

HARDIN-SIMMONS UNIVERSITY

GUIDE TO RESEARCH AND WRITING SKILLS

FOR

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TABLE OF CONTENTS

Introduction.....	1
Why and How to Do Research.....	1
Why Do Research?	2
How to Do Research	2
How to Develop an Idea	3
Proper Format for Research Projects	5
Basic Directions for Laying Out the Text.....	5
Margins	5
Indentation	6
Pagination	6
Spacing.....	6
Headings	6
Title Page	7
Table of Contents.....	8
Types of Research Projects.....	8
Theological Studies.....	8
Historical Background Studies	8
Exegetical Studies.....	8
An Abstract or Précis.....	9
Book Reports/Reviews.....	9
A One-Paragraph Review or Annotated Bibliography	10
Statistical Studies and Analyses.....	10
Bibliography and Footnotes.....	11
Single Author Books.....	12
Two to Three Authors.....	12
More than Three Authors.....	13
No Author Given.....	13
Editor as Author.....	13
Author's Work Translated or Edited by Another	13
Edition.....	13
Specific Volume in a Multivolume Work.....	14
Essays or Component Parts Written as a Part of Another Work	14
Commentaries	14
Journals	15
Journal Articles Obtained from the Internet	16
Magazines	16
Encyclopedias, Bible Dictionaries, and Lexicons.....	17
Complicated Sources	17
Biblical Quotes.....	18

Internet	18
Style and Technique in Formal Writing.....	18
A Research Project as Formal Writing	19
Research.....	19
Form and Style.....	19
Presentation.....	19
General Characteristics of Formal Writing Style.....	19
Grammatically Accurate	20
Consistent.....	20
Clear	20
Formal	20
Gender Neutral.....	21
Particular Techniques Related to “Turabian” Style	21
Classical References	21
Ancient Near Eastern Texts	21
Numbers.....	22
Spelling.....	22
Italics.....	22
Capitalization	23
Transliteration.....	23
Utilization of Quotations in Formal Writing	23
Selected Rules for Using Quotations	23
Quotation Marks	24
Punctuation with Quotation Marks	24
Ellipsis.....	24
Citation Taken from a Secondary Source	25
A Suggested Technique for Writing.....	25
How to Use Turabian.....	26
Preliminary Observations.....	26
The Table of Contents.....	26
Index	27
Chapter Headings.....	27
Preparation of the Paper.....	27

APPENDICES

Appendix A. Sample Title Page.....	28
Appendix B. Sample Table of Contents	29
Appendix C. Suggested Checklist for Use In Preparing an Exegesis.....	30
Appendix D. Questions to Aid in a Book Critique	31
Appendix E. Abbreviations for Books of the Bible.....	32
Appendix F. Transliteration of Hebrew Letters.....	34
Appendix G. Transliteration of Greek Letters	35
Appendix H. Ten Steps in Writing the Research Paper.....	36
Appendix I. Simplified Table of Contents.....	37
Appendix J. How to Write a Critical Book Review.....	38

GUIDE TO RESEARCH AND WRITING SKILLS

Introduction

The Logsdon School of Theology faculty recognizes the need for a guide to research and writing for Christian Vocations students. Their field of inquiry has common concerns with other academic areas for accuracy, proper grammar, and forceful communication. Furthermore, the research methods, sources, and documentation require a specialized approach recognized and practiced by scholars and students of theology and related areas. This document is intended to introduce the Christian Vocations student to those matters.

This revised edition of the Logsdon School of Theology's "Guide to Research and Writing Skills" gives the basic information needed by a student to plan, prepare, and present a competent research project. Where there are questions not addressed in the "Guide" the student researcher is commended to *Kate L. Turabian: A Manual for Writers of Term Papers, Theses, and Dissertations* (7th Edition). Each professor will have individual preferences where alternative forms occur and the student is responsible to inquire about the preferred form.

Revisions to this project will be made as circumstances require. The contributors of materials to the first edition of this "Guide" were Dr. H. K. Neely, Dean; Dr. Donnie Auvenshine; Dr. Ray Ellis; Dr. Omer Hancock; Dr. George Knight; Dr. Larry McGraw; Dr. James Shields; and Dr. Norman Weaver. Editorial tasks were performed by a committee composed of Dr. Auvenshine, Dr. Hancock, and Dr. Knight. The 1993 revision of this guide had additional contributions from Dr. James Shields and Dr. Susan Pigott. The 1995 revision of this guide had an additional contribution from Dr. Vernon Davis. The 2000 edition was reworked and edited by Dr. Susan Pigott. The 2008 (fifth) edition has been updated in light of the 2007 edition of Turabian form especially by David Tankersley.

Why and How to do Research

Orville Wright flew the first airplane on December 17, 1903, for twelve seconds at a distance of 120 feet. Three flights later that same day Wilbur, Orville's brother, recorded a flight of 852 feet in fifty-nine seconds. Humanity's intrusion into the ways of the birds had begun. The Wright brothers engaged in extensive research prior to these initial flights. After experimenting with a biplane kite and gliders they utilized a six-foot wind tunnel in their shop in order to test model wings. They made the first reliable tables of air pressures on curved surfaces. The basic principles used in designing the first airplane continue to be used in every airplane that flies.¹

¹*World Book Encyclopedia*, 1956 ed., s.v. "Wright, Orville and Wilbur."

Humans have been inquiring since the first time they saw birds fly. Research involves "studious inquiry or examination; investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws."² A person who does research possesses a desire to probe, ask questions, gather data and seek truth. Depending on the nature of the subject matter and the purpose of the project the researcher makes decisions about the types of research and the extent of the research.

Why Do Research?

Inquiring

As the definition of research emphasizes, humans engage in inquiry. People possess curious minds. Research offers some degree of satisfaction for the inquisitive mind. Since numerous subjects can receive inquiry one must ask, "Is this subject worthy of my inquiry?"

Learning

Research enhances learning. Much of the educational process cannot be productive without research. When persons become involved in research they place themselves in the position of learning. The learning may come quickly or slowly; learning may move individuals forward or pull them back. In other words, research can take a person in various directions.

Discerning

Learning entails more than gathering information; good research demands discernment between the acceptable and unacceptable. Two questions face the researcher at this point:

- a. Is the source for the information acceptable?
- b. Is the viewpoint for the source acceptable?

Contributing

A major reason people do research grows out of a desire to make a contribution on a subject and perhaps improve the lives of other. Humans desire to see their inquiry result in conclusions and insights that make a contribution.

Correcting

Research can serve the purpose of correcting previous research. New research affords the opportunity to offer a different viewpoint, to update old or incomplete research, or to modify the conclusions or earlier research.

²*Webster's New Collegiate Dictionary*, 1975 ed., s.v. "research."

How to Do Research

Start

Begin with an idea, a question, a subject, a problem, a need.

Explore

Determine the kinds of research that relate to the area of inquiry. Use primary sources which give you the information closest to the subject. Use secondary sources to build on the primary sources. For example, a study of the Greek text of the New Testament would be a primary source and a commentary on the text would be a secondary source.

Anticipate

Anticipate the type of research in terms of the nature of the project:

- 1) Research paper: formal in style and content.
- 2) Exegesis: detailed and thorough in viewpoints.
- 3) Book or Article Review: either a summary of content, or reaction to the content, or a dialogue with the content.
- 4) Notebook: either a record of information, or a collection of readings, or journal of thoughts and experiences.
- 5) Statistics: data with graphs, trends, comparison and contrast, analysis.

Understand

Understand the Requirements:

- 1) Due date - know the deadline.
- 2) Length - number of pages.
- 3) Format - appearance and special feature.

Consider

Consider these matters in doing research:

1. Schedule - Establish a time table for each step of the process.
2. Feasibility - Are both the subject and the sources feasible?
3. Cost - Figure the financial costs that will see the research from start to finish.
4. Creativity – Use your creativity. Avoid simply gathering or copying information.

How to Develop an Idea

Writing assignments help the student learn to research thoroughly, analyze critically, and communicate effectively. Since grading written work--research papers, book reports, essays--is always hard, professors never assign such as "busy work." Students have an opportunity to

pursue a topic on their own. Such research often influences one for a lifetime. Long after class lectures are forgotten, former students will remember research topics.

Therefore, the selection of the idea for a paper requires careful consideration. Unless the topic is already assigned by the professor, select a topic in which you are particularly interested. Writing a term paper on an uninteresting topic is the most boring of tasks! Also, select a topic on which you can find adequate information. Before the subject is "firmed up" delve through the HSU library to see what information is available in books, journals and magazines. A visit to the ACU and McMurry libraries may also be in order. Can material be secured on inter-library loan from elsewhere?

By all means, start early. Select the idea within the first two weeks of the semester if the assignment is a semester-long project. Get busy.

The topic for the paper may have to be changed in the process of research, but generally a topic should be broad enough to cover the idea and narrow enough to be produced in the necessary time and page constraints. A common student malady is to select an idea too broad and general so that the paper drifts through meaningless rhetoric. For example, rather than a paper on "Paul" or "The Theology of Paul," why not choose "Paul's Doctrine of the Church in the Epistle to the Ephesians"? Specific boundaries have been determined; you can now do your best within the boundaries without "circling the universe."

The outline should logically divide the subject; no point should repeat the subject or move outside the scope of the subject. For example, if you are writing about "Early Influences on the Life of Martin Luther," divisions might appear as:

- I. Family Influences
- II. Educational Influences
- III. Church Influences

A discussion of Luther's confrontation with Zwingli might be interesting but is clearly outside the scope of the topic.

As the topic is researched, the outline will take a final form with sub-points. For example:

- I. Introduction
- II. Family influences
 - A. Influence of life in a German peasant home in the sixteenth century
 - B. Specific influence from Luther's parents
- III. Educational influences
 - A. Influence of early schooling "by the stick"
 - B. Influence of university life
- IV. Church influences
 - A. Influence of the sixteenth century church's involvement in aspects of everyday life
 - B. Influence of popular superstition mingled with piety
 - C. Influence by the importance of the clergy
- V. Conclusion

The major points of the outline should be incorporated as section headings in the paper itself to make it more readable.

All research papers need an introduction and a conclusion. The introduction is to a paper what a porch or patio is to a house. Therefore, it normally is written last in order to introduce or set the tone for the entire paper. The conclusion will sum up the results of the paper and bring it to a fitting close. A research paper is different from an essay. In an essay you may share your feelings throughout the material. In a research paper, the conclusion will allow you an opportunity to inject your own "conclusion," based on the work you have done.

Properly understood and approached with a positive attitude, a research project will prepare you to attack many of the problems you will confront in your life career and resolve them successfully. Therefore, the task of research demands your best.

Proper Format for Research Projects

The time is long past that you intended to go to bed to get that good night's sleep in preparation for the long day tomorrow. You are curled into the chair at your desk, the page before you is blank but the waste basket is full of crumpled paper with scattered ideas on it. Now you will recall that your teachers have told you that your ability to write well is essential to success in college. You realize that the importance of writing is not diminishing but becoming more crucial with time and progress toward your goal of graduation. Also, your professors are becoming less lenient and want to see evidence of your mastery of writing skills, evidenced by style and content.

How do you get your teeth into this special writing assignment? You may choose to learn by trial and error, but this can prove costly to your grade as well as being time-consuming. The professor's remark at the top of your paper was, "Your report lacks organization." The one before that was, "Be more precise. I didn't ask for your profound observations." How can you make your papers better?

You will find helpful suggestions and guidelines from the following ideas for those special assignments. This is assuming that you will start earlier than the night before your report is due.

Basic Directions for Laying Out the Text

Margins

Framing a painting increases the value of that piece of art. In the same manner using a margin of one inch on the four sides of the page will make your paper more readable. The bottom and right side of the pages may have some variation. The bottom may sometimes vary due to having a short page or needing one extra line to complete the page. The right side will vary due to the lengths of the typed lines. Most professors do not prefer to have "justified" right margins. Typing a paper will leave a "ragged" right margin.

An important item to watch is the usage of hyphens. Do not hyphenate a word of less than six letters. There needs to be at least three letters on each side of the hyphen. Also, do not

divide hyphenated words (e.g. "Caesarea-Philippi") except at the hyphen, and avoid using a hyphen on the last word of a page. Most word processing programs now have auto wrap features that preclude the need for hyphenating words at the ends of lines.

Indentation

Indent paragraphs one half inch. Indent single-spaced block quotations one half inch (if the quote itself begins with a paragraph indentation, indent the quote an additional half inch.) Footnotes should be indented with a first-line indent of one half inch. Bibliographical references should be given a hanging indent of one half inch.

Pagination

The main body of the paper should be numbered with Arabic numerals centered in the header. Every page with a major heading should have no number or the number should be centered in the footer. Only a thesis or dissertation will have multiple chapters. The only major headings needed in a typical shorter research paper are: (1) at the beginning of the Table of Contents, (2) at the beginning of the body of the paper (Title), (3) and at the beginning of the Bibliography.

Spacing

Most Word Processing programs include rulers that appear beside the text to help you format your pages. The text on the pages should be double-spaced. Double-spacing enhances the appearance of your work and increases its readability. The only features on the page not double-spaced are headings which use more than one line, footnotes, and block quotations.

Block quotations should be used when quoting more than four lines of a source which also contains two or more sentences. Block quotations are single-spaced, and every line is indented one half inch from the left margin. Double-spacing occurs at the top and bottom of the block quotation to separate it from the rest of the text. Avoid blocked quotation "sandwiches." Such "inedible" writing occurs when a block quotation is followed by a line of text to introduce the next block quotation which follows.

Footnotes are also single-spaced with a double space in between each footnote. Also, footnotes should have a first-line indent of one half inch.

Headings

Depending on the length of your paper, the usage of major headings and subheadings will be of importance in aiding the reader to follow the thrust of your research. The main body of the paper is to be divided into chapters for a dissertation or master's thesis (with a major heading beginning each Chapter) and first-level subheadings for a shorter paper. Since most students will be writing papers between ten and thirty pages in length, dividing the paper into chapters is unnecessary. Instead, utilize first-level subheadings throughout. It is appropriate to double space subheadings. Do not use section breaks or page breaks to begin new sections on the next page after a previous section. Instead just continue to double space between sections utilizing subheadings as appropriate (see below). When two headings appear together with no text in

between they are separated by only one blank line. If a subheading is longer than half of the line across the page it should be single-spaced on two or even three lines. Text begins after one blank line following a subheading.

Major headings and subheading should be arranged as follows:

MAJOR HEADING

Major or Chapter heading: Aside from a thesis or lengthy (longer than thirty pages) paper, the only major headings in your paper should be the Table of Contents, the very first heading in the body of your paper (Title), and the Bibliography. Major headings should begin two inches from the top of the page. A major heading is typed in all caps and centered. If your paper is a thesis that includes chapters, make chapter titles and numbers in headline-style (initial caps except for articles, conjunctions, and prepositions), double-spaced, underlined or bolded, and centered (for example, the style of “second-level heading” below). See Turabian A.1.5, 22.3.1, and A.2.2.

Subheadings: Turabian gives five different levels of subheadings. In shorter papers three levels should suffice, which correspond to the “First-,” “Third-,” and “Fifth- level” headings listed below. Be careful about using too many subheadings if they are not needed since they may not help and may detract from the paper. When there are options for italicizing or boldfacing, choose one and be consistent throughout. See Turabian A.2.2, p. 398.

First-Level Heading

A first-level heading is italicized or boldface, with headline-style capitalization (22.3.1), and the heading centered. Note: Do not use section breaks or page breaks to begin new sections on the next page after a previous section. Instead just continue to double space between sections.

Second-Level Heading

A second-level heading is centered with headline-style capitalization:

Third-Level Heading

A third-level heading is italicized or boldface, with headline-style capitalization, and typed on the left margin:

Fourth-level heading

A fourth-level heading is typed on the left margin and only the first letter of the first word is capitalized (sentence-style capitalization, 22.3.1).

Fifth-level heading. A fifth-level heading is run in at the beginning of a paragraph and is italicized or boldface and capitalized sentence-style with a period at the end. A fifth-level heading begins a paragraph. It is the final level of subsection in a paper’s organizational structure.

Title Page

All reports should contain a title page arranged with the following information as in the example in Appendix A: university name, title of paper, name of your professor, number and title of course, school or department, your name, location, and date. All lines should be in uppercase and centered both vertically and horizontally.

Table of Contents

The title page should be followed by a table of contents arranged as follows: Title: "TABLE OF CONTENTS" (two inches below the top of the page); any front matter that follows the table of contents (list of illustrations, preface, list of abbreviations, as appropriate); major headings and subheadings for the paper (if chapters are used each chapter number should be aligned at the left and chapter titles aligned by their first letter). "Lead" periods should join entries with their page numbers. A space should appear between each period, and the page numbers should be aligned beneath each other. Terms papers usually include only first- and second-level subheadings with half inch indentations. Final entries should include any appendices and the bibliography. See A.2.1. See Turabian Appendix B for a sample table of contents. See Appendix I for a sample table of contents typically used in a shorter paper (ten to thirty pages).

Types of Research Projects

All of the above principles of formatting can be applied to any type of research paper. They are standard rules to follow in making your paper presentable and readable.

Theological Studies

Theological studies can be broken down into formats that take the reader along the lines of your intended discussion. For example, depending upon what your topic is, one section of your paper could address the theological issue in its historical framework. How have theologians discussed the issue in the past? What has been its journey to get into your day? Theological studies can also incorporate the scriptural references and the practical implications of whatever issue you are addressing.

Historical Background Studies

If you are writing about a topic related to biblical backgrounds, history, geography, or culture, then the way you approach the topic can provide the format for your paper. Many historical background studies can flow along the lines of investigative research. Where does the topic intersect scripture? What are the origins and history of the particular background item being studied? Historical background items can also be covered from two sources: one, the scriptural records, and two, the non-canonical, or secular history approach.

Exegetical Studies

For many, the preparation of papers involving exegesis tends to be some of the easiest to format. The reason is that the scriptures themselves can provide the framework for the paper.

Important phrases or exegetical issues can serve as sub-headings throughout your presentation. The hermeneutical principles of exegesis and exposition could possibly provide two subheadings in your paper.

These initial insights can perhaps trigger other techniques and ideas of your own. Remember that a proper format for your paper will provide a clear and readable progression for presenting your research.

See Appendix C for a suggested checklist in preparing an exegetical study.

An Abstract or Précis

An abstract or précis is a brief summary expressed in your own words of a lengthy document (a book, article, paper, etc.).

It *does not* become a paraphrase (it is much shorter); contain your own comments or opinions; give details, examples, or illustrations; or contain any literary frills. It should become the shortest possible description of the writing.

The following ideas will help you:

1. Read and re-read until you are certain of the author's main idea.
2. Locate the topic sentence and analyze it closely.
3. Keep your dictionary handy and look up words.
4. Take notes as you read then eliminate those which are not germane to the main idea.
5. Write the main idea in your own words, being concise and avoiding expressing your own idea or opinions.
6. Check for proper sequence of facts or thoughts.
7. Cut the length by reworking it. Changing clauses to phrases and/or clauses and phrases to one word is frequently helpful.

Book Reports/Reviews

A book report should contain facts, but also your own reaction, judgment, feelings, and opinions. Your opinions and feelings about the book are as important as the facts gleaned from your reading. Facts to be included would be the author and perhaps something about him or her, the type of book and what it is about, other information such as publisher and date, and perhaps the plot, setting, and style of writing depending on what the emphasis of the book report is about.

Your opinions and feelings should reflect reactions to the above facts as well as other features and include a summary of your impressions. Do not be afraid to be critical. List the book's strengths and weaknesses.

As you read, and especially immediately after completing the book, you should jot down notes regarding your feelings and/or reactions. It will be difficult to recapture them later.

As you read you will also want to take factual notes. Then later choose the significant details and arrange them into a good outline form. Remember you are going to judge the book as a whole; so do not include too much detail but also, do not omit anything that is important.

Remember to start with a factual introduction then include other facts and react individually to them. The conclusion should be your impression of the book as a whole.

A critical book review includes bibliographic information, the contemporary environment in which the book emerged, a summary of the content, and a critique.

See Appendix D for some suggested questions to aid in critically examining the book.

A One-Paragraph Review or Annotated Bibliography

The writing of a one-paragraph review or annotated bibliography will test your skills in the writing of a compact summary. The summary will resemble the book report but will be much briefer and deal with only the most appropriate elements. Remember that every word and idea must count with no room for details. Use brief, simple, direct sentences.

You will want to make a brief outline first, and then eliminate those points which are of least importance. Write your first draft which will likely be too long. Then see if you can include more than one idea in a brief sentence. Go over the review again, word for word, with the goal of leaving only the gist of the ideas intact. Before making your final copy, go over the review again to see if you have omitted anything really vital. Can the review be put back in without making it too long or destroying the continuity of your paragraph?

If your assignment is to write an annotated bibliography you will be expected to place a full bibliographical statement of your book or article preceding your paragraph.

Statistical Studies and Analyses

Writing a statistical study and analysis is of value for two reasons. First, this will help you gain a better understanding of your project. Second, this will guide you in plan, organize, and conduct your research as you prepare to compile your findings and write your paper. The analysis will require you to use the scientific method in following an orderly procedure.

Your title is important in that it will distinguish your project from other similar ones. The title should convey important information and tell exactly what your report is about.

Ordinarily, an abstract should immediately follow your title. (See earlier discussion of abstracts.) This should contain the purpose of the project, general methods and procedures used, and principal findings and conclusions.

The abstract should be followed by background information or an introduction explaining the history and importance of your problem, along with an explanation of your personal interest and motives.

If a specific problem is being studied, it should be clearly stated and defined. You should tell whether you are searching for or testing hypotheses, suggesting a theory, or merely reporting some observations made under specified conditions. If appropriate, you may show the relationship of the stated problem to other problems or existing theories.

In presenting your study, drawings, pictures, graphs, diagrams, and statistical tables may be used as well as words. Numerical data is best presented in the form of tables.

For the purpose of analysis and interpretation, the statistical data should be organized and presented in such a way as to support or confirm your conclusions. In simple, short studies, the analysis and interpretation may be included as data and observations are reported.

In your conclusions, hypotheses should be reexamined and affirmed or rejected if data show them to be wrong. Sometimes a discussion of the effects of accepting or rejecting hypotheses is appropriate.

In an implications or recommendations section of your report, you should discuss any meaning your research may have on a better understanding of the broader related area of your project. It may be appropriate to discuss any new problems, or revisions of hypotheses that are indicated by your study.

Finally, always conclude any statistical study and analysis with a brief summary of the principal results of your research. Providing a list of these rather than present them in paragraph form may be appropriate.

Bibliography and Footnotes

These two parts of a research paper have the same basic function: to allow the reader to know the sources from which the researcher gathered his/her material. The bibliography serves as a general listing of all sources used while the footnotes designate specific usage and identify the exact location of each specific usage.

In a short paper (ten to thirty pages) a generic heading for the bibliography will usually be sufficient. A heading such as SELECTED BIBLIOGRAPHY, WORKS CITED, or SOURCES CONSULTED may be used since an exhaustive bibliography is seldom attempted in such papers. The headings chosen should be exactly the same as indicated in the TABLE OF CONTENTS of the paper.

In a longer paper, a thesis, or a dissertation the bibliography may be broken down into various classifications such as "Books" and "Articles", "Primary Sources", and "Other Sources" or other divisions that might be called for. For a shorter bibliography these classifications are not necessary.

While there is more than one way to arrange a bibliography, the most common way is alphabetical, according to the family name of the author. With entry level research papers, this is sufficient. The bibliography of a paper is single-spaced with one blank line between entries. Bibliography text should be set with a hanging indent of one half page. Page numbers are given in bibliographical entries only when the entry is part of a whole work--a chapter in a book or an

article in a periodical. When given, page numbers must be inclusive--first and last page of relevant section except when an article is continued in the back of a magazine or journal and then only the first page is listed.

Footnotes are to be placed at the bottom of the page to identify materials that are directly quoted from sources as well as categorical statements, facts, opinions of various authors, etc. This statement, for example, might not be an exact quotation but it would need to be footnoted: "all the twelve apostles were married." A more general statement, such as "the apostles traveled with Jesus during his earthly ministry," would not need a footnote. Deciding when to use a footnote is part of learning how to do research. When it becomes necessary to identify or justify certain materials in a research paper, the writer must keep the questions of the reader in mind--Where did the researcher get this information? Who said this? Where? In what circumstance? Whose opinion does this represent? What studies support this assertion?

One should be particularly careful not to use long summaries and then simply stick a footnote at the end of such a summary. There must be some indication as to where noted material begins or the reader is justified in applying it only to the last sentence before the note.

In a short paper with no chapters, the numbering of footnotes will begin with 1 and will continue in numerical order throughout the paper. Virtually every word processing program on the market today automatically numbers footnotes. Microsoft Word can be configured so that the formatting of footnotes automatically conforms to this Style Guide (see Appendix K).

The first listing of a footnote in the paper should contain the complete bibliographical information. All subsequent footnotes from the same source will be shortened, usually by using the author's last name and giving the page number. (See Turabian for exceptions: Ibid., two works by same author, etc.)

It will be impossible to give examples of all types of bibliography or footnote entries because that would produce another Turabian. Here are a few of the more common forms that will be used in entry level research papers. (See Turabian chapter 17 pages 160-215 for other specific cases.) Notice that footnotes utilize commas and parentheses as the primary punctuation whereas bibliographical references use periods. Please note that footnotes are to be the same font size as the text in the body of the paper. Microsoft Word's default footnotes are a 10-size font (most professors prefer Times New Roman sized 12 for footnotes and body-text), see Appendix K for instructions on changing the default). In addition, whereas footnotes have a first-line indent, bibliographical entries have a hanging indent (See Turabian 16.1.7).

Single Author Books

N: ¹John Hope Franklin, *George Washington Williams: A Bibliography* (Chicago: University of Chicago Press, 1985), 4.

B: Franklin, John Hope. *George Washington Williams: A Bibliography*. Chicago: University of Chicago Press, 1985.

Two to Three Authors

N: ²Mary Lyon, Bryce Lyon, and Henry S. Lucas, *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 May 1340*, with the Collaboration of Jean de Sturber (Brussels: Commission Royale d' Histoire de Belgique, 1983), 42.

B: Lyon, Mary, Bryce Lyon, and Henry S. Lucas. *The Wardrobe Book of William de Norwell, 12 July 1338 to 27 Ma1340*. With the collaboration of Jean de Sturber. Brussels: Commission Royale d' Histoire de Beligique, 1983.

**Note that in the bibliographical entry, only the first author's name appears last name first.

More than Three Authors

N: ³Martin Greenberger and others, eds., *Networks for Research and Education: Sharing of Computer and Information Resources Nationwide* (Cambridge: MIT Press, 1974), 50.

B: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massy, eds. *Networks for Research and Education: Sharing of Computer and Information Resources Nationwide*. Cambridge: MIT Press, 1974.

**Note that in the footnote you need only cite the name of the first author followed by the words "and others" or the Latin words *et al.* However, in the Bibliography you must cite all the names of the authors.

No Author Given

N: ⁴*The Hard-Luck Man* (New York: Boni & Liverwright, 1932), 73.

B: *The Hard-Luck Man*. New York: Boni & Liverwright, 1932.

Editor as Author

N: ⁵Hans Küng and David Tracy, eds., *Paradigm Change in Theology: A Symposium for the Future*, trans. Margaret Köhl (New York: Crossroad, 1989), 2.

B: Küng, Hans, and David Tracy, eds. *Paradigm Change in Theology: A Symposium for the Future*. Translated by Margaret Köhl. New York: Crossroad, 1989.

Author's Work Translated or Edited by Another

N: ⁶Werner G. Kümmel, *Introduction to the New Testament*, trans. A. J. Matill (Nashville: Abingdon Press, 1966), 412.

B: Kümmel, Werner G. *Introduction to the New Testament*. Translated by A. J. Matill. Nashville: Abingdon Press, 1966.

**Note that in the footnote reference the words “translated by” or “edited by” are abbreviated as “trans.” or “ed.” In the bibliography, however, they are written out.

Edition

N: ⁷Paul J. Bolt, Damon V. Coletta, and Collins G. Shackelford, Jr., *American Defense Policy*, 8th ed. (Baltimore: Johns Hopkins University Press, 2005), 157-58.

B: Bolt, Paul J., Damon V. Coletta, and Collins G. Shackleford, Jr. *American Defense Policy*. 8th ed. Baltimore: Johns Hopkins University Press, 2005.

Specific Volume in a Multivolume Work

N: ⁸Jaroslav 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), 16.

B: 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.

**If the volumes do not have separate individual titles, and you are citing only one of them, add the volume number to the bibliography entry. In a note, put the volume number (without vol.) just before the page and divide it by a colon.

N: ⁹Paul Tillich, *Systematic Theology* (Chicago: University of Chicago Press, 1963), 3:25.

B: Tillich, Paul. *Systematic Theology*. Vol. 3. Chicago: University of Chicago Press, 1963.

If you are using more than one title in a multivolume work that is not separately titled, you may cite the whole work in the bibliography.

B: Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-1963.

Essays or Component Parts Written as a Part of Another Work

N: ¹⁰Robert North, “Yahweh’s Asherah,” in *To Touch the Text: Biblical and Related Studies in Honor of Joseph A. Fitzmyer, S.J.*, ed. Maurya P. Horgan and Paul J. Kobelski (New York: Crossroad, 1989), 127.

B: North, Robert. “Yahweh’s Asherah.” In *To Touch the Text: Biblical and Related Studies in Honor of Joseph A. Fitzmyer, S.J.*, edited by Maurya P. Horgan and Paul J. Kobelski, 118-37. New York: Crossroad, 1989.

**The abbreviation “ed.” stands for “edited by” not “editors” so it should never be made plural (“eds”) when used in this position in a footnote or bibliography. Note that the abbreviation “ed.” is now spelled out in the bibliographical entry with the new edition of Turabian as would

“translated by.” Finally, the inclusive page numbers of the essay are placed after the editor’s name in the bibliographical reference.

Commentaries

1. Commentary written by one author, not part of a set:

N: ¹¹Francis Beare, *The First Epistle of Peter* (Oxford: Basil Blackwell, 1958), 67.

B: Beare, Francis. *The First Epistle of Peter*. Oxford: Basil Blackwell, 1958.

2. Commentary in which several biblical books are commented upon by different authors in the same volume of a commentary set:

N: ¹²R. E. O. White, "Colossians," in *2 Corinthians-Philemon*, vol. 11 of *The Broadman Bible Commentary*, ed. Clifton J. Allen (Nashville: Broadman Press, 1971), 121.

B: White, R. E. O. "Colossians." In *2 Corinthians-Philemon*. Vol. 11 of *The Broadman Bible Commentary*, edited by Clifton J. Allen, 121-84. Nashville: Broadman Press, 1971.

**The basis for this form is that the author has written a component part of another author’s work (the commentary volume functions as a collection of “essays”). Thus, this style follows Tur. 17.1.8. Because the commentary set is also a part of a multivolume work, the style also follows Tur. 17.1.4.

3. Commentary in which one biblical book or related books are commented upon by one author in one volume of a commentary series:

N: ¹³John Bright, *Jeremiah: Introduction, Translation and Notes*, The Anchor Bible 12 (Garden City, NY: Doubleday, 1965), 73.

B: Bright, John. *Jeremiah: Introduction, Translation, and Notes*. The Anchor Bible 12. Garden City, NY: Doubleday, 1965.

**The basis for this form is that the author has written an entire volume in a series of commentaries, so the volume functions like a book in a series (Tur. 17.1.5). Note that if the series editor’s name is included in the front material of the commentary it should be included after the series title. The series title is not underlined/italicized.

Journals

N: ¹⁴Bo Reicke, "The Historical Setting of Colossians," *Review and Expositor* 70 (July 1981): 430.

B: Reicke, Bo. "The Historical Setting of Colossians." *Review and Expositor* 70 (July 1981): 428-35.

**Note that the abbreviation “vol.” does not appear before the volume number, there is no comma between month/season and year, and the page numbers are preceded by a colon, not a

comma. If the month or season is not available (July 1981) or (Summer 1996), you may use the issue number in lieu of a month or season. See Turabian 17.2 for more specific instructions on journals.

N: ¹⁵Christopher S. Mackay, "Lactantius and the Succession to Diocletian," *Classical Philology* 95, no. 2 (1999): 205.

B: Mackay, Christopher S. "Lactantius and the Succession to Diocletian." *Classical Philology* 94, no. 2 (1999): 200-15.

Journal Articles Obtained from Electronic Sources

Hardin-Simmons University has an excellent selection of online journals located on the library website. You may obtain your journal articles from these sources and print them off at home or in the library. Currently, the online databases display articles in one of two ways: 1) the pages are scanned into a pdf file and printed off exactly as they appeared in the original journal including page numbers, or 2) the text of the file is entered into an html file without individual page numbers. When citing journal articles obtained through electronic sources like those described in (1) above, you should cite them in the same format shown in the previous "Journals" section. When citing journal articles obtained through electronic sources like those described in (2) above, you must include the location of the electronic information and the date of access (see examples below). At present (August 2008), a database such as EBSCO provides the database information such as "ATLA Religion Database with ATLASerials, EBSCOhost" when one clicks on the "Citation" key and looks for the Turabian style. This information can be included just before the persistent link.

N: ¹⁶Paul Ricoeur, "Evil, a Challenge to Philosophy and Theology," *Journal of the American Academy of Religion* 53, no. 4 (December 1985): 635-648, <http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLA0000958099&site=ehost-live> (accessed August 28, 2008).

B: Ricoeur, Paul. "Evil, a Challenge to Philosophy and Theology." *Journal of the American Academy of Religion* 53, no. 4 (December 1985): 635-648. <http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLA0000958099&site=ehost-live> (accessed August 28, 2008).

**Turabian also indicates that if page numbers are not available, one may identify a specific passage by adding a locator such as a subheading following the word under before the URL and accession date. A space may be added to a long URL for spacing.

N: ¹⁷Henlee Barnette, "The Southern Baptist Theological Seminary and the Civil Rights Movement: The Visit of Martin Luther King, Jr., Part Two," *Review and Expositor* 93 (Winter 1996), under "A Day in the Life of Martin Luther King Jr.," <http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLA0001008962&site=ehost-live> (accessed August 24, 2007).

B: Barnette, Henlee. "The Southern Baptist Theological Seminary and the Civil Rights Movement: The Visit of Martin Luther King, Jr., Part Two." *Review and Expositor* 93 (Winter

1996). <http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rh&AN=ATLA0000869850&site=ehost-live> (accessed August 24, 2007).

Magazines

N: ¹⁸Goetz, Ronald. "The Suffering God: The Rise of a New Orthodoxy," *The Christian Century*, April 16, 1986, 386.

B: Goetz, Ronald. "The Suffering God: The Rise of a New Orthodoxy." *The Christian Century*, April 16, 1986, 385-89.

**The main differences between magazines and journals are (1) journals are published for academic audiences and magazines are published for popular audiences, (2) magazines are typically weekly or monthly whereas journals are usually published less frequently, and (3) magazine articles are usually not footnoted.

Encyclopedias, Bible Dictionaries, and Lexicons

**Turabian recommends that common dictionaries and encyclopedias need not be listed in the bibliography. If listed, the important information should be given without referring to a specific article.

Signed article

N: ¹⁹David Noel Freedman, ed. *The Anchor Bible Dictionary* (New York: Doubleday, 1992), s.v. "King and Kingship," by Keith W. Whitelam.

B: Freedman, David Noel, ed. *The Anchor Bible Dictionary*. New York: Doubleday, 1992. S.v. "King and Kingship," by Keith W. Whitelam.

**"s.v." is an abbreviation for *sub verbo* ("under the word").

An alternative preferred by some professors:

N: ²⁰Keith W. Whitelam, "King and Kingship," in *The Anchor Bible Dictionary*, ed. David Noel Freedman (New York: Doubleday, 1992).

B: Whitelam, Keith W. "King and Kingship." In *The Anchor Bible Dictionary*, edited by David Noel Freedman. New York: Doubleday, 1992.

**The alternative form allows a writer to cite the author of the article in subsequent references rather than the editor of the dictionary (as with the usual form).

Unsigned article

N: ²¹*Encyclopedia Americana*, 1975 ed., s.v. "Sumatra."

B: *Encyclopedia Americana*, 1975 ed. S.v. "Sumatra."

Complicated Sources

Some sources are extremely complicated, with many or all of the elements discussed separately above incorporated into one work. This example was fabricated to show how to cite complicated works. See Turabian 17.1.5.

N: ²²Dernholm Elliot, ed., *Amazing Adventures in Writing Research Papers*, trans. Alfred Pennyworth, 3rd ed., Making Boring Tasks Exciting Series, ed. Burt Ward (Wylie, TX: Wylie High School Press, 2007), 25.

B: Elliot, Dernholm, editor. *Amazing Adventures in Writing Research Papers*. Translated by Alfred Pennyworth. 3rd ed. Making Boring Tasks Exciting Series, ed. Burt Ward. Wylie, TX: Wylie High School Press, 2007.

Biblical Quotes

The Bible does not need to be referenced in the Bibliography, but you will need to indicate any passages from which you quote. You may do this either in a parenthetical reference or in a footnote. Abbreviate the name of the biblical book as indicated in Appendix E, and indicate chapter and verse, separated by a colon. When using the name of a book of the Bible in a regular sentence, that is, not in a parenthetical reference, spell the name out. The first time you quote the Bible, indicate from what translation your quotation came. You may use either the full name of the translation, or the standard abbreviation (See Turabian 17.5.2).

N: ²³1 Thess. 4:11, 5:2-5, 5:14 (NRSV).

Internet

Seventh edition Turabian has a section on citing webpages from the Internet (Tur. 17.7). The general rule is to follow the same citation methods you would for printed materials and include *all* the information necessary to access the on-line material as well. In order to break up long URL's, you may insert a carrier return (Shift + Enter in Microsoft Word) to manually wrap the text. Consult Turabian 17.7.2 for guidelines citing weblogs (blogs). If Microsoft Word automatically turns the web address into a hyper-link (blue text with a blue underline) right click on the text and select "Remove Hyperlink."

N: ²⁴Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

B: Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach." Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

Use caution when citing from Internet sources with regard to the reliability of the website you reference. For example, the CIA world factbook (<https://www.cia.gov/library/publications/the-world-factbook/index.html>) or the United States State Department (<http://www.state.gov>) websites are generally reliable sources of information. Wikipedia, while

often a good place to start your research, should not be cited as a source for a paper, as this is a user-edited website and the information contained therein may not be reliable.

Style and Technique in Formal Writing

Writing a research document represents a particular form of communication. Since forms of communication exhibit certain general characteristics and conform to accepted standards, the writing of a research document should reflect the characteristics of formal writing and adhere to the guidelines adopted by those for whom the paper has been prepared. One should not assume that the form takes priority over the content, but the proper form remains the most appropriate vehicle for enabling the message to be communicated.

A Research Project as Formal Writing

Typically, an evaluation of a research project includes three areas: research, form and style, and presentation. Each professor will assign appropriate, although sometimes different, value to the areas, but to some degree each of these three matters are important.

Research

"Why and How to Do Research" has been addressed in a previous section. At this point one should consider the manner in which the writing accurately reflects the research. If one has researched broadly, the written result should properly reflect that breadth. Numerous citations from a single source and one or two citations from each of the remaining sources listed in the bibliography seem to indicate that a student relied on one source for the information and simply "padded" the bibliography with the other slight references.

Distinguishing between primary and secondary sources is important in research. A primary source contains the raw materials related to the topic. A secondary source explains, interprets, or illustrates the material in the primary sources. Primary sources should be researched first and should have priority in the writing of the paper. Secondary sources should be utilized to interpret the primary sources. Examples will illustrate. In researching a topic like the biblical teachings concerning divorce, Matt. 5:31-32 and Matt. 19:3-12 are primary sources. R. Lofton Hudson's book *Till Divorce Do Us Part* is a secondary source. In researching a topic like Martin Luther's theology of the church, Luther's writings and sermons are primary sources, studies (books and articles) of Luther's theology are secondary sources. Avoid overuse of any single secondary source or one's topic may be altered, the paper might actually become an examination of the secondary source's approach to the topic.

Form and Style

A research project should be written in formal style and should follow the guidelines of *Kate L. Turabian: A Manual for Writers of Term Papers, Theses, and Dissertations*. Each student takes responsibility for proofreading the paper, so that typographical errors can be corrected and the typed form accurately represents the research.

Presentation

“Research” described how to locate relevant data for the topic. “Form and Style” referred to the shape in which the material was presented. “Presentation” refers to the content, what is being communicated regarding the topic. The written part of the research project should develop the topic clearly and logically, introducing relevant material from the research and analyzing that material critically. Effective use of major headings and subheadings in the written portion enhances the clarity and readability of the writing.

General Characteristics of Formal Writing Style

Each writer is unique and that uniqueness should be expressed in the writing. However, formal writing possesses certain identifiable features or characteristics that can be observed in good writing. Good formal writing is grammatically accurate, consistent, clear, formal, and gender neutral.

Grammatically Accurate

Good writing follows the rules of correct English grammar. All of the rules are important, but only a few will be highlighted here. Punctuate correctly. See Turabian, chapter 21, for a helpful summary of punctuation rules. Make sure that subjects and verbs agree, plural subjects should have plural verbs. Be careful to keep pronouns and their antecedents in agreement.

Consistent

Consistency is a cardinal characteristic of good writing style. Whenever the acceptable form allows options, the option chosen should be followed throughout the written project. Consider two examples. (1) Formal writing may be written in past tense or in present tense. (Some professors have a preference, a student should ask). If past tense is chosen, then it ought to be used consistently throughout; switching from past to present would be inconsistent. (2) In the past, use of the first person singular was discouraged in formal writing. Some professors now prefer its limited use in order to avoid cumbersome language such as “this writer says.” If in doubt, check with the professor. For guidance, see Turabian, 11.1.7.

Clear

Clarity is also a cardinal principle of good writing. Writing is clear when the words express the writer's meaning. A few suggestions for enhancing clarity follow. (1) Use active verbs. Avoid the overly-used passive, especially as seen in the phrases “it is/are” and “there is/are.” Consider the following sentence: “As an answer to the origin of Satan, or to the presence of a personality in opposition to God, is sought out, it is inevitable that such a study will lead to Babylonian mythology and/or Persian dualism.” The sentence can be more forcefully and clearly written as: “Seeking to answer the question concerning the origin of a belief in Satan, or to the presence of a personality in opposition to God, inevitably leads to an examination of Babylonian mythology and Persian dualism.” (2) Be specific when referring to opinions or interpretations. Consider this example: “While not all are in agreement with his method of theology, it is agreed that any theology must confront his ideas.” The questions are: “It is agreed by whom?” and “Where?” Statements that indicate “some say,” or “many agree” are unclear.

They require specificity and documentation. (3) Use full names when first referring to an author. In the first occurrence of an author's name in the text of the research project use the full name: "Walther Eichrodt." Later references in the text may use only the last name: "Eichrodt." (4) Avoid verbosity and repetition. Be aware of repeating the same word combination frequently in a paragraph or at the beginning of sentences. Avoid long strings of prepositional phrases in the same sentence. If you feel as though you have repeated a particular word or phrase too often use the "Find" function in Microsoft Word (Ctrl+F) to see how often you used the word or phrase.

Formal

A research project should be written formally. Sermonizing and/or using colloquial expressions are not acceptable for this type of writing. Formal writing employs third person, not first or second. Since writing a research project involves citing relevant material in discussing the topic of consideration the third person is appropriate because the writer is not presenting an editorial opinion, but presenting evidence logically and clearly. Only in the conclusion should the writer state personal opinions. At this point some professors may allow the use of first person, but even here the third person may be preferable. Recently, rules pertaining to the use of first and third person have become more fluid. Check with your professor for individual preferences.

Gender Neutral

Good writing is also characterized by gender neutrality. Whereas in the past the practice of using gender specific pronouns ("his", "him", etc.) was acceptable when referring to both male and female, now the goal is neutral language. Thus, the sentence, "The scholar should examine *his* presuppositions carefully," is inadequate because scholars are both male and female. A better sentence would be "The scholar should examine *his/her* presuppositions carefully" or "Scholars should examine *their* presuppositions carefully." Although gender neutral language may seem awkward at first, a good writer will make the effort to express ideas as accurately as possible.

Particular Techniques Related to "Turabian" Style

In Turabian seventh edition, seven chapters related to style comprise the third section of the book (chapters 20-26). All the matters discussed in those chapters are important, but those items which have proven to be especially significant for theology students will be addressed here.

Classical References

In a paper containing many classical references, both the name of the author and the title of the work may be abbreviated after they have been spelled out in full when cited the first time, whether in text or notes.

Homer Odyssey 9.266-71

Hom. Od. 9.266-71 (Turabian 17.5.1)

In classical references the different divisions of a work (book, section, line, etc.) are set in arabic numerals and separated by periods, without intervening spaces.

Ovid Amores 1.7.27 (Turabian 17.5.1)

Ancient Near Eastern Texts

Seventh Edition Turabian does not specifically address how to reference sources from the ancient Near East (note that the word “ancient” is not capitalized when written out, however, the phrase may be abbreviated “ANE”). What follows is an adaption of the Society of Biblical Literature’s handbook of style 7.3.1.

N: ¹”Suppiluliumas and the Egyptian Queen,” trans. Albrecht Goetze (*ANET*, 319).

B: “Suppiluliumas and the Egyptian Queen.” Translated by Albrecht Goetze (*ANET*, 319).

Numbers

The general rule is to spell out all numbers through one hundred and all round numbers that can be expressed in two words (one hundred, five thousand). All other numbers are written as figures. (Turabian 23.1)

"Continued numbers" or "inclusive numbers" refers to the first and last number of a sequence of numbers, such as in pages or years. Continued numbers are separated by a hyphen in a paper and expressed according to the following scheme, which is based on the way one normally speaks these numbers. (An alternative method is allowed by seventh edition Turabian [see Tur. 23.2.4]).

FIRST NUMBER	SECOND NUMBER	EXAMPLES
less than 100	Use all digits	3-10; 71-72
100 or multiples of 100	Use all digits	100-104; 600-613; 1100-1123
101 through 109 (in multiples of 100)	Use changed part only, omitting unneeded zeros	107-8; 505-17; 1002-6
110 through 199 (in multiples of 100)	Use two digits, or more as needed	321-25; 415-532; 1536-38; 11564-68; 13792-803
	<i>But</i> if numbers are four digits long and three digits change, use all digits	1496-1504; 2787-2816

Spelling

Use the American spelling of English words rather than the British spelling. Before one thinks this is an unnecessary warning, remember that many research materials are written by British authors, therefore the need for care is evident. Also, in direct quotations the British author's spelling would appear as it is, otherwise the spellings should follow the American system. Examples of the different spellings one might encounter include: developement (Brit.) and development (Amer.), offence (Brit.) and offense (Amer.), analyse (Brit.) and analyze (Amer.), judgement (Brit.) and judgment (Amer.), saviour (Brit.) and savior (Amer.).

Italics

When using a foreign word or phrase in an English sentence, italicize the foreign word. A quotation entirely in a foreign language is neither underlined nor italicized. If the word is used commonly enough to appear in dictionaries, such as *de facto* or *eros*, you do not need to italicize those them. (Turabian 22.2.1 and 4.29)

Capitalization

Names for deity or deities should be capitalized because they are proper nouns. Pronouns referring to deity or deities should not be capitalized. "The Lord called Israel to be his people."

Some portions of the Bible are recognized as identifiable entities and are therefore capitalized: the Ten Commandments, the Sermon on the Mount, the Beatitudes.

Important biblical events and theological concepts are often capitalized: the Atonement, the Exodus, Resurrection, the Flood, the ancient Near East. Remember, the key is to be consistent. If you decide to capitalize an important concept, do so consistently throughout the paper.

Transliteration

Biblical and theological studies often involve Hebrew and Greek words. Using the Greek or Hebrew word is always more accurate. However, translating or transliterating may be just as effective. If the word is transliterated, use the tables in Appendix F for Hebrew and in Appendix G for Greek. Various fonts Greek and Hebrew fonts can be downloaded from the internet and used on your computer. Caution should be used, however, when using downloaded fonts if you print your paper on a computer other than the one used to write the paper. Hardin-Simmons University computers may not have the particular font you used in your paper and therefore may not print the Greek or Hebrew words the same way they appeared on your computer at home.

Utilization of Quotations in Formal Writing

Compiling a group of quotations related to a particular topic and writing a research project on the topic are two very different actions. Generally, researchers should read and understand their sources in such a way that they can express the ideas contained in those sources in their own words. When writing the project, the citation of those concepts would be footnoted to indicate the origin of the ideas. However, occasions arise when the student wishes to quote an

author directly. Direct quotations are most effective when they are used to give specific information or give credence to the idea by noting the identity of the source. Proper use of quotations will clearly communicate to the reader the reason a direct quotation is given in preference to the usual paraphrased expression of an idea.

Selected Rules for Using Quotations

Turabian chapter twenty-five deals with quotations. Selected rules for using quotations will be mentioned here.

In general, direct quotations should correspond exactly with the originals in wording, spelling, capitalization, and punctuation (Turabian 25.2). The exception to the general rule involves capitalization of the first word of the quotation. (1) If the text introducing the quotation ends either with terminal punctuation or with a colon, the first word of the quotation is capitalized, even though it is not capitalized in the original: Ex.--The following day Sand reported: "With Pebble soliciting members on the side, it was imperative that the meeting be no longer delayed." In the original of this citation, "With" occurs inside a sentence and is therefore not capitalized. (2) If, however, the quotation is joined syntactically to the writer's introductory words, the first word of the quotation is begun with a small letter, even if it is capitalized in the original: Ex.--The Act provided that "the General Counsel of the Board shall exercise complete supervision." In the original, "the" is the first word of the sentence and is therefore capitalized (Turabian 25.2.1).

Short, direct prose quotations should be incorporated into the text of the paper and enclosed in double quotation marks. Longer quotations or "block quotations" have been addressed in the section dealing with the format of the paper (Turabian 25.2.2).

For the proper manner in which to quote poetry, see Turabian 25.2.2.

Quotation Marks

Direct quotations other than block quotations require double quotation marks at beginning and end. If the quoted passage contains a quotation that is set off with double quotation marks, those marks must be changed to single quotation marks. In a block quotation, however, the double quotation marks that appear within the original matter are retained. Remember that block quotations are indented one half inch and single-spaced, therefore a block quotation is set off from the text and does not have quotation marks at the beginning and end of the block.

For a quotation within a quotation, single quotation marks are used; for another quotation within that one, double marks are again used; if yet another, single marks, and so on. See Turabian 25.2.1.

Punctuation with Quotation Marks

Periods and commas should be placed inside quotation marks (even when the quotation marks enclose only one letter or figure); semicolons and colons, outside. Question marks and

exclamation marks should be placed outside quotation marks unless the question or exclamation occurs within the quotation itself.

Examples--

How does he show "evil leading somehow to good"?

One may well ask, "Is it really necessary to lose the world in order to find oneself?"

In Keat's "Ode on a Grecian Urn," the urn says, "Beauty is truth, truth beauty."

See Turabian 25.2.1.

Ellipsis

An ellipsis occurs when portions of the original material are omitted in quotation. An ellipsis is indicated by three consecutive dots (periods) with spaces between (. . .). Normally, a space precedes the first dot and follows the last. Since ellipsis points stand for words omitted from the quotation itself, they are always placed within quotation marks. When quotation marks either precede or follow ellipsis points, do not leave a space between the quotation marks and the dot.

Turabian 25.3.2 indicate the basic rules for the use of ellipsis dots. The most frequent misunderstanding of the proper form involves the use of ellipsis points to indicate an omission following a sentence; this case calls for four dots. The first, placed immediately after the last word is the period: Ex.--"When a nation is clearly in the wrong, it ought to say so. . . . I am only enunciating principles that we apply in our own case."

Turabian indicates that ellipsis points are seldom used at the beginning or end of a quoted passage. See Turabian 25.3.1 for a lengthier discussion of "when not to use ellipsis points."

Citation Taken from a Secondary Source

In citing the work of one author as found in that of another, both the work in which the reference was found (secondary source) and the title of the work mentioned therein must be given in the reference. The style for such references is:

¹Louis Zukofsky, "Sincerity and Objectification," Poetry 37 (February 1931): 269, quoted in Bonnie Costello, Marianne Moore: Imaginary Possessions (Cambridge: Harvard University Press, 1981), 78.

Secondary citations of this sort should only be used in the rarest of circumstances. Normally one should locate the original source and cite it directly.

See Turabian 17.10.

A Suggested Technique for Writing

"Are you ready for that final draft?" Regardless of the type of paper you are writing, it should be more than a compilation of facts and quotations from your sources. Likely a large portion of your material will come from other writers, but you should present and interpret it as a means of achieving your purpose. As you check to see if you are ready for the final draft, certain structural questions should be answered in your mind.

1. Have I stated my subject or purpose clearly and indicated its boundaries or limitations?
2. Have I really discussed my subject in addition to quotations and summaries?
3. Have I given adequate evidence for any conclusions or points of view which I expressed?
4. Have I properly organized my paper?
 - a. Is there a clear introduction?
 - b. Is the subject developed in the main body of the paper?
 - c. Is the conclusion an accurate statement of my research and presentation?

See Appendix H for a suggestion entitled "Ten Steps in Writing the Research Paper."

How to Use Turabian

Preliminary Observations

A manual of style is designed to serve as a general guide for students to follow in the preparation of term papers, theses and dissertations. There are a number of different manuals of style. Some may even suggest ways to organize and document research material. Most, however, do not deal with the subject matter itself. Manuals of style are concerned with the form and format of the papers rather than their content.

The Logsdon School of Theology and many of the Hardin-Simmons University academic departments use Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th ed.). Be sure to use the manual of style required by the professor for whom you are preparing your paper. Turabian and other manuals of style are to be used as reference works rather than as textbooks. They are intended to be guides in the preparation of footnotes, references, bibliography, quotations, titles and other items which are found in a formal paper.

Unfortunately, every conceivable situation may not be illustrated in the manual of style which is being used. There may be times when examples regarding a particular reference format cannot be located in the manual of style. This can be very frustrating. There are two general principles to be followed:

1. Clarity--It is essential that any reference or quotation can be clearly understood and readily located in a library. Exercise care in the documentation of works found in a series, works prepared by an editor and works found in a journal or encyclopedia.

2. Consistency--It is also essential that subsequent references follow the same format.

If no suitable example can be located check with your professor.

In addition to a manual of style many schools provide supplemental guidelines. The Graduate School at Hardin-Simmons has prepared such a set of guidelines which are to be used in thesis preparation. Documents such as this one are designed to provide students in the Logsdon School of Theology with additional guidelines beyond the Turabian manual of style.

The Table of Contents

After reading the preface and introductory material the first thing a person should study in a manual of style is the table of contents. This will provide the writer with an idea of the material covered in the book and how it is arranged. Some portions of Turabian or any other manual of style will be more useful than other portions. For this reason be sure to check the table of contents and note the topics which will be useful in the preparation of the paper.

After appropriate research has been completed and a general outline has been prepared, a decision will need to be made regarding the style to be used for references and footnotes. Usually this decision is made by the discipline and the major professor. An explanation regarding the options available is found in Turabian in chapters sixteen and seventeen.

Chapter 17 in Turabian is particularly helpful in the preparation of reference notes within the body of the paper and their corresponding format in the bibliography. Extreme care must be taken in the preparation of footnotes and bibliography. It is important to remember that the writer of a paper is presenting information and documentation which may be checked by others at a later date. Be sure that each reference can be located and identified. When no illustrative example is given or there appears to be an inconsistency, check with the major professor.

Index

This part of Turabian would be used when a particular problem arises. The Index will provide the location of an illustration dealing with a specific difficulty. In previous editions of Turabian the references were identified by chapter number and section number. However, in the seventh edition, the index has been greatly simplified; page numbers are used to help the reader locate the sections he or she needs to consult. As noted above, no manual of style covers every conceivable problem. Each discipline has its own unique reference needs. In addition it may be necessary to check more than one listing in the Index.

Chapter Headings

At the beginning of each chapter there is a listing of the specialized contents within that chapter. For example, chapter four is entitled "Engaging Sources." The list of topics discussed are noted at the beginning of each chapter. In addition the topics also have sub-headings under them. The editors have made a special effort to cross-list information.

Preparation of the Paper

The new edition of Turabian has a vastly expanded section on the preparation of the paper, now comprising the first fourteen chapters of the book. These chapters can be especially helpful to someone writing a formal research paper for the first time. Furthermore, the Appendix has helpful information on formatting your paper.

Appendix A. Sample Title Page
HARDIN-SIMMONS UNIVERSITY

TITLE OF PAPER

NAME OF YOUR TEACHER

NUMBER AND TITLE OF COURSE

SCHOOL OR DEPARTMENT

BY

YOUR NAME

ABILENE, TEXAS

Appendix B. Sample Table of Contents

TABLE OF CONTENTS

PREFACE.....	ii
LIST OF ILLUSTRATIONS.....	iii
LIST OF ABBREVIATIONS.....	xiii
Introduction.....	1
Chapter	
1. The Background of Exodus 34:6-7.....	44
Context.....	45
Translation and Analysis of Content.....	88
2. The Use of Exodus 34:6-7.....	112
Inner-Biblical Exegesis.....	113
Parallels in the Torah.....	125
Parallels in the Nebiim.....	155
Parallels in the Kethubim.....	181
3. The Theological Significance of Exodus 34:6-7.....	204
The Theological Significance of Exod. 34:6-7.....	205
The Theological Significance of the Parallels.....	220
Conclusion.....	228

Appendix C. Suggested Checklist for Use in Preparing an Exegesis

Part I: Introductory Matters

1. Author of the text
2. Date of the text
3. Literary considerations; style, form, characteristics
4. Audience considerations; destination, recipients
5. Psychological considerations; mental and emotional state of author and audience
6. Relation of text to context, both before and after the text
7. Major theme of the text
8. Outline of the text's contents
9. The purpose of the text
10. Any other textual, literary or historical matter that would help one to understand the passage

Part II: Interpretation

1. Literary exegesis is undertaken at this point. The interpreter should consider the lexical matters, that is, a study of any crucial words that shed light on the ultimate meaning of the text. The grammar of the text should then be examined for any help that those matters might give for the interpretation of the text.
2. Rhetorical exegesis then considers the figures of speech and the style and individual characteristics of the author.
3. The text is then compared with similar texts by the same author and then by other authors in the Bible.

Part III: Application

This is the point where the interpreter spells out what the passage means. The text should be summarized and then its lessons applied in light of the (1) teachings of the Bible, (2) theology, (3) ethics and (4) the life of the Church.

Appendix D. Questions to Aid in a Book Critique

What are the author's qualifications for writing on this topic? Is he/she an expert in the field and/or are his/her resources reliable; thus, providing factual and accurate information?

1. Is there adequate background material to make the facts meaningful?
2. Does the author present only one viewpoint or give an overly simplified explanation?
3. Does the author "editorialize" with his/her own opinions or bias?
4. Does the author distinguish his/her point of view or interpretation from factual information?

Appendix E. Abbreviations for Books of the Bible

Old Testament

Genesis	Gen.	Ecclesiastes	Ecc.
Exodus	Exod.	Song of Solomon	Song of Sol.
Leviticus	Lev.	Isaiah	Isa.
Numbers	Num.	Jeremiah	Jer.
Deuteronomy	Deut.	Lamentations	Lam.
Joshua	Josh.	Ezekiel	Ezek.
Judges	Judg.	Daniel	Dan.
Ruth	Ruth	Hosea	Hos.
1 Samuel	1 Sam.	Joel	Joel
2 Samuel	2 Sam.	Amos	Amos
1 Kings	1 Kings	Obadiah	Obad.
2 Kings	2 Kings	Jonah	Jon.
1 Chronicles	1 Chron.	Micah	Mic.
2 Chronicles	2 Chron.	Nahum	Nah.
Ezra	Ezra	Habakkuk	Hab.
Nehemiah	Neh.	Zephaniah	Zeph.
Esther	Esther	Haggai	Hag.
Job	Job	Zechariah	Zech.
Psalms	Ps. (pl. Pss.)	Malachi	Mal.
Proverbs	Prov.		

Apocrypha

1 Esdras	1 Esd.
2 Esdras	2 Esd.
Tobit	Tob.
Judith	Jth.
The Rest of Esther	Rest of Esther
The Wisdom of Solomon	Wisd. of Sol.
Ecclesiasticus	Ecclus.
Baruch	Bar.
The Song of the Three Holy Children	Song of the Three Children
Susanna	Sus.
Bel and the Dragon	Bel and Dragon
Prayer of Manasses (or Manasseh)	Pr. of Man.
1 Maccabees	1 Macc.
2 Maccabees	2 Macc.

New Testament

Matthew	Matt.
Mark	Mark
Luke	Luke
John	John
Acts of the Apostles	Acts
Romans	Rom.
1 Corinthians	1 Cor.
2 Corinthians	2 Cor.
Galatians	Gal.
Ephesians	Eph.
Philippians	Phil.
Colossians	Col.
1 Thessalonians	1 Thess.
2 Thessalonians	2 Thess.
1 Timothy	1 Tim.
2 Timothy	2 Tim.
Titus	Titus
Philemon	Philem.
Hebrews	Heb.
James	James
1 Peter	1 Pet.
2 Peter	2 Pet.
1 John	1 John
2 John	2 John
3 John	3 John
Jude	Jude
Revelation	Rev.

APPENDIX F. TRANSLITERATION OF HEBREW LETTERS

Hebrew transliteration is complex, and fully explaining the process of transliterating Hebrew is beyond the scope of this style guide. What follows here is only intended to give guidelines for the basic transliteration of Hebrew consonants and Masoretic vowel pointing, based on the system used in *Learning to Read Biblical Hebrew*, by Robert Ellis. Check with your professor if you need further assistance.

HEBREW CONSONANTS

א = ʾ

ב / בּ = b / b̄

ג / גּ = g / ḡ

ד / דּ = d / ḏ

ה = h

ו = v

ז = z

ח = ḥ

ט = ṭ

י = y

כ / כּ = k / ḵ

ל = l

מ = m

נ = n

ס = s

ע = ʿ

פ / פּ = p / p̄

צ = ṣ

ק = q

ר = r

שׁ = ś

שׂ = š

ת / תּ = t / ṭ

HEBREW VOWEL POINTING

	<i>Naturally Long</i>	<i>Long</i>	<i>Short</i>	<i>Shevas</i>
<i>A-Class</i>		אָ = ā	א = a	אַ = ă
<i>E-Class</i>	אֵ = ê	אֶ = ē	אִ = e	אֲ = ě
<i>I-Class</i>	אִ = î		אֵ = i	
<i>O-Class</i>	אֹ = ô	אָ = ō	אָ = o	אָ = ȝ
<i>U-Class</i>	אֹ = û		אָ = u	
<i>Simple Sheva</i>				אֲ = e

Appendix G. Transliteration of Greek Letters

$\alpha = a$ $\beta = b$ $\gamma = g$ $\delta = d$ $\varepsilon = e$ $\zeta = z$ $\eta = \bar{e}$ (see Appendix K for instructions on using diacritical marks) $\theta = th$ $\iota = i$ $\kappa = k$ $\lambda = l$ $\mu = m$ $\nu = n$ $\xi = x$ $\omicron = o$ $\pi = p$ $\rho = r$ $\sigma, \varsigma = s$ $\tau = t$ $\upsilon = y$ (not in diphthong) $\upsilon = u$ (in diphthong: au, eu, etc) $\phi = ph$ $\chi = ch$ $\psi = ps$ $\omega = \bar{o}$ $\text{' } = h$ (with vowel or diphthong)	$\text{A} = \text{A}$ $\text{A} = \text{A}$ $\text{B} = \text{B}$ $\Gamma = \text{G}$ $\Delta = \text{D}$ $\text{E} = \text{E}$ $\text{Z} = \text{Z}$ $\text{H} = \bar{\text{E}}$ $\Theta = \text{Th}$ $\text{I} = \text{I}$ $\text{K} = \text{K}$ $\Lambda = \text{L}$ $\text{M} = \text{M}$ $\text{N} = \text{N}$ $\Xi = \text{X}$ $\text{O} = \text{O}$ $\Pi = \text{P}$ $\text{P} = \text{R}$ $\Sigma = \text{S}$ $\text{T} = \text{T}$ $\text{Y} = \text{U}$ $\Phi = \text{Ph}$ $\text{X} = \text{Ch}$ $\Psi = \text{P}$
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Appendix H. Ten Steps in Writing the Research Paper

1. Find a subject.
2. Read a general article.
3. Formulate a temporary thesis and outline.
4. Prepare the preliminary bibliography.
5. Take notes from relevant sources.
6. Label notecards and revise outline.
7. Write the first draft.
8. Revise, write introduction and conclusion.
9. Fill in footnotes on draft.
10. Put the paper in final form.

Appendix I. Simplified Table of Contents

TABLE OF CONTENTS

Introduction.....	1
The Place of Women in the Culture of the Aegean Basin	3
General Relationships	3
Marital Relationships	5
Cultic Relationships	7
Paul's Practice Concerning Women in the Aegean Basin.....	9
The Place of Women in the Church at Philippi	9
Priscilla	10
Phoebe.....	11
Junia	12
Other Women of Romans	14
Paul's Teaching in Light of the Cultural Milieu.....	16
Galatians 3:28	16
1 Corinthians 11:2-16	18
1 Corinthians 14:34-36	20
1 Timothy 2:11-15	22
BIBLIOGRAPHY.....	24

Appendix J. How to Write a Critical Book Review

1. Read the Book Critically. Reading with a critical eye is an absolute necessity for a good book review. Being critical does not mean being negative--rather it means that you are actively looking for *both* strengths and weaknesses in the book. These kinds of things do not necessarily fall into your lap! You *must* look for them.

As you read, ask questions of the writer and write these in the margins. When he/she makes assertions, test them for validity. Do not assume that just because the writer is a published author that he/she is automatically correct. Try to determine what presuppositions influence the writer positively or negatively. When you discover a strength in the book make a note of it in the margin or mark the page somehow. Do the same thing when you discover a weakness in the book. It is essential as you discover strengths and weaknesses to be able to cite *examples* from the book itself, so make sure you take careful notes as you read.

The main thing you are seeking to do in a critical review is evaluate content. This means you are evaluating theses, arguments, methodology, and conclusions. You also want to be aware of other matters as you evaluate: style, ease of reading, user-friendliness of the book, etc. Nevertheless, stylistic matters are not as important as are content matters.

******The best way to do a good critical review of a book is to take notes *as you are reading*. It is much more difficult to read the book and *then* go back to find strengths and weaknesses. Take notes, underline, make comments in the margins, write down questions, note strengths and weaknesses--mark your book up (unless it is a library copy!).

2. Write the Critical Review. Your critical review should have three basic elements:

a. *Author Background.* In order to best understand your author, understanding and knowing some background about him/her is always good. Sometimes the only information available is what you find on the back cover or book jacket. Nevertheless, you should consult reference works like *Contemporary Authors* for further information. Make an effort at finding something out about the author of your book, because an author's background will influence his/her presuppositions and approach.

b. *Summary of Content.* *This should be no more than a brief portion of your review!!!* Often students assume that a book review means regurgitating the contents of a book. However, this is *not* the case! Your purpose in *briefly* summarizing the content of a book is to demonstrate your *comprehension* of it. This involves synthesis (i.e. putting it all together in your own mind). You should limit your summary of content to *no more than* one to one and a half typed pages.

c. *Critical Analysis.* *This should comprise the main portion of your review.* Since the critical analysis is the major objective of a critical book review, this is where you should put the

majority of your time and effort as you write. The critical analysis should incorporate the following elements:

i. Analysis of Content. You should discuss both strengths *and* weaknesses since a book is neither entirely good nor entirely bad. For each strength or weakness you should cite *at least one* example, utilizing a quote or referring to an idea (with page number[s]). Note: just because you may disagree with an author on a particular issue *does not* mean that the author's idea or position is a weakness. The author may state his/her position quite adequately. If so, you should be honest in your evaluation of how he/she *presents* the idea rather than attacking the idea simply because you disagree with it.

ii. Analysis of Writing Style. This should be a briefer section (probably one paragraph at most) where you evaluate the author's writing style and presentation of the book. Again, you should cite examples whenever you suggest a weakness or strength. Other issues to look for: helpful footnotes/endnotes? good bibliography? helpful indices?

iii. Contribution to Your Peer Group. Your final paragraph should indicate your evaluation of the book's contribution to the field for *your* peer group (i.e. undergraduate college students). How helpful overall is this book to you as a student and why? (This paragraph may not be required by some professors).