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GUIDE TO RESEARCH AND WRITING SKILLS
(6th Edition)

For

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and

Logsdon School of Theology

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GUIDE TO RESEARCH AND WRITING SKILLS

Introduction

Logsdon Seminary and 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 "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 Research Papers, Theses, and Dissertations* (8th 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 contributions from Dr. James Shields and Dr. Susan Pigott. The 1995 revision had an additional contribution from Dr. Vernon Davis. The 2000 edition was reworked and edited by Dr. Susan Pigott. The 2008 (5th edition) revision was updated primarily by David Tankersley in light of the 7th edition of *Turabian*. The 2014 (6th edition) revision was especially completed by a team of graduate assistants--Jennifer Haney, Bryce Null, and Cinda Smith—in light of the 8th edition of Turabian.

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]

Humans have been inquiring about flight 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

[1] "Wright, Orville and Wilbur," *World Book Encyclopedia*, 1956 ed.

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?

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?"

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.

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?

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.

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.

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 that 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.

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[2] "Research," *Webster's New Collegiate Dictionary*, 1975 ed.

Anticipate

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

1. Research paper – Use formal style.
2. Exegesis – Be detailed and thorough in viewpoints.
3. Book or Article Review – May include a summary of content, a reaction to the content, and/or a dialogue with the content.

Understand

Understand the Requirements:

1. Due date - Know the deadline.
2. Length – Know the required word count or number of pages.
3. Format – Follow correct style for specific type of research.

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. 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. 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 well 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.

Indentation

Indent paragraphs one-half inch. Indent single-spaced block quotations one-half inch. If the first line of the quote itself begins with a paragraph indentation, indent the first line of the quote an additional half inch. Footnotes should be indented by 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 the number centered in the footer. The only major headings needed in a typical shorter research paper are: (1) at the beginning of the Contents, (2) at the beginning of the body of the paper (Title), and (3) at the beginning of the Bibliography. Only a thesis will have multiple chapters.

Spacing (See *Turabian* A.1.3)

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 five lines of a source. 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.

Fonts (See *Turabian* A.1.2)

Use Times New Roman typeface with a twelve-point type for the body of the text. Microsoft Word's default footnotes are a ten-point type—which is recommended. Footnotes are single-spaced with a double space in between each footnote.

Headings (See *Turabian* A.2.2.4)

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 first-level subheadings for a short paper or chapters for a thesis with a major heading beginning each chapter. 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. Text begins after one blank line following a subheading.

Major headings and subheadings 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 Contents, the very first heading in the body of your paper (Title), and the Bibliography. A major heading is typed in bold with all caps and centered.

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 belowBe careful about using too many subheadings if they are not needed since they may not help and may detract from the paper.

First-Level Heading

A first-level heading is centered with boldface type and headline-style capitalization.

Second-Level Heading

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

Third-Level Heading

A third-level heading is 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.

Fifth-level heading. A fifth-level heading is run in at the beginning of a paragraph and is 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 assignments should contain a title page arranged according to the type of paper, (class paper, thesis, or DMin Ministry Project.) Both the class paper and DMin Ministry Project paper title pages follow *Turabian* guidelines, while the thesis title page follows guidelines from the Graduate Studies Department. See Appendices A-C for examples.

Table of Contents (See *Turabian* A.2.1.6)

In longer or more complex papers, the title page should be followed by a table of contents. Label this page **CONTENTS** at the top of the page. Include any front matter that follows the contents (such as a list of illustrations or a preface) as well as major headings and subheadings for the paper. List page numbers flush right and use a line of periods or dots (called leaders) to lead a reader's eye from each title to the page number. The contents page includes only first-level and second-level subheadings with half-inch indentations. The contents page should also include any appendices and the bibliography. See Appendices D and E for sample tables of contents.

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 K for a suggestions in preparing an exegetical study.

Book Reviews

A book review 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 I for some suggested questions to aid in critically examining the book. Also note that the sample in Appendix J uses parenthetical notes instead of footnotes. These are acceptable for the book being reviewed; however, if you use other sources, you will need to create footnotes and a bibliography for the additional sources.

A One-Paragraph Summary or Annotated Bibliography

The writing of a one-paragraph summary or annotated bibliography will test your skills of writing in a succinct way. The summary will resemble the book report but will be more concise 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 summary again, word for word, with the goal of leaving only the gist of the ideas intact. Look again to see if you have omitted anything really vital. Can these details 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 entry of your book or article preceding the paragraph describing the source in your own words. For example:

James, John W., and Russell Friedman. *The Grief Recovery Handbook: The Action Program for Moving Beyond Death, Divorce, and Other Losses Including Health, Career, and Faith*. Rev. ed. New York: Collins Living, 2009.

The two authors of this book represent the Grief Recovery Institute. James comes from a place of grief recovery due to the loss of a child. Friedman went through several divorces and

bankruptcy. They both have come through to the other side and have much to offer a hurting world. For a minister going into chaplaincy, this book will be a resource to go to time and time again.

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 **CONTENTS** of the paper.

The bibliography of a paper is single-spaced with one blank line between entries. Each entry should be set with a hanging indent of one-half inch. 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—a 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? 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.

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. If there are two books by the same author, the shortened footnote will include a portion of the book’s title. Ibid. cannot be used as the first

footnote on a page. (See *Turabian* 16.4.1 and 16.4.2 for additional help regarding Ibid. or shortened notes.)

N: [8] Franklin, 36. or [8] Franklin, *George Washington*, 36.

N: [9] Ibid.

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 research papers. (See *Turabian* chapter 17 for other specific cases.) Notice that footnotes utilize commas and parentheses as the primary punctuation whereas bibliographical references use periods. In addition, whereas footnotes have a first-line indent, bibliographical entries have a hanging indent (See *Turabian* 16.1.7).

Though footnote examples in *Turabian* use full-size Arabic numbers, Logsdon professors require footnote numbers to be superscripted.

Single Author Books

N: [1] John 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.

Write abbreviations such as Jr. or III without commas before them. (See *Turabian* 24.2.1) For example: In a bibliography, use Jeter, Joseph R. Jr. In a footnote, use Joseph R. Jeter Jr.

Two to Three Authors

N: [2] Karen Lebacqz and Joseph D. Driskill, *Ethics and Spiritual Care: A Guide for Pastors, Chaplains, and Spiritual Directors* (Nashville: Abingdon Press, 2000), 42.

B: Lebacqz, Karen, and Joseph D. Driskill. *Ethics and Spiritual Care: A Guide for Pastors, Chaplains, and Spiritual Directors.* Nashville: Abingdon Press, 2000.

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

More than Three Authors or Editors

N: [3] Martin Greenberger et al., 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.

(In the footnote, you need only cite the name of the first author followed by the Latin words *et al*. However, in the bibliography you must cite all the names of the authors.)

No Author Given (*Turabian* 17.1.1.5)

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

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

Editor or Translator in Place of Author

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

N: [8] Seamus Heaney, trans., *Beowulf: A New Verse Translation* (New York: W. W. Norton, 2000), 55.

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

B: Heaney, Seamus, trans. Beowulf: A New Verse Translation. New York: W. W. Norton, 2000.

Editor or Translator in Addition to an Author

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

N: [4] Georg Wilhem Friedrich Hegel, *The Science of Logic*, ed. and trans. George di Giovanni (Cambridge: Cambridge University Press, 2010), 642-43.

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

B: Hegel, Georg Wilhem Friedrich. *The Science of Logic*. Edited and translated by George di Giovanni. Cambridge: Cambridge University Press, 2010.

(In the footnote, the words “translated by” or “edited by” are abbreviated as “trans.” or “ed.” In the bibliography, however, they are written out.)

Edition (See *Turabian* 17.1.3)

N: [7] Paul J. Bolt, Damon V. Coletta, and Collins G. Shackleford, 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 (See *Turabian* 17.1.4)

N: [8] Jaroslav Pelikan, *The Christian Tradition: A History of the Development of Doctrine*, vol. 5, *Christian Doctrine and Modern Culture (Since 1700)* (Chicago: University of Chicago Press, 1989), 16.

B: Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*.Vol. 5, *Christian Doctrine and Modern Culture (Since 1700)*. 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: [9] Paul 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 volume 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.

Chapters and Other Parts of a Book (See *Turabian* 17.1.8)

N: [10] Robert 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.

Commentaries

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

N: [11] Francis 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: [12] R. E. O. White, "Colossians," in *2 Corinthians-Philemon*, The Broadman Bible Commentary 11, ed. Clifton J. Allen (Nashville: Broadman Press, 1971), 121. Check about changing to series.

B: White, R. E. O. "Colossians." In *2 Corinthians-Philemon*. The Broadman Bible Commentary 11, 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 a work. Thus, this style follows *Turabian* 17.1.8. Because the commentary set is also a part of a series, the style also follows *Turabian* 17.1.5.)

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

N: [13] John Bright, *Jeremiah: Introduction, Translation and Notes,* The Anchor Bible 21 (Garden City, NY: Doubleday, 1965), 73.

B: Bright, John. *Jeremiah: Introduction, Translation, and Notes*. The Anchor Bible 21. Garden City, NY: Doubleday, 1965.

The basis for this form is that the author has written an entire volume in a commentary series, so the volume functions like a book in a series (*Turabian* 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. As a general rule, commentary sets are treated as a series.

Electronic Books (See Turabian 17.1.10)

When citing an electronic book from a library or online, cite it normally and also include the access date and URL.

N: [21]Boyd Blundell, *Paul Ricoeur between Theology and Philosophy: Detour and Return* (Bloomington, IN: Indiana University Press, 2010), 2, accessed January 17, 2014, http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=325124&site=ehost-live.

B: Blundell, Boyd. *Paul Ricoeur between Theology and Philosophy: Detour and Return*. Bloomington, IN: Indiana University Press, 2010. Accessed January 17, 2014. http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=325124&site=ehost-live.

When citing a book in an e-reader format such as Kindle or Nook, use the following format. If an original page number is available, use it. If not, give the location and also the chapter and, if available, section.

N: [22]Samuel Wells, *Improvisation: The Drama of Christian Ethics* (Grand Rapids, MI: Baker Publishing Group, 2004), Kindle Location 3294, "Incorporating Gifts," ch. 6, Kindle.

B: Wells, Samuel. *Improvisation: The Drama of Christian Ethics*. Grand Rapids, MI: Baker Publishing Group, 2004.). Kindle.

Journal Articles in Print (See *Turabian* 17.2)

N: [14] Ray T. Higgins, "Current Baptist Initiatives in Arkansas," *Review and Expositor* 109, no. 1 (Winter 2012): 63.

B: Higgins, Ray T. "Current Baptist Initiatives in Arkansas." *Review and Expositor* 109, no. 1 (Winter 2012): 61-65.

**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. See *Turabian* 17.2 for more specific instructions on journals.

Journal Articles Found Online

N: [16] Paul Ricoeur, "Evil, a Challenge to Philosophy and Theology," *Journal of the American Academy of Religion* 53, no. 4 (December 1985): 638, accessed November 7, 2013, http://www.jstor.org /stable/1464268.

N: [24] Meredith J. Stone, "There's More Than One Way: Vashti, Esther, and Women in Ministry." *Review & Expositor* 110, no. 1 (Winter 2013): 126, accessed November 7, 2013, http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a6h&AN=ATLA0001932627&site=eds-live&scope=site.

B: Ricoeur, Paul. "Evil, a Challenge to Philosophy and Theology." *Journal of the American Academy of Religion* 53, no. 4 (December 1985): 635-648. Accessed November 7, 2013. http://www.jstor.org/stable /1464268.

B: Stone, Meredith J. "There's More Than One Way: Vashti, Esther, and Women in Ministry." *Review & Expositor* 110, no. 1 (Winter 2013): 123-130. Accessed November 7, 2013. http://hsuezproxy.alc.org:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a6h&AN=ATLA0001932627&site=eds-live&scope=site.

Magazines (See *Turabian* 17.3)

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

B: Goetz, Ronald. "The Suffering God: The Rise of a New Orthodoxy." *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, and (2) magazines are typically weekly or monthly whereas journals are usually published less frequently.

Encyclopedias, Bible Dictionaries, and Lexicons (See *Turabian* 17.5.3)

****Turabian** recommends that common English dictionaries and general encyclopedias not be listed in the bibliography. However, biblical or theological dictionaries and encyclopedias should be listed in the bibliography.

Signed article

N: [20] Keith W. Whitelam, "King and Kingship," in *The Anchor Bible Dictionary*, vol. 4, ed. David Noel Freedman (New York: Doubleday, 1992), 43.

B: Whitelam, Keith W. "King and Kingship." In *The Anchor Bible Dictionary*. Volume 4, edited by David Noel Freedman, 40-48. New York: Doubleday, 1992.

**N.B. Turabian 8th edition does not mention the above form, but it is more helpful with substantive encyclopedias and dictionaries often used in religious research. Previous versions of Turabian allowed for the citation of the above form that begins with the author rather than a general editor.

Unsigned article

N: [21] "Salvation," *Encyclopedia Brittanica*, 15th ed.

Biblical Quotes (See *Turabian* 17.5.2)

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 (1 Thess 4:11 NRSV) or in a footnote. Abbreviate the name of the biblical book as indicated in Appendix L, 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.

N: [23] 1 Thess 4:11, 5:2-5, 5:14 (NRSV).

Websites, Blogs, and Social Networking

Eighth edition *Turabian* has a section (17.7) on citing information from the Internet. 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 URLs, you may insert a space to manually wrap the text. 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."

Websites

N: [8] Author, "Title of the page," Title or owner of the site, publication or revision date, accessed date, URL.

N: [24] Susannah Brooks, "Longtime Library Director Reflects on a Career at the Crossroads," University of Wisconsin-Madison News, modified October 12, 2011, accessed May 14, 2012, http://www.news.wisc.edu/19704.

B: Author. "Title of the page." Title or owner of the website. Publication or revision date. Accessed date. URL.

B: Brooks, Susannah. "Longtime Library Director Reflects on a Career at the Crossroads." University of Wisconsin-Madison News. Modified October 12, 2011. Accessed May 14, 2012. http://www.news.wisc.edu/19704.

Blogs

N: [7] The Subversive Copy Editor [Carol Fisher Saller], "Still Learning: Fun Language Words," *The Subversive Copy Editor Blog*, February 16, 2011, accessed February 28, 2011, http://www.subversivecopyeditor.com/blog/2011/02/still-learningfun-language-words.html.

B: Cavett, Dick. "Flying? Increasingly for the Birds." *Opinionator* (blog), *New York Times*, February 12, 2012. Accessed October 14, 2011. http://www.blogs.nytimes.com/2011/08/19/flying-increasingly-for-the-birds/.

Social Networking

Turabian says to only cite this information in footnotes or endnotes.

N: [9] Sarah Palin, Twitter post, August 25, 2011 (10:23 p.m.), accessed September 4, 2011, http://twitter.com/sarahpalinusa.

[3] Obama for America, post to Barack Obama's Facebook page, September 4, 2011 (6:53 a.m.), accessed September 22, 2011, https://www.facebook.com/barackobama.

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 value to each area because all three matters are important.

Research

"Why and How to Do Research" is 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, Matthew 5:31-32 and Matthew 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 Research Papers, Theses, and Dissertations* (8^{th} edition). 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" describes how to locate relevant data for the topic. "Form and Style" refers to the shape in which the material is written. "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 his or her writing. However, formal writing possesses certain identifiable features or characteristics that can be observed in the final paper. 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 Chapter 21 in *Turabian* for a helpful summary of punctuation rules. Make sure that subjects and verbs agree; i.e., 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. Previously, 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.

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." If you can insert “by zombies” after the verb, you have passive voice; i.e., The sermon was preached by the pastor (or by zombies) on Sunday morning. Active voice would be: The pastor preached the sermon on Sunday morning. (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 only use 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 in your writing, 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 or 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 employ it.

Particular Techniques Related to "*Turabian*" Style

In *Turabian* 8th 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 certain items which have proven to be especially significant for theology students will be addressed here.

Classical References (See *Turabian* 17.5.1)

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.

N: Homer, *Odyssey* 9.266-71.

N: Hom., *Od*. 9.266-71.

Ancient Near Eastern Texts

Eighth 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. Albrecth Goetze (*ANET*, 319).

B: "Suppiluliumas and the Egyptian Queen." Translated by Albrecth 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.

First number	**Second number**	**Examples**
1-99	Use all digits	3-10, 71-72, 96-117
100 or multiples of 100	Use all digits	100-104, 600-613, 1100-1123
101 through 109, 201 through 209, etc.	Use changed part only	107-8, 505-17, 1002-6
110 through 199, 210 through 299, etc.	Use two digits unless more are needed to include all changed parts	321-25, 415-532, 1087-89, 1496-504, 11564-615, 12991-3001

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. Follow the American system except in direct quotations where the British author's spelling should appear exactly as it was originally written. 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)

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 Hebrew or Greek word is always more accurate. However, translating or transliterating may be just as effective. If the word is transliterated, use the tables in Appendix M for Hebrew and in Appendix N for Greek. Various Hebrew and Greek 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 Hebrew or Greek 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 25 deals with quotations. In general, direct quotations should correspond exactly with the originals in wording, spelling, capitalization, and punctuation. 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: The following day Sand reported: "With Pebble soliciting members on the side, it was imperative that the meeting no longer be 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: 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.

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.

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 or end.

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."

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 25.3.2.1 indicates 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: “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.

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 research 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 uses this Logsdon Style Guide as its primary guide. As a secondary guide, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th edition). Be sure to check with the professor for whom you are preparing your paper on matters of preference.

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. 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 or determined, check with your professor.

Contents

After reading the preface and introductory material, the first thing a person should study in a manual of style is the 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.

Chapter 17 in *Turabian* is particularly helpful in the preparation of 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

The index in *Turabian* will be used when a particular problem arises. It will provide the location of an illustration dealing with a specific difficulty. In the 8th edition of *Turabian,* the references are identified by chapter number and section number. 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 4 is entitled "Engaging Sources." 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

Turabian has a vastly expanded section on the preparation of the paper 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 for a Class Paper

TITLE OF PAPER

Your Name

Number and Title of Course

Date

Appendix B. Sample Title Page for a Thesis

TITLE

_____

Name

_____

A Thesis
Presented in Partial Fulfillment
of the Requirements for the

Degree
in
[Discipline]

Hardin-Simmons University
Abilene, Texas
June, 1996

_____

Appendix C. Sample Title Page for a DMin Ministry Project

Hardin-Simmons University

TITLE OF PAPER

A Report of the Ministry Project Submitted to

the Faculty of Logsdon Seminary

in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Ministry

by

Name

Abilene, Texas

October 2013

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Wright, N. T. *Paul for Everyone: Romans Part Two Chapters 9-16*. Louisville, KY: Westminster John Knox Press, 2004.

_____. *Simply Christian*. San Francisco: HarperSanFrancisco, 2006.

A main idea of this passage is Paul's insistence that in God there is neither Jew nor Greek. Almost two thousand years later, people are still fighting about God's view of ethnicity and a host of other different characteristics. We cannot forget "that the only thing uniting Christians is their faith in the God made known in Jesus Christ. To suggest by one's social or cultural behavior that the one God has any kind of 'favored nation clause' is to fly in the face of the revelation of God's righteousness in the gospel."[3]

Conclusion

These verses are essentially a summary of Paul's theology regarding sin and salvation. "[H]e reduces the difference between Jew and Gentile to the same level of their common creatureliness, so that this recognition of their creaturely dependence on the Creator's power can be put to all as the paradigm of faith."[4] Charles H. Talbert concisely restates this section of Romans in the following way:

> Romans 3:21-22 says that God has manifested a righteousness apart from law for all who believe in Christ. Romans 3:22b goes with 3:23 to give the reason(s) why all must believe. Romans 3:24, 27 make their point in the form of a question. Since all are justified freely, by his grace, where then is our boasting? Then comes the answer: "It is excluded." The train of thought is complete and fitting.[5]

God, through Jesus Christ, has graciously freed all of humanity from the otherwise unyielding grip of sin.

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[3] Wright, 484.

[4] Moody, 168.

[5] Charles H. Talbert, "A Non-Pauline Fragment at Romans 3:24-26?" *Journal of Biblical Literature* 85, no. 3 (1966): 291.

Appendix H. Ten Steps in Writing a Research Paper.

Ten Steps in Writing a 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. Check your arguments for blind spots; revise; and write your introduction and conclusion.
9. Fill in footnotes on draft.
10. Put the paper in final form.

Appendix I. Sample Book Review and Author Information in Place of a Title Page

Ronnie Eatabitapie
MNST 6270-A WORSHIP LEADERSHIP
February 26, 2013

A GUIDE TO PREACHING AND LEADING WORSHIP

Bibliographical Entry

Willimon, William H. *A Guide to Preaching and Leading Worship.* Louisville: Westminster John Knox Press, 2008.

Biographical Sketch of Author

William H. Willimon is a professor of the Practice of Christian Ministry at The Divinity School at Duke University and the editor-at-large for *The Christian Century*. He served as Bishop of the North Alabama Conference of The United Methodist Church until retiring last year. He is a prolific speaker and author, writing sixty books of which the most recent being published this year by Abingdon Press, *Thank God It's Thursday: Encountering Jesus at the Table*. He is well-loved and is a highly acclaimed speaker. This information and more can be found at his official blog at http://willwillimon.wordpress.com/. Willimon wrote *A Guide to Preaching and Leading Worship* to "those who preach and lead worship in the churches of North Alabama" (Dedication page).

Summary of Content

Willimon has written this book for the purpose of helping the pastor or worship leader become adept at planning and carrying out a meaningful worship service. "If our time and talent are not heavily invested in the tasks of preaching and worship leadership, our congregations are correct in assuming that we have lost the central focus of our ministry" (ix). The author gives detailed helpful guidelines for evaluating and revising the way a service is currently conducted even saying that the announcements "should be made at [the gathering time], not in the middle of

Suggestions for Preparing an Exegesis

Below is an outline for an exegetical paper. Your professor may have specific directions that involve other factors or an alternative approach.

1. *Background* (approximately 25% of paper)

    a. *Historical setting:* Consider matters of compositional history (authorship, ancient audience[s], date of communication/composition, editing, etc.) and cultural influences, as they are relevant for the text. Sometimes we have very limited information on these matters.
    b. *Literary nature of the text:* Discuss relevant issues of the text's literary nature, such as its form (genre) and rhetorical features (figures of speech, word plays, etc.).
    c. *Context of the passage:* Discuss how the passage relates to its immediate biblical context

2. *Exegesis of units of the text* (approximately 50% of paper)

    Since "exegesis" means "to read out," this section "reads out" the meaning of the text for ancient audience(s), considering each unit of the text ("units" referring to exegesis that is verse-by-verse for smaller texts or paragraph-by-paragraph for larger texts).

3. *Theological reflection* (approximately 25% of paper)

    a. *Theological implications:* Discuss the passage's theological implications – for example, consider what the passage says about the nature of God, humans, and the rest of creation and their inter-relationships.
    b. *Canonical context:* Consider other passages in the canon that reflect the message and theology of the text.
    c. *Relevance:* Discuss how the theological implications of the text are relevant for the church today.

Abbreviations for Books of the Bible

(Follows the Society of Biblical Literature [SBL] Style Guide)

Old Testament

Genesis	Gen	Ecclesiastes	Eccl
Exodus	Exod	Song of Solomon	Song
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 Kgs	Obadiah	Obad
2 Kings	2 Kgs	Jonah	Jonah
1 Chronicles	1 Chr	Micah	Mic
2 Chronicles	2 Chr	Nahum	Nah
Ezra	Ezra	Habakkuk	Hab
Nehemiah	Neh	Zephaniah	Zeph
Esther	Esth	Haggai	Hag
Job	Job	Zechariah	Zech
Psalms	Ps/Pss	Malachi	Mal
Proverbs	Prov		

Apocrypha

Baruch	Bar
Additions to Daniel	Add Dan
Prayer of Azariah	Pr Azar
Bel and the Dragon	Bel
Song of the Three Young Men	Sg Three
Susanna	Sus
1-2 Esdras	1-2 Esd
Additions to Esther	Add Esth
Epistle to Jeremiah	Ep Jer
Judith	Jdt
1-2 Maccabees	1-2 Macc
3-4 Maccabees	3-4 Macc
Prayer of Manasseh	Pr Man
Psalm 151	Ps 151
Sirach/Ecclesiasticus	Sir
Tobit	Tob
Wisdom of Solomon	Wis

Appendix K. Abbreviations for Books of the Bible

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	Phlm
Hebrews	Heb
James	Jas
1 Peter	1 Pet
2 Peter	2 Pet
1 John	1 John
2 John	2 John
3 John	3 John
Jude	Jude
Revelation	Rev

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
בּ / ב = b / b̲
ג / ג = g / ḡ
דּ / ד = d / d̲
ה = h
ו = v
ז = z
ח = ḥ
ט = ṭ
י = y
כּ / כ ך = k / k̲
ל = l
מ ם = m
נ ן = n
ס = s
ע = ʿ
פּ / פ ף = p / p̄
צ ץ = ṣ
ק = q
ר = r
שׂ = ś
שׁ = š
תּ / ת = t / t̲

Hebrew Vowel Pointing

	Naturally Long	*Long*	*Short*	*Shevas*
A-Class		◌ָ = ā	◌ַ = a	◌ֲ = ă
E-Class	◌ֵי = ê	◌ֵ = ē	◌ֶ = e	◌ֱ = ĕ
I-Class	◌ִי = î		◌ִ = i	
O-Class	◌וֹ = ô	◌ֹ = ō	◌ָ = o	◌ֳ = ŏ
U-Class	◌וּ = û		◌ֻ = u	
Simple Sheva				◌ְ = e

Transliteration of Greek Letters

α = a
β = b
γ = g
δ = d
ε = e
ζ = z
η = ē (see Appendix O for instructions on using diacritical marks)
θ = th
ι = i
κ = k
λ = l
μ = m
ν = n
ξ = x
ο = o
π = p
ρ = r
σ, ς = s
τ = t
υ = y (not in diphthong)
υ = u (in diphthong: au, eu, etc)
ϕ = ph
χ = ch
ψ = ps
ω = ō
‘ = h (with vowel or diphthong)

Α = A
Β = B
Γ = G
Δ = D
Ε = E
Ζ = Z
Η = Ē
Θ = Th
Ι = I
Κ = K
Λ = L
Μ = M
Ν = N
Ξ = X
Ο = O
Π = P
Ρ = R
Σ = S
Τ = T
Υ = U
Φ = Ph
Χ = Ch
Ψ = P

Computer Helps

How to set the **default font** to Times New Roman 12 pt. for the text of your papers:

Start with a blank document or if your document already contains text that is formatted with the properties that you want to use, select that text.

1. On the **Home** tab, click the **Font** Dialog Box Launcher (or Ctrl+D), and then click

   the **Font** tab.

2. Set the Font Face to Times New Romans and the size to 12.

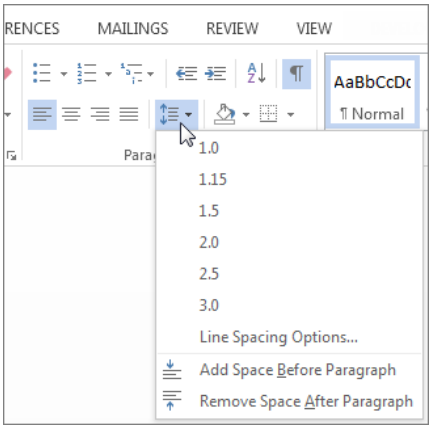
3. Click **Set As Default**. You should receive the following prompt: "Do you want to set the default to Times New Roman, 12 pt. for:" Select the "All documents based on the Normal template?" option.

4. And then click **OK**.

How to set the **default spacing** for the text of your papers:

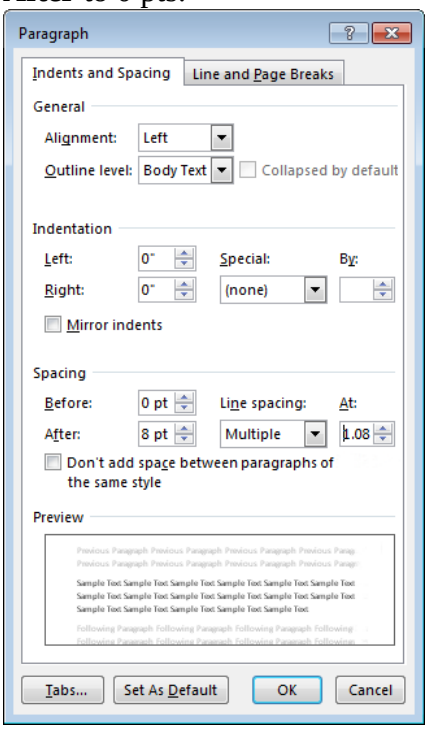
The default line spacing in Microsoft Word 2013 is 1.08. By default, paragraphs are followed by a blank line and headings have a space above them. Here's how to change the default settings.

1. On the **Home** tab, click the **Line and Paragraph Spacing** button.

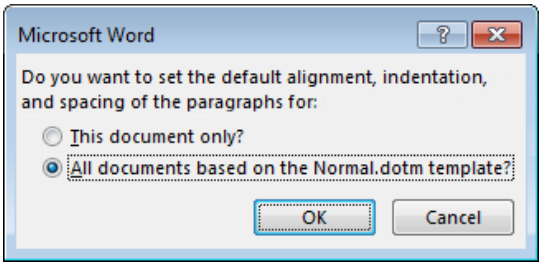


2. Choose **Line Spacing Options**.

3. In the **Paragraph** dialog box under **Spacing**, choose from the **Line spacing** dropdown menu to adjust the line spacing. Change **Line spacing** to **Single**. Change the **Spacing** for **After** to 0 pts.



4. Adjust the settings for **Before** and **After** if you want to change paragraph spacing.

5. Click **Set as Default**.

6. In the dialog box, click next to **All documents based on the Normal template** and click **OK**.