the intervening source, you cannot use *Ibid.* Instead, use the shortened form of footnote 27.

F ²⁷David McCullough, *John Adams* (NY: Simon & Schuster, 2001), 368.

F ²⁸Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different* (NY: Penguin Press, 2006), 175.

F ²⁹McCullough, 39.

GENERAL STYLE GUIDE

Following is a list of issues that students often have questions about when writing a formal research paper. Though not all-inclusive, this list should help you to write a more scholarly paper.

Abbreviations

The first time you use a word that will later be abbreviated, spell it out completely and include the abbreviation in parentheses immediately after the word. For example: “. . . from the Apocrypha (Apoc). . . ”

Bible

Capitalize all nouns referring to God’s Word (i.e., Bible, Word of God, Scripture, Holy Writ, and so on). Do not capitalize the words *biblical*, *biblically*, *scriptural*, or *scripturally*.

If you refer to a passage of Scripture, abbreviate the book when using book, chapter, and verse (i.e., Heb. 10:34), but spell it out completely when referring to a whole chapter (i.e., Hebrews 10).

Church

Capitalize “Church” when referring to the larger body of believers (i.e., “Christ’s bride, the Church”) and use lower case “church” when referring to one local body of believers (i.e., “the church on the corner of my street”).

Contractions

Do not use contractions in formal research papers.

Dates

In most cases, spell out the names of months when they occur in text, whether alone or in dates. Never include *st*, *nd*, *rd*, or *th* within a date. For instance, write “June 11, 1968” instead of “June 11th, 1968.”

Definitions

When defining a word, italicize the word you are defining and place its accompanying definition in quotation marks.

Ellipses

Only use an ellipses to indicate an omission of a word, phrase, or sentence within a quotation. Spaces should appear between each period. Include any punctuation mark that precedes the ellipsis, including a period (i.e. “How hot was it? . . . No one could function in that climate.”)

Etc.

Do not use the abbreviation “etc.” in a research paper. Instead, use the phrase “and so on” if you need to indicate a continuing list. In most cases, however, you can omit that phrase and simply end your list. In no circumstances should you ever write “and etc.”

God

Capitalize nouns and pronouns used to refer to God (i.e., God the Father, Jesus Christ the Son, the Holy Spirit, He, His, Him, etc.) Do not capitalize the word “godly” when referring to people.

Numbers

Spell out all numbers under 100 (unless it is Scripture chapters or verses). See *Turabian* 23 for special cases and exceptions.

Passive Voice

Generally avoid using passive voice verbs.

Prepositions

Generally avoid ending sentences with prepositions.

Pronouns

Use only 3rd person pronouns, never 1st or 2nd unless given express permission by your instructor.

Quotations

Introduce, or attribute, quotations by including the author’s name (i.e., Charles Ryrie said, “. . .”). You may sometimes need to identify an author not well known to your reader with a few words explaining who he is (i.e., Grammarian Ann Raimés wrote, “. . .”). (Some professors prefer other methods for introducing quotations, or prefer that they not be introduced at all provided the quotation is properly cited in the corresponding footnote. Check with your professor for his preference.)

The first time you refer to an author, use his first and last names; thereafter, use only his last name. It is never necessary to use titles such as *Dr.*, *Rev.*, *Mr.*, or *Mrs.*

The first word of the quotation should be capitalized. The exception would be single words or short phrases which you work into the grammatical structure of your sentence.

If you use the word “that” before a quotation, you may omit the comma and begin the quotation with a lower case letter (i.e., Zinsser has said that “clutter is the disease of American writing.”)

Use brackets to indicate changes to a quoted passage. For example, “The director promised completion on time and *under budget*” [italics added].

Closing punctuation goes inside closing quotation marks. The citation number goes outside closing quotation marks (i.e., Zinsser has said that “clutter is the disease of American writing.”¹).

Slash

Avoid using “and/or” in research writing.

FORMATTING YOUR PAPER

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

1. Margins. Use standard, white 8 ½- x 11-inch paper. Leave a 1-inch margin on all four sides. Place page numbers within the header, as specified below, about ½ inch from the top edge of the page.
2. Typeface. Use Times New Roman, 12-point type.
3. Title page. A research paper should include a separate title page. All text on the title page should be in all caps. Leave a 1-inch margin on all four sides. About 3 inches down from the top edge of the paper, center your title. For a longer title, divide it between two lines and double-space between the lines. About 8 inches down from the top edge of the paper, center your name. Double space and center the course number and title. Double space and center the due date. Your professor may or may not require a title page for other projects and papers; be sure to know and follow the guidelines for each class.
4. Outline. Center the word OUTLINE two inches from the top of the paper. Double space. At the left margin, type the word Thesis followed by a colon, a space, and then your thesis statement. Double space and begin typing your outline. For simplicity's sake, feel free to use any automatic outline formatting built into your word processing program. If you bypass the automatic formatting, you must set up a series of tabs and decimal tabs in such a way that each level of the outline is indented one-half inch further in from the left margin than the level above it. (For example, if Roman numeral I begins at the left margin, A would begin at ½ inch, 1 under A would begin at 1 inch, and so on.) See the sample that follows these guidelines.
5. Pagination. The title page is never numbered. Unless your professor specifies, the outline and bibliography pages are not numbered either. The first page of your text counts as page 1, but no number needs to appear on it. Begin numbering the second page of text with 2. Place all page numbers in the header at the right margin.

Word processing programs differ in how to set up the page numbers in this way, but these general guidelines should help:

- a. Insert a "next page section break" in each of the following places: At the end of the title page, the outline, and the text of the paper. (You'll probably find section breaks in the page layout tab, under "Breaks.")
- b. Position your cursor somewhere on the first page of the text of the paper.

- c. Select the “Insert” tab and click on “page number.” Select “Top of Page” and choose the option that places the number in the upper right.
 - d. Double click on the page number in the header of the first page of your text. The “Header and Footer Tools” tab should be showing. In the “Options” box, select “Different first page.” In the “Navigation” box, deselect “Link to Previous.”
 - e. In the “Header and Footer” box, select “Page Number.” Scroll down to “Format page number.” Start numbering at p. 1.
6. Title. Center your title two inches from the top edge of the first page. Type the title in all capital letters. If the title is long, divide it into two lines, single spacing between them. Double space after the title and begin typing your paper.
 7. Indentation and Spacing of Text. Indent each paragraph one-half inch from the left margin. Double-space all text other than block quotations. See *Turabian* section 25.2.2 for specific guidelines for indention and spacing of block quotations.
 8. Footnotes. Footnotes should appear at the bottom of the page on which the cited information appears. You should use the “insert footnote” or similar feature of your word processing program to insert your footnotes automatically. Though *Turabian* specifies that footnotes should begin with a full-sized Arabic number, TBC will allow the use of a superscript number. Indent the first line of each footnote one-half inch from the left margin. Footnotes should be Times New Roman 12-pt, single-spaced, with double spacing between each note.
 9. Bibliography page. Center the word BIBLIOGRAPHY two inches from the top of a new page following the last page of your text. Some professors may specify that you use WORKS CITED instead. Double-space after the title and begin typing your bibliographic entries in alphabetical order according to the first word in the entry. Every source that appears in your footnotes should be on your bibliography page. Bibliography entries are not numbered. The first line of each entry starts at the left margin; all subsequent lines are indented one-half inch (hanging indent).
 10. Submission. Your paper should be turned in at the beginning of the class period in which it is due. Come to class with your paper stapled neatly in the upper left corner. If your instructor requires electronic submission, be sure to follow all guidelines exactly.

Sample Research Paper

3"

ANTI-ANXIETY MEDICATIONS

8"

Double-spaced

JANE STUDENT

ENG102 ENGLISH COMPOSITION II

17 MARCH 2013

OUTLINE

2" (Set your margin to 1"; press "Enter" until the word OUTLINE is 2" down.)

Thesis: Medication is not an effective choice for use in treating anxiety disorders.

I. An understanding of anxiety disorders is vital to the discussion of whether or not medication is an effective treatment.

Levels 1 and 2 should be written as complete sentences.

A. The characteristics of anxiety disorders include anxiety, fear, and avoidance behaviors.

Double space the outline.

B. There are several different categories that anxiety disorders can be broken into.

1. Panic Disorders
2. Social Phobias
3. Simple Phobias
4. Obsessive Compulsive Disorders
5. Post-Traumatic Stress Disorders
6. Generalized Anxiety Disorder
7. Disorders not otherwise specified

C. Psychologists and doctors treat anxiety disorders with either medication, psychotherapy, or a combination of both.

Set a hanging indent for runover lines.

1. Medication
 - a. Anti-depressants
 - b. Anti-anxiety medication
2. Psychotherapy

ii

**If outline is more than 1 page,
use lowercase Roman numerals
for the page numbers.**

II. First of all, anxiety is a natural response to threatening stimulus, not an illness or disorder to be suppressed by drugs.

A. Anxiety is a natural part of life.

1. Anxiety is the body's way of responding to harmful stimulus.

2. Fear is a learned habit.

B. Anti-anxiety drugs disrupt the body's natural response of fear.

1. Benzodiazepines

2. SSRIs

III. **Second**, anti-anxiety medications treat only the symptoms, instead of the cause, of anxiety disorders, proving them to be only a temporary fix.

A. Doctors agree that anti-anxiety drugs only product short-term benefits.

B. While patients are often given a prescription for their anxiety, much less is done to address the causes of stress in that patient's life.

IV. **Third**, the side effects and ensuing complications of anti-anxiety medications outweigh any benefits received from these prescriptions.

A. Each patient prescribed with a drug is susceptible to several general side-effects, leaving the patient in a similar state than before the drugs were taken.

1. Anti-depressants

2. Benzodiazepines

B. Substance abuse among patients prescribed with anti-anxiety drugs can lead to more severe problems than anxiety disorder creates.

1. Dependence upon the drug

2. Addictions to other possibly illegal substances

**Use transitions
in all of your
Roman
numerals.**

2" (Set your margin to 1"; press "Enter" until your title is 2" down.)

ANTI-ANXIETY MEDICATIONS

Anxiety Disorders Association of America claims that over forty million adults over the age of eighteen suffer from anxiety disorders, ranking it the most common mental illness in the United States.¹ Mani Feniger, in his book *Journey from Anxiety to Freedom*, claims, "It is estimated that nearly a quarter of the adult population of the United States will have an anxiety disorder at some point in their lives."² **Footnote numbers go AFTER closing quotation marks.** This commonality has led to increased awareness of anxiety in the world today along with a heightened push for research about this topic. Currently anti-anxiety medications are a very common treatment for anxiety disorders. The question as to how effective these medications are in treating anxiety disorders begs to be asked. After further study the conclusion is clear. Medication is not an effective choice for use in treating anxiety disorders. **Thesis in outline and paper should be identical. Thesis goes at end of introduction.**

An understanding of anxiety disorders is vital to the discussion of whether or not medication is an effective treatment. The characteristics of anxiety disorders include anxiety, fear, and avoidance behaviors. Rebecca J. Frey and Teresa G. Odle, in *The Gale Encyclopedia of Medicine*, state, "The anxiety disorders are a group of mental disturbances characterized by

¹Rebecca J. Frey and Teresa G. Odle, *The Gale Encyclopedia of Medicine* (Belmont, CA: Gale, 2006) cited by Paul Hina and Sarah Hina, *Perspectives on Diseases and Disorders: Anxiety Disorders*, 1st ed. (Farmington Hills, MI: Greenhaven Press, 2010), 23.

²Mani Feniger, *Journey from Anxiety to Freedom: Moving Beyond Panic and Phobias and Learning to Trust Yourself* (Rocklin, CA: Prima Publishing, 1997), ix.

Footnotes:

- **Times New Roman, 12-pt**
- **Single-spaced; double-spaced after each note**
- **Numbered consecutively throughout the paper.**

Start numbering on p. 2. Font should be 12-pt. Times New Roman.

anxiety as a central or core symptom.”³ While there are a wide variety of categories into which these anxieties can be broken up into, generally anxiety disorders include any issue where acute worry, distress, or aversions are the prime symptoms. Normal fear turns into an anxiety disorder when the anxiety begins to inhibit the person’s normal functioning of life.

There are several different categories that anxiety disorders can be broken into. The first of these is panic disorders. Panic disorders, as described in *Diagnostic and Statistical Manual of Mental Disorders, Third Edition, Revised* (DSM-III-R), are generally brought on or defined by panic attacks, unexpected periods of intense fear or discomfort. Symptoms of panic attacks include dyspnea; dizziness; increased heart rate; choking; shaking; sweating; nausea; paresthesia; flushes of both hot and cold temperatures; depersonalization; chest pain; and fear of dying, craziness, or uncontrollable actions. Often times panic disorders are associated with agoraphobia (fear of being in embarrassing, trapping, or unhelpful situations).⁴ Panic attacks usually follow a recognized cycle: frightening thought comes to mind; large amounts of adrenalin is released into the bloodstream; body is stimulated to enter a panic attack; and, when the person is unsure of his sensations, another frightening thought comes to mind, repeating the cycle.⁵ Panic attacks not only frighten the person having the attack, but also any persons around him or her, as these symptoms could mimic seizures, diabetic attacks, and many other serious illnesses.

The second category of anxiety disorders is classified as social phobias. DSM-III-R **used.** describes this category as “a persistent fear of one or more situations . . . in which the person is exposed to possible scrutiny by others and fears that he or she may do something or act in a way

³Frey and Odle cited by Hina, 16.

⁴*Diagnostic and Statistical Manual of Mental Disorders*, 3rded, Revised (Washington, DC: American Psychiatric Association, 1987), 236.

⁵Feniger, 12-14.

Shortened reference used when a source has been used before, but not immediately before. See footnote #2 for first use of the source.

that will be humiliating or embarrassing.” The patient’s uneasiness must be “excessive and unreasonable” enough to interfere with normal human activities such as work, school, or relationships.⁶ Basically, any worry or avoidance involving other people would be placed under this group.

Simple phobias are another type of anxiety disorders. Simple phobia, like social phobia, is an “excessive and unreasonable” fear of an object or situation, not socially related, and must interfere with the person’s normal work and relational life.⁷ Many people experience simple phobias (such as fear of spiders, snakes, or the dark) but most people are not affected by these fears to the extent that they cannot go on with everyday life.

A fourth group of anxiety disorders is classified as obsessive compulsive disorder (OCD). In order to be diagnosed with OCD, persons must be marked by obsessions and compulsions which do not bring the person pleasure. For instance obsessions with things like eating, drinking, or gambling would not be considered OCD because these activities generate thrill or happiness within a person.⁸ While OCD can be a source of laughter to some (such as in the popular TV series *Monk*), it can leave a person incredibly inhibited in the normal functioning of life.

Another category which falls under anxiety disorders is post traumatic stress disorder (PTSD). DSM-III-R explains PTSD as a disorder in which the person is exposed to a traumatic event, leaving the victim with incredible fear and helplessness. More common trauma, such as losing a loved one or acquiring a fatal disease, is considered separate from PTSD when the

⁶*Diagnostic and Statistical Manual of Mental Disorders*, 3rded, Revised, 241.

⁷Ibid., 243.

⁸Ibid., 245.

“Ibid.” is used when a source is cited from multiple times in a row. It means “ditto.” Because it’s an abbreviation, always follow it with a period.

trauma involves personal threat to the person's integrity or life, loved ones, or community beyond the more natural realm of traumas.⁹ While all traumas are distressing, a person suffering from PTSD will have great difficulty overcoming the disturbances in his life.

The final group of anxiety disorders is called generalized anxiety disorder (GAD). This is excessive and unreasonable worry about life circumstances for longer than a period of six months. Symptoms of GAD include "motor tension, autonomic hyperactivity, and vigilance and scanning."¹⁰ This category differs from social phobia and simple phobia because the patient worries about life circumstances. Also GAD does not include the panic attacks and agoraphobia, setting it apart from panic disorder.

If anxiety has not been diagnosed under any of the six previous categories, there is a section in DSM-III-R for "Anxiety Disorder not otherwise specified."¹¹ Doctors and psychologists attempt to be very thorough in their diagnostics, making sure there is a place for each type of anxiety in their book.

Just as there are a variety of categories associated with anxiety disorders, there are also a variety of treatments administered to these patients. According to the National Institute of Mental Health, most doctors choose to treat anxiety disorders with either medication, psychotherapy, or a combination of both.¹² The types of medication prescribed for anxiety disorders are antidepressants, anti-anxiety drugs, and at times beta blockers. One might question the use of

⁹ Ibid., 247.

¹⁰Ibid., 251.

¹¹Ibid., 253.

¹²*Anxiety Disorders: National Institute of Mental Health* (Bethesda, MD: U.S. Department of Health and Human Services, 2009), cited by Hina, 24.

If you use a phrase such as “studies show,” be sure to cite the study, as is done via footnote 14.

antidepressants to treat anxiety disorders, seeing as though they are two separate issues. Donna Toufexis and Sayamwong E. Hammack, authors of *Anti-Anxiety Drugs*, explain that the relationship between depression and anxiety disorders is said to be “comorbid” (often found in the same client) and therefore merits the use of similar medications or treatment.¹³ While each of these forms of treatment have been employed, studies show two particular types of medication to be most favored by doctors in the treatment of anxiety: benzodiazepines (a type of anti-anxiety drug) and selective serotonin reuptake inhibitors (SSRIs), which fall in the antidepressant class.¹⁴ On the other hand, beta blockers, largely used to treat blood pressure, seem to be least commonly prescribed for anxiety disorders.

Like benzodiazepines and SSRIs, psychotherapy is also very commonly used to treat anxiety disorders. Forms of this treatment include cognitive-behavioral therapy and exposure-based therapy. Though this paper will not go into further detail about psychotherapy, it should be noted what recognized authorities recommend patients to pursue help through other methods aside from medication when possible.¹⁵ Even *Anti-Anxiety Drugs*, written for the sole purpose of examining drugs, makes sure to point out that both education and therapy play key roles in the treatment of anxiety disorders.¹⁶ Psychotherapy is not only another option, but the more recommended plan of attack against anxiety.

¹³ Donna Toufexis, and Sayamwong E. Hammack, *Anti-Anxiety Drugs*, Consulting editing by David J. Triggler (New York: Infobase Publishing, 2006), 88.

¹⁴ *Ibid.*, 68, 85.

¹⁵ Reneau Z. Peurifoy, *Overcoming Anxiety: From Short-Term Fixes to Long-Term Recovery* (New York: Henry Holt, 1997), 12.

¹⁶ Toufexis and Hammack, 95.

Typically a research paper will contain less background information. This topic, however, called for extensive background. Notice the excellent use of transition statement from background to first point of proof.

After assessing the types of anxiety disorders and their treatment, it is possible to then proceed with discovering why medication is not an effective choice in treating these disorders.

First of all, anxiety is a natural response to threatening stimulus, not an illness or disorder to be suppressed by drugs. Paul and Sarah Hina, in their book *Perspectives on Diseases and Disorders: Anxiety Disorders*, point out, “Anxiety is an unavoidable feature of human existence.”¹⁷ To be human is to have emotion, and to have emotion is to experience fear. The whole point of fear or anxiety is to prepare the body to face something possibly dangerous. Any time a person gets scared, several parts of the brain react almost simultaneously, giving that individual “fight or flight” capabilities. The hypothalamus increases blood pressure, pupil dilation, heart rate, and stress hormones. The central gray area makes a person “freeze.” At the same time the reticular net increases reflexes, while the nucleus of the solitary track and the locus ceruleus release neurotransmitters to make a person pay more attention. Lastly the cerebral cortex tells the body to think it is afraid.¹⁸ These reactions are good responses, not a sign of illness or disorder.

While all these responses of the brain are natural, the actual reason why certain stimuli initiate the response of fear is because fear is a learned habit. The *Encyclopedia of the Human Brain* states that when presented with a seemingly threatening situation, the brain will respond in fear proportionate to previous traumatic experiences or “sensory and cognitive associations” connected to that trauma.¹⁹ For instance, if a child is told repeatedly that snakes are poisonous

¹⁷Frey and Ogle cited by Hina, 23.

¹⁸Toufexis and Hammack, 51.

¹⁹ “A Working Model for the Neural Circuitry of Anxiety Disorders,” *Encyclopedia of the Human Brain*, online ed. (USA: Elsevier Science, 2002), accessed February 24, 2013, LIRN Credo – Credo Reference.

and will cause serious injury or death, when presented with a snake later, that child will respond as if his life is on the line. His brain has been trained to fear certain objects more than others.

Since anxiety is a natural part of life, the actual disorder or confusion comes when anti-anxiety drugs disrupt the body's natural response of fear. As mentioned earlier, when a person senses fear, several areas of brain respond almost simultaneously. They are able to do this because the certain neurons transmit messages across the brain at rapid speeds. Both benzodiazepines and SSRIs (the most frequently prescribed anti-anxiety drugs) reduce anxiety by inhibiting the initial neuron from releasing an action potential (the command to perform an action), causing the neurotransmitter to remain dormant unusually long.²⁰ This disturbance in the nature flow of things causes repercussions later, seeing as body is not meant to be stopped in this manner.

The second reason why medication is not an effective form of treatment is the fact that anti-anxiety medications treat only the symptoms, instead of the cause, of anxiety disorders, proving them to be only a temporary fix. Aside from instances of physically or medically induced anxiety, such as in the case of hormonal imbalances or side-effects of other medications, causes of anxiety are not actually physical problems. Therefore, when physicians prescribe medications for anxiety disorders, they know they are not treating the actual cause of the disorder. Doctors agree that anti-anxiety drugs only product short-term benefits. The National Institute of Mental Health makes it clear that medications will never cure an anxiety disorder. They simply help to control the patient while he receives psychotherapy.²¹ In his book

²⁰Toufexis and Hammack, 68, 89.

²¹*Anxiety Disorders: National Institute of Mental Health* cited by Hina, 26.

Overcoming Anxiety: From Short-Term Fixes to Long-Term Recovery, author Reneau Z.

Peurifoy, M.A., M.F.C.C., points out that medication today is seen as a short-term fix for those looking to relieve anxiety symptoms quickly.²² Treating only the symptoms of a problem is like futilely spraying perfume on a corpse; the momentary spurt of fragrance will never fix the stench of decay or bring life back to the rotting body.

Introduce source material to set it apart from your own original thinking.

Even if a patient receives temporary relief in the form of a drug, is anything being done to address the real problem? Toufexis and Hammack believe the precise cause of anxiety disorders has not been determined, but its principle cause is stress (anything causing homeostatis to be off balance). Evidence links the source of these stressors to certain family genes (some families being more prone to anxiety), traumatic childhood environments or experiences, and even increases in sex-hormones (testosterone and estrogen).²³ So while the actual cause of anxiety disorders remains anonymous, perhaps a patient's cause of stress or the center of the anxiety can be addressed. Classes on how to handle stress in families or help in dealing with past traumas properly would begin to address the issues at heart, instead of attacking the symptoms of the problem.

Footnote numbers go at the end of cited material.

Third, medication is not an effective choice because the side effects and ensuing complications of anti-anxiety medications outweigh any benefits received from these prescriptions. Side-effects fall under two main categories: general side-effects and substance abuse. Each patient prescribed with a drug is susceptible to several general side-effects, leaving the patient in a similar state than before the drugs were taken. The most common side effect of both benzodiazepines and SSRIs is drowsiness or disruption of sleep patterns, labeling them

²²Peurifoy, 11.

²³Toufexis and Hammack, 56-59.

much more mild and safe than other drugs.²⁴ However, the FDA (Food and Drug Administration) requires all patients or parents purchasing drugs for their adolescents to know that the risk for suicidal thinking increases while taking antidepressants. Families and guardians are warned to keep a close watch for “clinical worsening.”²⁵ In fact, according to authors Murray and Barrett-Connor, studies have shown a connection between diagnosed, medication consuming depressed or anxious adults and a significantly reduced “health-related quality of life.”²⁶ If the health and safety of a patient is on the line, the drug is most likely not worth the risk, especially one that does not actually address the cause of the issue.

Not only do anti-anxiety drugs have general side-effects, but patients also run a high risk of substance abuse, which can lead to more severe problems than the anxiety disorder creates. Dependence upon the drug is one common abuse issue. In a recent study, the *American Journal of Psychiatry* admitted, “Although anxiety medications have clinical utility, greater clinical attention should be given to the potential for their abuse among patients at particular risk.”²⁷ Each drug has its own way of causing abuse. Benzodiazepines require an increase in dosage for

²⁴Ibid., 76, 90.

²⁵Ibid., 109.

²⁶Murray B. Stein, and Elizabeth Barrett-Connor, “Quality of Life in Older Adults Receiving Medications for Anxiety, Depression, or Insomnia,” (*The American Journal of Geriatric Psychiatry*, Sep/Oct 2002), accessed February 24, 2013, LIRN Proquest – Proquest Psychology Journals.

²⁷ Miriam C. Fenton, and Katherine M. Keyes, Silvia S. Martins, Deborah S. Hasin. “The Role of a Prescription in Anxiety Medication Use, Abuse, and Dependence.” (*The American Journal of Psychiatry*, 167, no. 10 [Oct. 2010]: 1247-53), accessed February 24, 2013, LIRN Proquest.

similar effects.²⁸ SSRIs do not give “therapeutic benefit” unless continually taken for several weeks or even months.²⁹

Another common abuse issue is that of addictions to other drugs. Adolescents especially who take anti-anxiety drugs show a growing trend of addictions to other possibly illegal substances, such as marijuana or alcohol abuse.³⁰ Ample evidence shows that these drugs are neither safe for harmless. Why run the risk of exposing anxiety patients to other grave dangers?

Medication is not an effective choice of treatment for anxiety disorders. Since anxiety is a natural response to threatening stimulus, suppression by drugs is unnatural and disorderly. Anti-anxiety medications treat only the symptoms, instead of the cause, of anxiety disorders, proving them to only a temporary fix. The side effects and ensuing complications of anti-anxiety medications outweigh any benefits received from these prescriptions. There are other methods of treatment, such as psychotherapy, which address the causes of the anxiety and work to control thought patterns. Seeing as these choices of treatment have proved to be a much more effective, doctors and psychiatrists should look to change current patterns of treatment for anxiety disorders.

Generally, conclusions should not contain cited material.

²⁸*Anxiety Disorders: National Institute of Mental Health* cited by Hina, 29.

²⁹Toufexis and Hammack, 89.

³⁰*Ibid.*, 109.

2" (Set your margin to 1";
press "Enter" until "WORKS
CITED" is 2" down.)

No page # needed if
Works Cited is only 1
page.

WORKS CITED

"A Working Model for the Neural Circuitry of Anxiety Disorders." *Encyclopedia of the Human Brain*, online ed. USA: Elsevier Science, 2002. Accessed February 24, 2013. LIRN. Credo – Credo Reference.

Diagnostic and Statistical Manual of Mental Disorders, 3rded, Revised. Washington, DC: American Psychiatric Association, 1987.

Feniger, Mani. *Journey from Anxiety to Freedom: Moving Beyond Panic and Phobias and Learning to Trust Yourself*. Rocklin, CA: Prima Publishing, 1997.

Fenton, Miriam C., and Katherine M. Keyes, Silvia S. Maritns, Deborah S. Hasin. "The Role of a Prescription in Anxiety Medication Use, Abuse, and Dependence." *The American Journal of Psychiatry*, 167, no. 10 (Oct. 2010): 1247-53. Accessed February 24, 2014. LIRN. Proquest.

Hina, Paul, and Sarah Hina. *Perspectives on Diseases and Disorders: Anxiety Disorders*, 1st ed. Farmington Hills, MI: Greenhaven Press, 2010.

Peurifoy, Reneau Z. *Overcoming Anxiety: From Short-Term Fixes to Long-Term Recovery*. New York: Henry Holt, 1997.

Richardson, Laura P., et. al. "Factors Associated with Detection and Receipt of Treatment for Youth with Depression and Anxiety Disorders." *Academic Pediatrics*, Jan/Feb 2010. Accessed February 24, 2013. LIRN. Proquest – Proquest Research Library.

Stein, Murray B., and Elizabeth Barrett-Connor. "Quality of Life in Older Adults Receiving Medications for Anxiety, Depression, or Insomnia." *The American Journal of Geriatric Psychiatry*, Sep/Oct 2002. Accessed February 24, 2013. LIRN. Proquest – Proquest Psychology Journals.

Toufexis, Donna, and Sayamwong E. Hammack. *Anti-Anxiety Drugs*. Consulting editing by David J. Triggle. New York: Infobase Publishing, 2006.

- sources listed in alphabetical order
- page is single spaced
- double-space between sources