

ORU Graduate School of Theology & Ministry

Research and Writing Manual

GTHE 517 Seminar in Theological Research
GBIB/GTHE 756 Thesis Research and Proposal
GBIB/GTHE 757 Thesis Writing



לְשׁוֹנִי עֵט סוֹפֵר מְהִיר

My tongue is the pen of a skilled writer.

Psalms 45:2

Revised June 2015

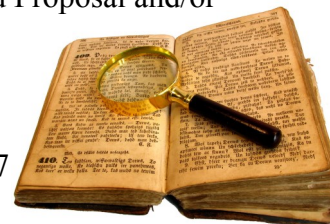
Overview of the Seminary Research and Writing Process

One manual, three courses:

- Part I: For students in GTHE 517 Seminar in Theological Research, pp. 1-49
- Part II: Reference Section (for all students), pp. 50-106
- Part III: For students in GBIB/GTHE 756 Thesis Research and Proposal and/or GBIB/GTHE 757 Thesis Writing, pp. 107-145

The Foundation: GTHE 517 Seminar in Theological Research

Students entering the seminary are required to enroll in GTHE 517 Seminar in Theological Research, **their first semester**. Students undergo a thorough introduction to academic research tools, resources, methodology, and strategy. An eight-step writing process is followed, and writing skills, grammar, and form and style are discussed at length. Students are also introduced to the proper way to write an annotated bibliography, an exegetical exercise, a word study, and a research paper, among other assignments. Students with additional challenges with writing are directed to go to the ORU Writing Center for additional help and training. All students coming into the seminary should have a solid foundation for research and writing skills.



Enrollment in the M.A. Thesis Program

Students must petition to take Thesis Research and Proposal, and Thesis Writing. They may also be required to submit a graded research paper from a graduate level Bible or theology course that demonstrates sound research, critical thinking, and competent writing skills, before they are accepted into the Thesis process. The evaluation may determine the following:

- If the student is equipped to produce quality graduate-level papers.
- If the student requires additional assistance to improve writing/research skills.

The M.A. Thesis Manual has been greatly revised to include a plethora of information on form and style, specialized bibliographic entries, using Hebrew and Greek fonts, formatting, library resources, and example pages. Additional helpful texts and resources have also been recommended for the Thesis classes, including *Writing Theology Well*, *The Society of Biblical Literature Handbook of Style (SBL)*, the *Chicago Manual of Style (CMS)*, and others.

A Call to Excellence

Writing a thesis is an honor and the culmination of the seminary's academic degree programs. As such, it should demonstrate the students' command of sound scholarship, solid research, critical thinking, and exemplary writing abilities. Whether students go on to PhD studies or to a professional career in teaching, ministry, administration, or writing, it is critical they master the necessary skills to clearly articulate academic, biblical, and theological truth.

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PART I

**RESEARCH AND WRITING MANUAL
GTHE 517 Seminar in Theological Research**



OVERVIEW: SEMINAR IN THEOLOGICAL RESEARCH

GTHE 517 Seminar in Theological Research is designed to enable the theological research student to acquire a degree of expertise in the use of the library's many facilities. The course emphasizes a working knowledge of research tools and research methodology, discusses selective problems in theological research, and addresses the scholarly process and modern information systems. Particular emphasis is placed on theological bibliography, critical methods of reading and studying, and writing. The course also examines the basic form, content, and style of an acceptable theological research paper. While the Research and Writing Manual was created as a resource for GTHE 517, it will also prove valuable as a reference when doing assignments for other seminary courses.

Required Textbooks

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

GTHE 517 Research & Writing Manual: Graduate School of Theology and Ministry Oral Roberts University—current year edition.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2013.

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Quality Research Papers*. 3rd ed. Grand Rapids: Zondervan, 2014.

Recommended:

Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 2000.

Seminar in Theological Research has two major components: gaining research skills and improving writing skills. To complete this course successfully, the student will need access to a city, county, university, or seminary library. Other sources for research could be a church library, pastor's professional library, online books, e-books, and Bible software programs (i.e., *Logos*). For this course, focus your research primarily on works by academically strong authors/sources (those with sound biblical/theological educations and/or are recognized experts in the areas on which they write/teach), not leaning too heavily on works by pastors, evangelists, and other ministers. Although many pastors, evangelists, and other ministers may have good things to say, especially in the area of personal application, often they do not deal specifically with the theological implications required by this and other courses. Exceptions to this can be found; however, please stay primarily with academically strong sources. *On average, the student should plan a time commitment of six to eight hours per week to complete the course.*

RESEARCH AND WRITING INSTRUCTIONS

Using the Library Catalog System:

All libraries have a means of indexing or cataloging the books and other materials they have in their collections. Generally, this information is kept in a catalog.

Computer or Microfilm:

- Most libraries make this same information available on a computer or a microfilm reader. You will need to check with the librarian to ascertain which information storage system(s) is used.
- Specific instructions for the use of a computer or microfilm system are usually posted near the appropriate piece of equipment. To save time, carefully read through the material provided by the library for the use of its particular system.
- If doing a subject or topical search for a book on Christian doctrine, and you found a book under the heading of “doctrine” or “theology,” the card might look something like this:

Erickson, Millard J. Introducing Christian Doctrine/ Millard J. Erickson. Grand Rapids: Baker, 1992 405 p. 26 cm. Includes index. ISBN 0-8010-3215-6 1. Theology, Doctrinal. I. Title. BT75.2.E76 1992 230 dc20 92-16479
--

- The minimum information needed to locate a book and put together a footnote or bibliography entry includes the following:
 - The author's name
 - Title of the book
 - Editors/translators/revisers (if applicable)
 - Edition of book
 - City of publication (*and state, if city is not well known*)
 - Publisher
 - Year of publication
- Additional information you might want, that is not part of the footnote or bibliographic entry, would be the library call number.
- Using the note card above, the bibliographic entry would look like this (note that the editor's information is also included):

Erickson, Millard J. *Introducing Christian Doctrine*. Edited by L. Arnold Hustad. Grand Rapids: Baker, 1992.

- A correctly-formatted footnote entry would look like this:

¹Millard J. Erickson, *Introducing Christian Doctrine*, ed. L. Arnold Hustad (Grand Rapids: Baker, 1992), 210-211.

- The Library Call Number is: BT75.2.E76 1992
- All library cataloging systems will use either the Library of Congress numbering system or the Dewey Decimal system to catalog the books in their collections, and will include information about the book on each entry. In the example given above, the tracings indicate that this book is a "theological" and "doctrinal" work.
- When doing your research, you will begin your selection process by learning as much as you can about the book before you pull it down from the shelf. If the tracings tell you that it is a "fictional" work, it would have little, if any, value for an individual doing academic research.

DEVELOPING A RESEARCH STRATEGY: 8 STEPS TO PRODUCING A QUALITY RESEARCH PAPER

A research paper should be your own creation, not a mosaic of others' works or ideas. Unfortunately, many of the research papers that are turned in to professors are, at best, cut-and-paste jobs taken from several books and a few journal articles on an assigned topic. Such a paper is nothing more than a quickly-assembled report of other people's research. It takes very little talent or work to produce such a paper, and it adds nothing new to the academic process. In the first chapter, Vyhmeister covers what research is and is not, stating, "Research is not simply a compilation of quotations."

A research paper, however, develops when one has thoroughly investigated the topic under discussion, analyzed the material, and constructed the project in a new or creative way. The findings of the research may not be ground-breaking, but the manner in which they are presented should be original and clear. Such organizational processes can turn the average research paper into a treatise.

A quality research paper takes time. One cannot research and write the paper in one evening, or in an all-nighter. *A good rule of thumb is that for every page of text required, one should allow four to five hours for research and writing. Hence, a ten-page paper should take approximately forty to fifty hours of work.* That is the equivalent of two to three weeks of preparation and writing. Such a time commitment must be planned out and scheduled in advance. To construct such a paper, one must develop a clear, concise research strategy. There are eight steps necessary to the successful production of a quality research paper.

- | | |
|---|---------------------------------------|
| 1. Select the Topic | 5. Take Notes |
| 2. Do Preliminary Research in Authoritative Summaries | 6. Construct the Rough Draft |
| 3. Narrow the Topic | 7. Rewrite and Polish the Rough Draft |
| 4. Build the Working Biography | 8. Prepare the Final Copy |

Step 1: Select the Topic

As you make your selection, be sure the topic selected will keep your interest during the entire research process. Such a topic should energize you, stir your imagination, and enliven your writing. Do not choose a topic just because it looks easy or because your professor seems to be interested in it. Selecting a topic that you are not interested in will probably cause you to write a very average paper. Select two or three tentative topics that you might be interested in, and then move on to the next step before you make your final selection.

Step 2: Do Preliminary Research in Authoritative Summaries

Authoritative summaries are a researcher's best friend. The worst thing you can do is head straight for the computer catalog. When you base a paper on a few randomly-chosen books, you run the danger of repeating any biases or errors the writers may have. Also, this tends to commit you to a topic too soon.

Authoritative summaries are found in the Reference Section of the Library. Summaries allow you to "survey the forest" before you "focus on a tree." They can give you a broad perspective and help you avoid the errors produced by a limited outlook. They let you see how a subject has been subdivided, so that you can choose to focus on one of the subdivisions.

Summaries give you the five W's: Who, What, Where, When, and Why. Once you have read through a number of summaries, you may be able to develop a tentative thesis statement, and possibly even a preliminary outline based on that thesis statement. However, if the summaries fail to stimulate your curiosity in the topic, then you can switch topics without much loss of time.

Summaries are found in general encyclopedias, specialty encyclopedias, dictionaries, handbooks, and textbooks. Below is a small sampling of the types of reference material found in most libraries. As you work in the Reference Section of the library, you will find many other helpful tools that can be used to get an overview of the topic on which you want to write a paper.

Reference Materials

- An **encyclopedia** is made up of articles, alphabetically arranged, covering all branches of knowledge or devoted to a certain branch of knowledge. Encyclopedias are often overlooked sources of material. All research should begin with either a general encyclopedia or a specialized encyclopedia. Encyclopedias not only give a quick overview on a specific topic, but many provide a list of collateral readings or subheadings for additional research and consideration.
- A **dictionary** gives an alphabetical listing of words and the meanings of those words in a particular language. The terms' entries may include etymology (the origin and historical development of a word), pronunciation, and notes on usage. A dictionary is used to define terms that are found in a modern living language.

- A **lexicon** is a dictionary of a dead language, such as biblical Greek or Hebrew. Like a standard dictionary, it defines the term. But it goes much further, including the grammatical use of the term being discussed.
- A **vocabulary** is a special and partial kind of dictionary. It lists the terms that are used in a special branch of learning or science. Oftentimes, a vocabulary is given to help introduce the student quickly to new concepts or terms.
- A **Bible dictionary** contains an alphabetical list of words that will give one or more of the following pieces of information: (1) the meaning of a specific term; (2) the history of a particular individual or event; and/or (3) a list of examples of how the term is used in the Bible. This volume may also include outlines of the books of the Bible, maps, and other helpful tools.
- A **theological dictionary** deals with such issues as the doctrine of Christ, doctrine of humanity, salvation, miracles, eschatology, etc. It will generally present not only a biblical presentation, but also various positions held by individuals in different theological camps (e.g., liberals, conservatives, fundamentalists).
- An **atlas** is more than just a book of maps. It may include facts and figures; climatical, historical, or economic information; and biographical sketches on the people of an area.
- **Biblical histories** give a full account of the past, with interpretative and explanatory comments that distinguish them from mere annals or chronicles. A history is an interpretative rendering of a particular event in history told through the eyes of the author. A history is written from known and generally agreed-upon dates, individuals involved, and geographic locations. The reasons given for these historical occurrences are varied. Some historians base their interpretations on economic factors, some on philosophic factors, others on social factors, etc. To use history effectively in a research paper, the careful researcher must read and analyze several historical works. Then, try to locate the author's presuppositions and separate the purely historical from the speculative data presented in the work.
- A **Bible handbook** usually follows the chronological order of the Bible. It includes a running commentary on the specific portion of Scripture being studied. Handbooks are usually limited in scope and only give a brief overview of the material.
- A **Bible commentary** presents an in-depth study on a particular passage of Scripture. It includes the meanings of specific terms, the historical background on the passage, theological insights, and an exegesis of the passage. Again, one must be careful when using commentaries, due to the presuppositions of the authors. Several must be consulted, and compared and contrasted to gain a majority opinion on any issue.
- A **concordance** contains an alphabetical list of words that can be found in the Bible and provides references to the passages where the word occurs. It is related to a specific translation of the Bible (e. g., Strong's to the KJV).

Step 3: Narrow the Topic

At first, you may think you have a fairly well-defined topic. As you read through the authoritative summaries, however, you may find that your topic is much broader in scope than you first thought. Based on your preliminary studies, this topic could easily become a term paper that is two or three times the size of that specified by your professor. In other words, the topic needs to be refined further, or narrowed in scope.

By way of illustration, let us assume that your professor has asked for a paper to be written on the topic of "sanctification." At first, that might seem like a fairly straightforward topic. After all, the word "sanctification" means "to be set apart" or "to be holy." Two passages of Scripture tell believers that they are to be holy as God is holy:

"For I am the LORD your God. Consecrate yourselves, therefore, and be holy, for I am holy" (Lev 11:44, NASB).

". . . because it is written, 'You shall be holy, for I am holy'" (1 Pet 1:16, NASB).

Upon further investigation, though, you will learn that sanctification is a fairly broad topic. It can be handled theologically or biblically. Theologically, sanctification can mean "perfection." Nevertheless, individuals from different theological backgrounds will interpret this word and doctrinal concept differently. For example, if the theologian is from a Wesleyan perspective, sanctification can mean "perfect love," "sinlessness," "baptism in the Holy Spirit," or "entire sanctification." When one is sanctified, one no longer needs to sin.

However, if the theologian is from a Reformed perspective, sanctification refers to "progressive sanctification." Individuals from a Reformed background believe that from the moment that one accepts Christ, one is in the process of being made holy. The full ramifications of that experience will not be completed in this life. Believers, however, are to strive to live as holy as they can.

One can also look at this topic strictly from a biblical basis. Biblically, sanctification can be viewed in three ways: positionally, experientially, and ultimately.

1. One can be said to be in a positional state of sanctification because of the relationship one has in Christ. When God looks at a Christian, He looks at that person through the lens of what Christ has done for that individual. Hence, one is sanctified, or declared holy, because of the salvific work of Christ. Some theologians use the term "justification" to describe this.
2. A Christian is sanctified experientially when Jesus has taken up residence in the believer's life. He or she is a new creature and is free from the bondage of sin. This is not to say that Christian will not struggle with sin (Rom 7), but that they now have a way to resist sin. Experiential sanctification is seen in the production of the fruit of the Spirit (Gal 5).

3. Ultimate sanctification occurs when the believer stands before the Lord on the other side of eternity. At this point, one is either holy or one is not. One is either in the Kingdom or one is not in the Kingdom. There are no second chances. Some theologians use the term “glorification” to describe this.

As you can see, sanctification is a broader topic than you might have thought. The careful researcher would narrow the topic. The subject could be handled either theologically or biblically. Or, one could even further narrow the topic to one of the subpoints underneath these two categories. Such a narrowing process makes the research portion of this project much easier. Now, rather than reading broadly on the subject, you can confine your search only to those items which deal specifically with your selected topic. That is, of course, if the library you are using contains adequate resources to allow you to do such a project. That determination is made as one builds a working bibliography.

Step 4: Build the Working Bibliography

There are at least three reasons why one should develop a working bibliography:

1. It provides an overview of what sources are in the library.
2. It creates a list and location of books, periodicals, or other sources to explore.
 - a. When dealing with books, be sure to include at least a book's call number, along with the author's name, title of the work, city/state of publication, publisher, and date of publication.
 - b. Entries concerning periodic literature should always include the author's name, title of the article, journal or magazine name, date, volume number, issue number, and page number(s) of each article desired.
 - c. Carefully noting this information at the beginning can save considerable time and frustration later.
3. A working bibliography allows the final bibliography to be constructed from the note cards quickly and easily.

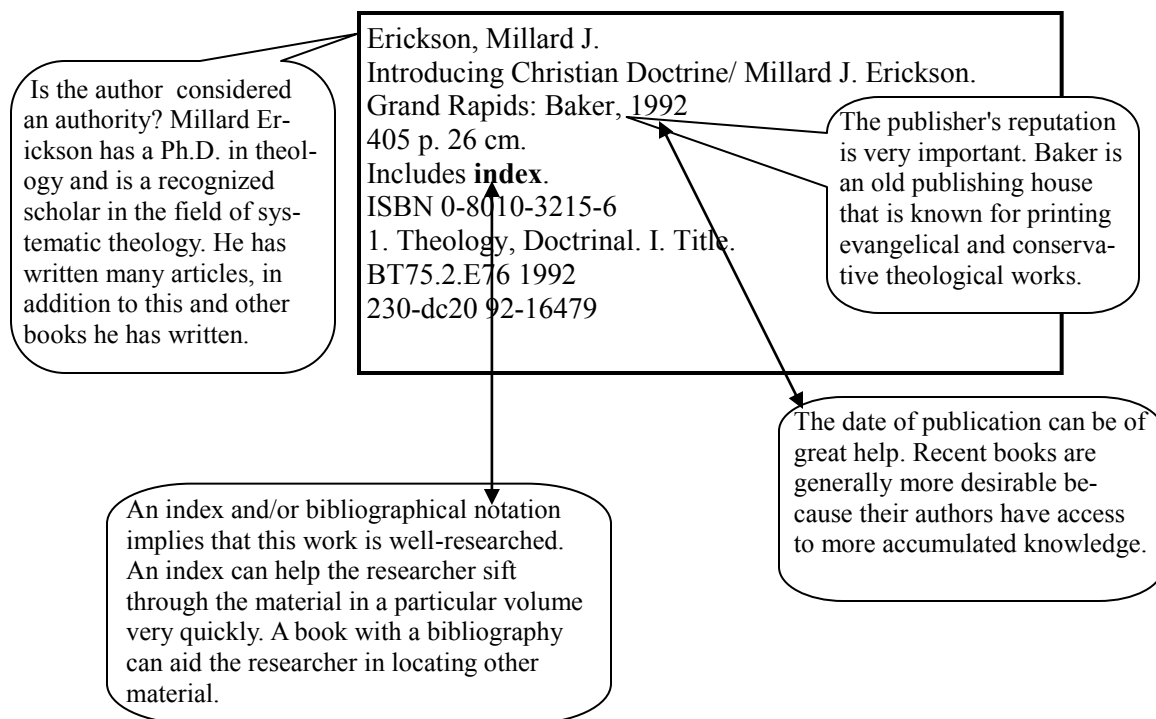
Writing the entries for a working bibliography individually on 3 x 5 index cards makes them easy to handle, as they will fit in a shirt pocket, purse, or index box for easy access (4 x 6 inch cards can also be used). Here are three general rules of thumb for the preparation of a working bibliography:

- Make only one entry per card
- Write each entry in ink
- Write on only one side of each card

It is essential to keep a separate, complete, and accurate card record of each source of information consulted. As soon as a new source is consulted, fill out a bibliographic card for it. Copy the bibliographical information exactly as it appears in the computer catalog, the *Reader's Guide to Periodical Literature*, or especially from the title page and/or copyright page of the publication being considered. Do not abbreviate information, as you might forget what the abbreviation means.

Compiling a working bibliography begins with a search for the desired topic in the computer catalog and periodic index. One of the limitations of a catalog is the fact that it indexes only the general subjects of materials found in any particular library. The subject headings used are arbitrary, based upon the knowledge and expertise of the librarian cataloging that said item. A basic rule of thumb to use when searching a computer catalog is to look first under the subject heading that most precisely describes your topic. Then, if you need more material, use broader or related headings.

Materials listed in the computer catalog are categorized in three ways: by author, title, and subject. The main entry is by author. This will also allow the researcher to locate the works of artists, composers, translators, or editors. The title entry allows one to search for a particular title to see if it is held in the library's collection. Title entries are alphabetized according to the first word of the title, excluding "A," "An," and "The." Subject entries are filed in their catalog. Subject entries are important for locating sources that pertain specifically to the selected topic. Although the computer catalog does not evaluate library materials, you can make some preliminary judgments about that material by paying close attention to the information that is found in the entry. Based on the entry below, several value judgments could be made about whether this is a relevant volume.



A book may be two or more years old before it is published, whereas the time elapsed between the writing of a periodical article and the date of its publication may be only a few months or even weeks. For that reason, the serious researcher will explore periodicals, for they will contain the most current information on any given topic. Periodic literature includes such items as magazines, newspapers, newsletters, and trade publications.

To locate printed matter on a given topic in a periodical, you would use an index to periodic literature. An index will catalog those articles, editorials, or reviews that were printed in the volumes that they inventory. Indexes are issued at various times of the year in paperback form. At the end of the year, libraries will receive hardbound copies of these indexes. For that reason, you will want to check several paperback issues to obtain the most complete listings. A number of libraries will have computer indexes that you can use to locate periodic literature. These computer indexes are called "databases." Oral Roberts University subscribes to a number of these. As an Oral Roberts University student, you have the right to access these items. Go to <http://www.oru.edu/university/library/>. For more detailed information, see the ORU Library Resources section of this manual.

If you do not have access to a computerized database, the most popular index used by researchers is the *Readers Guide to Periodic Literature*. This volume indexes most popular and semi-popular periodicals. It deals with secular and some religious issues. Like the catalogue, indexes will also use author, title, and subject headings. Additionally, this index also utilizes scriptural texts. A typical entry is displayed below:

Faith and reason

Discerning the devil's deduction. D. G. Kehl. Chr. Today 17:10-12 N. 10 '72.

This particular article will be found in the November 10, 1972, edition of *Christianity Today*. The article will be found on pages 10-12. The author of this article is D. G. Kehl. The volume number is 17. Other indexes available are *The Catholic Periodical and Literature Index*, *Religious and Theological Abstracts*, *New Testament Abstracts*, and *Old Testament Abstracts*.

As you use any of these indexes, be aware that not every article listed in the index will be in the library that you are using. Most libraries indicate which volumes they subscribe to by placing a check mark on the abbreviation page that is found near the front of each index. You will want to scan that list before you begin your research.

Step 5: Take Notes

The most practical way to write a research paper is to use notes, which are prepared as one consults the various sources. If these notes are prepared properly, organization of the material will be much easier later. Notes should be made in such a way that sources should not have to be consulted again. The notes should contain a brief summary in the researcher's own words of the information obtained, as well as an adequate identification of the source (*all the information needed to make a complete bibliographic entry and a complete footnote entry*).

If you intend to quote a source directly, be sure to copy it exactly, including the original punctuation. *The researcher should exercise care, so as to avoid any misrepresentation of the original material.*

Many students make the mistake of taking notes in notebooks or on loose-leaf paper. Rather than separating the notes by author and title, copious notes are taken on one or more sheets of paper, one source right after the other. When the student begins to write the paper, there is no way to organize the notes adequately to make efficient use of them. The following guidelines will prove helpful when it comes to taking notes properly:

- Use 4" x 6" index cards to record notes. Carefully recorded notes can be rearranged in a helpful fashion when it comes time to producing the first draft of the paper.
- Record all the source information and the page number(s) before taking the note.
- Write all notes legibly in ink. Pencil tends to smear over time. When possible, photocopy material from the source and tape material to the index card.
- Record only one relevant item of information on each card. If the information spans to another card, be sure to indicate that fact carefully.
- Write on only one side of each card.

The time one takes during the note-taking process will be more than multiplied back to the researcher when the first draft is written.

The typical note card should include a subject heading, the author's name, the title of the work, and the page number(s) from which the material is taken. If quoting directly from the source, indicate this by use of quotation marks. There are times when material spans the bottom of one page and the top of the next. Such page breaks should be indicated on the card (as seen below).

Reconciliation Millard J. Erickson, <i>Introducing Christian Doctrine</i> , ed. L. Arnold Hustad (Grand Rapids: Baker, 1992), 252-253 “The death of Christ also brings to an end the enmity. . . between God and humankind. Our hostility toward God is removed. The emphasis in Scripture is. . . that He rec- onciles us to himself. On this basis, the ad- (252) vocates of the moral-influence theory have contended that recon- ciliation is strictly God’s work.” (253)
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If you find it necessary to continue the notes on additional cards for the same subject and reference, repeat the heading and sources on each card and number the cards in sequence (as seen below).

Reconciliation 1 of 2

Millard J. Erickson, *Introducing Christian Doctrine*, ed. L. Arnold Hustad (Grand Rapids: Baker, 1992), **252-253**

"The death of Christ also brings to an end the enmity and estrangement which exist between God and humankind. Our hostility toward God is removed. The emphasis in Scripture is usually that we are reconciled to God, that is, he plays the active role; he reconciles us to himself. On this basis, the **ad-(252) vocates** of the moral-influence theory have contended that reconciliation is strictly God's work." **(253)**

Reconciliation 2 of 2

Millard J. Erickson, *Introducing Christian Doctrine*, **252-253**

"To answer, we need to note, first, that when the Bible entreats someone to be reconciled to another, the hostility does not necessarily lie with the person who is being addressed." **(253)**

A general rule of thumb is never to take notes indiscriminately. Do not take down obvious, easily-remembered, well-known, or general statements. Record only that which is new to you or stated in an unusual way.

At first, during the note-taking process, the researcher may take notes copiously. This is a general fact-gathering mission. During this early process, the student is still formulating thoughts on that particular topic. As time goes by, the researcher will become more selective in the material that is recorded on the note cards. *It is usually during the note-taking process that the thesis statement becomes solidified and a tentative outline for the paper develops.*

Types of Note-Taking There are four types of notes that one can take during the note-taking process:

1. **Rough Summary:** A running commentary or summary of material without much concern for grammatical correctness, stated in your own words. Most notes take this form. The purpose of this type of note is to gather together the main points or ideas found in the source.
2. **Paraphrase:** A paraphrase is simply restating the author's material in your own vocabulary. Should you use any of the author's original terminology, it should be placed in quotation marks.

It is better to paraphrase than to quote. If you cannot paraphrase a passage without continually looking at it, you are probably guilty of plagiarism. Plagiarism is the failure to give credit to an author for statements or ideas which are not your own. Merely reversing the order of words or making cosmetic alterations in sentence structure is inadequate. Plagiarism, whether intentional or unintentional, is grounds for immediate dismissal from this university. The University's policy on plagiarism, stated on all ORU syllabi, is as follows:

"Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- Failing to meet group assignment or project requirements while claiming to have done so;
- Failing to cite sources used in a paper;
- Creating results for experiments, observations, interviews, or projects that were not done;
- Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines."

3. **Précis:** A brief summary of the original source. The researcher condenses the material to about one-third of its original size. Care is given to maintain the character (tone) of the original item (e.g., satire, argumentation, etc.). A good example of this type of condensation would be the *Reader's Digest* condensed books. A good way to practice writing a précis would be to take a chapter and shrink it to a paragraph, or to take a paragraph and shrink it to a sentence.

4. **Direct Quotation:** A direct quotation is nothing more than an unthinking restatement of the author's exact words. On the whole, students seriously abuse quotations, oftentimes using them for padding of the paper. A good rule of thumb is that a research paper should *not have more than 10% of its content derived from direct quotations.*

Direct quotations should only be used when:

- A point being made needs substantiation by an authority;
- Comparing/contrasting two views;
- A specific statement is being analyzed; and/or
- Exactitude is required—stating a formula, law, or edict.

Evaluation of Sources

Evaluation of the sources being used should occur during the note-taking process. There are five areas of concern.

1. Relevance to the Topic

Is the source dealing explicitly with your topic, or is it only marginally or peripherally related? If it is a marginal treatment, seek other sources.

2. Type of Source

Why settle for someone else's understanding of a writer's view (secondary source)? Get it straight from the "horse's mouth." Whenever possible, go back to the original (primary) source. For example, many theologians talk about Dodd's "realized eschatology." Rather than quoting a secondary source, the careful researcher will secure a copy of Dodd's work and cite material from the original source.

3. Author's Perspective

Is the author's presentation impartial and objective, or is it biased by presuppositions? Did the writer predetermine his or her conclusion? These are questions that need to be asked of each source utilized.

4. Author's Credentials

Is the writer a well-renowned authority on the subject? Does the author's education and/or experience qualify him/her to write authoritatively and intelligently on this issue? When researching work on the internet, always search out the individual author(s) and the person(s)/group(s) sponsoring the website and material. Avoid blogs and *Wikipedia*.

5. Readability

Is the source too technical for you to get a clear understanding of the author's position? If it is, this could possibly lead to a misrepresentation of the writer. Is the source too devotional or sermonic? If so, then select another more academic source. (The only time you might want to look at devotional or sermonic material would be in the case where you are preparing a project that revolves around the teachings of a particular figure. At that point, those items would serve as original research.)

Step 6: Constructing the Rough Draft

When you have enough information to formulate a controlling idea or thesis statement, you can start formulating a tentative outline for the paper. The outline should follow standard outlining procedures and formatting. The mechanical formatting of an outline is illustrated below:

- I. First Level Heading for Major Divisions
 - A. Second Level Subheading for Major Points
 - 1. Third Level Subheading for Development of Major Points
 - 2. Third Level Subheading for Development of Major Points
 - B. Second Level Subheading for Major Points
- II. First Level Heading for Major Divisions

If an outline is well-constructed, it will flow naturally from point to point. The major divisions make up a logical presentation of the topic under discussion. In turn, each subheading underneath each major division will explain, illustrate, or define the topic being presented in that section of the paper. *Each division of the outline should point back to the thesis statement.* Once the research process is complete, you can construct a detailed outline of the paper. An example is provided below:

- I. This passage speaks to all people (John 10:8-11).
 - A. Everyone has lost something.
 - B. Many have been touched by the thief during this lifetime.
 - C. Christians should prepare for the onslaught of the thief.
- II. The activities of the thief (Satan) are to steal, kill and destroy (v. 10a).
 - A. The thief comes to steal (robbery/burglary).
 - B. The thief comes to kill (emotional death after loss).
 - C. The thief comes to destroy (make useless).
 - D. The thief is Satan.
 - 1. The thief steals vitality, time, and peace.
 - 2. The thief kills spiritually: “And fear not them which kill the body, but are not able to kill the soul: but rather fear him which is able to destroy both soul and body in hell” (Matt 10:28).
 - 3. Satan discourages people and destroys them.
- III. The activities of the Good Shepherd (Christ) are to restore, give, and recreate (v. 10b-11).
 - A. Christ restores shattered lives.
 - B. Christ gives a reason for living.
 - C. Christ recreates good things to replace what is gone.
- IV. The activities of the sheep (Christian) are two-fold (v. 8).
 - A. Do not listen to false shepherds.
 - B. Be prepared for the onslaught of Satan.

- V. In Christ, Christians can be safe, prepared, and face anything.
 - A. Are the sheep (Christians) in the Good Shepherd's Arms?
 - B. Are Christians prepared to face the thief?
 - C. Christians can be abundantly prepared to face anything the thief has planned against them (v. 10b).

Once the outline is on paper, transfer each first, second, and third level subheading to note cards. Place one subheading on a card.

II. The Thief's Activities (v. 10a)

A. The thief comes to steal (robbery/burglary)

Now place the note cards that you prepared while doing research in the order of the outline you have prepared. With this step completed, you have organized your notes into a rough draft on note cards. Then take some time off from the project. It could be as little as a couple of hours, but it is best if you can put your work away for about a day. This gives you a chance to rest and come back to the project with a clear mind later.

Prior to constructing the first draft of the paper, review the outline and notes, and make any needed modifications. Then, start writing the first draft. *The rough draft should be written in one sitting.* (Such a task is not possible if you are writing a thesis or dissertation, but you could write a chapter in one sitting.)

The purpose of the outline and outline note cards is to help guide you through the writing process. When constructing the first draft, move as quickly as possible. At this point, do not concentrate on grammatical excellence. This draft is an attempt to get something on paper; to state in as succinct a form as you can what the results of your research have been. Generally, the first rough draft of most research papers is fairly short. It usually does not include direct quotations. Quotations are usually placed in subsequent drafts of the paper, although your draft may have a few quotations. Once you have written the first copy of your paper, take some time off. There will be plenty of opportunity for revision and expansion of the paper.

Step 7: Rewriting and Polishing the Rough Draft

Once you return to the rough draft, the first task will be that of revising the text. Revisions may include the reconciling of the outline with the first draft of the paper. Also included is the process of eliminating unclear statements and gaps in continuity. This process needs to occur before you begin drafting the second version of the paper.

The second draft of the paper, for many people, is a total rewriting of the first draft. Unlike the first draft, it may take several sessions to complete the rewrite. This is a time of choosing the exact words needed to express best the idea that you want to convey. Quotations should be carefully selected and inserted into the paper.

Quotations in a research paper can be of two types: indirect (paraphrased or summarized) or direct (verbatim). *Both indirect and direct quotations must be documented.* That is, you must indicate the source by a superscript, or raised, number in the text and an accompanying footnote. See the appropriate section of this manual, Turabian, and Vyhmeister for appropriate formatting of notes and bibliographic entries.

Any fact or opinion that you read in any of your sources—whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own—should be documented in your paper. Two exceptions are:

- Facts that are common knowledge (e.g., Paris is the capitol of France), and
- Facts that can be verified easily and would not differ from one source to another (e.g., the Pope resides in Vatican City).

Under most circumstances, these kinds of materials would not need to be documented. Care should be taken at all costs not to plagiarize.

It is important for the researcher to know that acknowledgment of credit through documentation does not reduce the originality of your work, since your contribution consists of imposing your own order on the materials and drawing an original conclusion from them. Documentation allows your reader to see the materials you used to reach your conclusions, to check your interpretation of those sources, and to locate works in which other aspects of your topic might be discussed.

When borrowing material from others, it is important that you observe the "Fair Use" rule. In a nutshell, this rule states that a reasonable amount of a particular source may be quoted in an academic work without permission of the copyright holder. When a quotation comprises a substantial portion or the major emphasis of the source—this amount varies with the size of the source—permission needs to be sought. For a good discussion on the Fair Use Rule and copyright, go to <http://www.nolo.com/legal-encyclopedia/article-30100.html>, or <http://www.copyright.gov/fls/fl102.html>.

Step 8: Preparing the Final Copy

The final editing should include paying special attention to the relationship between the thesis statement (controlling idea) and the complete paper. The following checklist will be helpful in evaluating the final copy of the research paper.

- Does the thesis statement (controlling idea) govern everything in the paper?
- Does the introduction prepare the reader for the paper?
- Are the topic sentences clear and the paragraphs fully developed?
- Are the paragraphs developed logically and arranged in a coherent sequence?
- Do any sections repeat or contradict others?
- Does the entire paper read smoothly, with transitions that carry the reader along from one idea to the next?
- Does the paper conclude strongly—fully addressing the thesis statement?
- Is every source used documented and cited properly?
- Does the Bibliography only contain sources used in the paper?
- Does the form and style of the paper conform to this manual, Vyhmeister, and Turabian?

If you were to evaluate the paper yourself, you might say "yes" to each of these questions; however, your paper may not be as well-organized as you think. As the author, you may be too close to view the paper objectively. For that reason, ask a friend to read the paper and then evaluate/edit it according to the checklist above. You may find that the paper still needs some more work. Furthermore, an objective reader may have found spelling or grammar errors that you glossed over in your final reading of the paper. Once you have addressed these issues, print out the final draft and staple or bind it for submission (according to the requirements of the given course). The only thing left to do is to celebrate a job well done!

WRITING SKILLS

I. Style and Grammar

Before exploring the typical patterns used to construct an argument, time needs to be spent on the rudiments of style and English grammar. In a student's attempt to sound scholarly, the individual will often use a long, complicated sentence rather than a short, simple, concise statement. Instead of being written in crisp, clear sentences, the presentation is bogged down with excess and convoluted verbiage. Although this may add length to the paper (padding), it rarely adds any substantive material to the presentation. *The primary object of this course is to help students write clear and concise research papers.*

One's ability to write well begins with a rudimentary understanding of the English language. Grammar is not a subject that excites most people. However, to be a good communicator, one must continually improve one's grasp of the English language. This process takes patience and practice. It may be helpful to look at a good college English book for review.

II. Punctuation

Most students can handle punctuation in simple sentence structures. The first letter in a sentence should be capitalized. A declarative statement ends with a period. An interrogative statement ends with a question mark. Commas usually set off parenthetical material. However, once the complexity of the sentence moves beyond this, students may have problems deciding whether to use a semi-colon, colon, or a dash.

Punctuation can cause a paper to read poorly. To improve your punctuation skills, you may also want to read chapter 1 of *The Elements of Style*, by William Strunk Jr. and E. B. White (2000).

III. The Paragraph: The Basic Unit of a Research Paper

A research paper reflects all the work you have done. It showcases your research. It demonstrates your ability to think logically. It exhibits your skill at constructing a thesis statement and arguing it. Furthermore, it displays your competence in using the English language properly.

The basic unit that is used to convey your thoughts is the paragraph. In fact, a research paper is nothing more than a collection of paragraphs. The basic pattern for the paragraph is to state your topic for discussion, fully explain your topic, and conclude. Each of these items should be at least one sentence long. *Hence, a 'legal' paragraph must be at least three sentences long.* The lack of such a pattern leads to disorganization. This basic pattern for a good paragraph is illustrated below.

<p style="text-align: center;">Topic Sentence</p> <p>The first sentence in the paragraph should either introduce the topic to be discussed or link this paragraph with the previous one. There is to be only one idea to a paragraph.</p> <p style="text-align: center;">Explanation/Discussion</p> <p>The next sentence(s) should amplify, explain, or argue the point introduced by the first sentence.</p> <p style="text-align: center;">Conclusion/Transition</p> <p>The last sentence should conclude the discussion or act as a transition to the next paragraph.</p>

Paragraph transitions are very important. They signal an end to the current train of thought and lead the reader toward the next item to be considered. For this reason, care should be taken never to omit transitions. In fact, the more subtle the transition, the stronger the argument. Transitions are the means of directing your reader.

In the final draft of your paper, you will polish your paragraphs. Examine each paragraph to ensure that it states exactly what you want it to say. Write persuasively, so you are selling your ideas to your reader. Paragraphs should be written in such a way that your sentences direct the reader's mind, so that it does not wander.

While reading your paper through before the final copy is printed, three questions need to be asked about each paragraph:

1. Is the idea in the paragraph prevalent?
2. Does this paragraph clarify or confuse the issue?
3. Does this paragraph belong here in the paper or somewhere else?

For further information, read Chapter 2 of Strunk Jr. and White.

IV. The Basic Pattern for a Research Paper

The basic pattern for a research paper is very similar to that of the paragraph. It has three major components: Introduction, Body, and Conclusion.

1. Introduction:
 - a. The thesis statement, proposition, or main point is the controlling idea of the research paper. It is where you make your proposition, pose your question, or state your case. The thesis statement is not a riddle. It should chart out the entire scope of the project. As you are outlining or writing your paper, you need to check the paper's content against the thesis statement. If the material used does not help build your argument—that is, support the thesis statement—then delete that material. Such a watchful eye will help you become a good writer while, at the same time, preventing you from doing the one thing that most college students do best when writing a paper: getting off topic.
 - b. The introduction introduces the reader to the specific topic under discussion. This is where the thesis statement is further defined, described, or explained and pertinent background information is given. Regardless of what one calls this section, it sets the foundational tone for that which follows.
2. Body: The body of the paper is a collection of paragraphs that explains or argues the thesis statement. Depending upon the topic, this section could be analytical, comparative, chronological, or exegetical in content. There are various means of presenting this material. However, regardless of the format, the major purpose of the body is to defend the author's thesis statement or proposition.
 - a. The body of the paper is the heart of your argument. In the introduction, you moved quickly from a general topic to the specific thesis statement. In the body, there is not the fast movement that there was in the introduction. This part of the presentation must be developed logically. Each point must be crafted carefully in order to move the reader from one paragraph to the next. Each paragraph should deal with only one argument or thought. The presentation will need to be specific, real, and concrete. *In the body of the paper, you are illustrating, explaining, and building your points.* When something needs to be defined, define or describe it clearly.
 - b. Early on in the development of the body, the researcher should anticipate possible objections and deal with them in a passive voice. The passive voice diminishes. You are not denying that potential problems exist, but you are not spending a great deal of time or energy on these issues. You are just stating the facts and moving on. After dealing with objections, move on to the positive aspects of your presentation. *Begin with your weakest argument and ascend to your strongest.* This process is referred to as moving from the lesser to the greater. Positive arguments should be presented in the active voice.

When presenting an argument, the author may find it helpful to use one or more of four existing patterns. Those patterns are listed below:

- **Chronological**

The chronological pattern explains each item of an argument in a sequential order. The chronological pattern would be appropriate for a paper involving a series of events, such as history.

- **Comparison and Contrast**

The pattern of comparison and contrast presents the similarities and/or differences between persons, places, things, or ideas. This pattern is suitable when a topic can best be understood by distinguishing it from others in the same group. A good example would be the comparison of Arminianism and Calvinism.

- **Cause and Effect**

The principle of cause and effect involves the presentation of events or forces that produce certain results. It will include speculation about how things might have occurred if circumstances had been different. The cause and effect pattern is often used when writing an interpretative history.

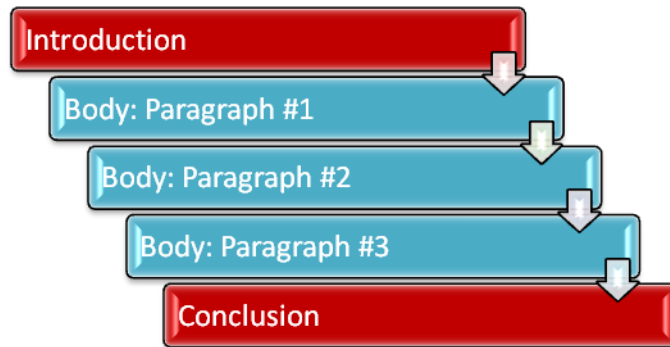
- **Analysis**

Some topics can best be understood by examining the component parts. Once the topic has been broken down, the specific components can be examined and discussed. This was the process discussed earlier concerning the topic of “sanctification.”

A strong paper will present an argument in the introduction, develop and defend that argument in the body, and then give a succinct conclusion.

3. Conclusion:

- a. Concluding statement points back to the thesis statement.
- b. The conclusion draws the presentation to a close. It should briefly remind the reader of what has been read. Furthermore, it should also rephrase the thesis statement.
- c. The conclusion is essential to completing the argument. It moves the reader from the thesis statement back to the broad perspective with which the paper started. Although it will contain a restatement of the thesis, it is more than just a vehicle to revisit that statement once again. The conclusion serves as a way to remind the reader of what was read earlier. In the conclusion, do not simply list the points of your argument. Rather, rephrase your points using sharp, clear, and concise words. *It serves to wrap up or complete the theological argument(s) for the thesis statement or to fully answer or address the question posed by the thesis statement.*
- d. The conclusion is also the place to give any practical applications for recommendations to the reader (even if to say that further research is required to reach a more definitive conclusion).



V. Introduction and Narrowing the Topic

Introduction

A strong introduction makes a strong paper. If you can grab the attention of your reader in the beginning paragraphs, that reader will be more apt to follow your presentation through to its logical conclusion. Dr. James Tollett illustrated this technique with this story about his career as a door-to-door Bible salesman:

“During the hot summers, I would earn money to attend college by selling books. One of the techniques the company taught us was to get the customers to agree with you at once; then when you were ready to close the sale, they would already be in the yes-mode. When I approached a person to sell a Bible, I would open with a statement like, ‘Ma’am, I know that you are a good woman who wants the best for her children.’ As I would say this phrase, I would be shaking my head up and down, indicating a positive statement. ‘I know that you are interested in the education of your children.’ Again, my head would be bobbing up and down. Continuing on, I would say, ‘And, we both know that they are not getting the education they should be getting in school.’ At this time, I would be shaking my head back and forth. By now, not only was my head shaking, but nine times out of ten, her head would be shaking the same way as mine.

“After several more minutes of conversation, I would again start shaking my head up and down and say, ‘I know that you want your children to have a good religious education, and would love to buy for them this beautiful Bible Story Book. And I tell you what—I know money is tight, so why don't I take a deposit of \$10.00 now, and in about a month when I deliver the book, you can give me the remaining \$15.00? That sounds fair, doesn't it?’

“By this time, I would have filled out the sales slip and passed it to her. My head was nodding up and down, her head was nodding, and in a few moments I had a signed contract and a \$10.00 deposit. What I was doing was leading her to where I wanted her to go. That is the same thing you do with an introduction.”

In the introduction, you are asking your reader to agree with you from the very start. You begin with things that most people would generally agree upon—those things which are considered to be true. You are finding points of agreement for affirmation. Then, quickly narrow your discussion to your thesis statement.

Narrowing the Topic

During the narrowing process, you may limit your topic by acknowledging that there are other areas that could be developed, but those are not the intent of this study. You are not denying the validity and importance of those other areas. Rather, you are acknowledging their existence and stating that for the purpose of this paper, they will not be covered. At the same time, you are telling your reader what you are going to discuss. This is directing your reader to where you want him or her to go. It is, if you will, getting the reader to shake his or her head "yes." The following illustrates this point.

Previously we discussed narrowing the topic using the illustration of "sanctification." As we walked through the process of what this theological term meant, we discovered that it could be handled biblically or theologically (even those two categories could be broken down into smaller units). Thus, we could narrow the focus—or thesis statement—down to one particular view of sanctification—for example, positional sanctification. In introducing this topic, one could acknowledge the breadth of the subject, but explain that in this treatise, only a specific concept of the topic is going to be fully presented. Thus, prior to presenting the thesis, you have narrowed the topic significantly.

VI. The Rough Draft

Having a comfortable and efficient work environment is a positive factor in the writing process. Make your space as conducive to work as you can. Your computer monitor should be properly adjusted for your line of vision, and your chair should appropriately support your frame. Make sure that you have ample supplies of paper, pens, pencils, note cards, etc., close at hand.

When putting together a first draft, some people need to be secluded in a quiet place. Others may listen to music and have other distractions around that help them to stay focused. You will need to find out how to establish a work environment that works best for you.

VII. The Final Draft

The final draft of your paper should follow all required form and style guidelines. Appearance is what catches your reader's attention first. If the appearance is correct and pleasing, your reader starts the encounter with a much better attitude, than if it were not. If it appears that care has been given to a paper in proper form and style, it gives an immediate sense of well-being to the reader. A carefully put together paper demonstrates the eye-for-detail that the author has in even the smallest of matters. Also, a well-constructed paper, in the proper form and style, is simply easier to read than one that is not.

EDITING AND PROOFREADING

Between writing the first rough draft of a paper and turning in the final polished version, one must go through a process of revision and rewriting. Using some of the basic techniques of editing and proofreading will greatly help in this process. Evaluate your writing for accuracy, clarity, coherence, consistency, and effectiveness. Use your computer's grammar and spell-

check, but remember that they are not foolproof—a word may be spelled correctly, but it may be the wrong word (there/their; bridle/bridal, etc.). You may have to revise your paper several times before all the issues are resolved—this is normal, and is part of the writing process. (Information adapted from William A. Sabin, *The Gregg Reference Manual*, 10th ed [New York: McGraw Hill, 2005], 349.)

Once you are satisfied with the content of your paper, read it again, checking to see that all form and style requirements are met (margins, formatting, etc.). Also check for inconsistencies in spacing, capitalization, etc. *Refer to the Form and Style section of this manual for guidelines.* And remember, *it is always a good practice to have another set of “editing eyes” view your paper before turning in the final copy.*

PARAPHRASING

A paraphrase is a restatement of an author's material using your own words. It is not your opinion about the original quotation. (That can be given and discussed after the paraphrase within the text of a research paper.) When preparing your paraphrase of a quotation, you should always do the following:

- Read the source material carefully.
- Always introduce your paraphrase by identifying the author of the quotation that you are paraphrasing.
 - This is especially important within the text of a paper, since you will not be using quotation marks to set off the material.
 - You need to be careful that the reader of your paraphrase is not left thinking that the material is your own (which would be plagiarism).
- Be sure you understand what the author is saying, as well as what the author is not saying. Do not misstate and/or misrepresent the author's material.
- Be sure to include all points made by the author.

Example 1

Quotation:

"My belief is that within the lifecycle of every believer there should be two distinct power levels. The first power level is experienced at salvation. The second power level should begin to develop when the individual is baptized with the Holy Spirit." James Carroll Tollett, "'Ye Shall Receive Power'—Venturing Forth into Life in the Spirit" (D.Min. proj., Oral Roberts University, 1986), 12.

Paraphrase:

James Carroll Tollett holds that in the course of their lives, all believers should distinctly experience two levels of spiritual power—both the initial power of salvation and the succeeding power that begins with the baptism with the Holy Spirit.

Example 2

Quotation:

"Oil in the Book of Exodus symbolically represents the Holy Spirit (27:20). For example, the anointing oil is a type of the Holy Spirit, which is used to prepare worshipers and priests for godly service (30:31)." James Carroll Tollett, "The Holy Spirit at Work [Exodus]," in *Spirit-Filled Life Bible: NKJV*, ed. Jack W. Hayford (Nashville: Thomas Nelson, 1991), 83-4.

Paraphrase:

In his commentary on the Book of Exodus, James Carroll Tollett notes how the Holy Spirit is symbolized by oil. One example cited by Tollett is found in 30:31, when the Lord's priests and His worshipers were prepared for their service to Him by being anointed with oil.

Notice that both of the paraphrases of the above direct quotations clearly introduce/identify the author, do not misstate and/or misrepresent what the author said, and include/identify all the points made by the author.

HOW TO DO A WORD STUDY

There are many ways to gather research and use it. Up to this point, the discussion has centered on generic research that is performed using books and periodic literature. Now the focus will shift to a very specific type of research: doing a word study. A brief outline is presented, followed by a sample word study. Carefully study the steps listed below.

Steps To Doing a Word Study:

1. Select the word or words to be studied.

This is usually a key word(s) found in a passage of Scripture. For example, in John 10:10 some of the key words would be:

Thief	Kill	Shepherd	Life
Steal	Destroy	Abundant	

2. Use a Concordance

Check the selected word(s) in a concordance: *Young's Analytical Concordance* and *Strong's Exhaustive Concordance* are the best. Young's is preferable, as it gives the particular Greek or Hebrew word before it lists the verses that contain that word. Strong's requires you to cross-reference the particular number to ascertain the Greek or Hebrew word used in the specified verse. Remember, each concordance is tied to a specific translation of the Bible: both Young's and Strong's are tied to the KJV/NKJV. If using a different translation, then you must use a corresponding concordance.

3. Organize Verses

Organize the verses that utilize the English word by its Hebrew or Greek word. To understand the word better, break it down into its various forms (present tense, past tense, future tense, aorist, etc.). From this list, you will decide which Hebrew or Greek word you want to analyze. Oftentimes, a biblical author will use this word in a particular way.

4. Look Up the Word or Words

Look up the word(s) in a lexicon and/or a theological dictionary. There is a limited lexicon in each of the two large concordances mentioned above. Although such sources can prove to be helpful, it is better to use an unabridged lexicon, such as: the Brown, Driver, Briggs' *Hebrew and English Lexicon*, William Gesenius' *Hebrew and English Lexicon*, Walter Bauer's *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, Henry Liddell and Robert Scott's *A Greek-English Lexicon*, Colin Brown's *New International Dictionary of New Testament Theology*, and Gerhard Kittel's *Theological Dictionary of the New Testament*. Vines is not a good source for a critical word study. Various computer programs, such as *Logos*, *Accordance*, *Bible Works*, and *Gramcord* are also excellent. (Also see ORU Library Resources section.)

5. Make Observations

Make appropriate observations about the word(s).

- What is the frequency of the use of this word?
- Who uses the term? (Paul, John, Moses, etc.)
- What is the biblical genre?
- What are the immediate context and the universal context in which the word is used? How is this word used?
- How do you define the word?
- What applications can you make of that word to the Christian's life today?

When formulating a word study, cover all of the six items listed above in point 5. A sample Word Study on *exousia* and *dunamis* is included on the pages following.

Directions for Doing a Word Study

Prepare a biblical word study on your selected word. The paper needs to include all six of the items listed above. Pay particular attention to the formatting of the paper, using the sample paper provided and the form and style materials in this manual.

- The paper should be between three to six double-spaced pages, or as directed by your professor.
- Use properly placed and formatted page numbers.
- Use properly placed and formatted footnotes.
- Be sure to footnote the first Scripture citation with a statement indicating the translation that will be used for biblical quotations (see Form and Style section in this manual).
- *No first person use is allowed in the formal academic writing for this course*, as well as most all of your other courses. This includes not only such singular forms as I, me, my, and mine, but also includes plural forms we, us, our, etc.
- Subheadings are not usually required in a paper this short (check with your professor).

- Include a properly-formatted and page-numbered bibliography at the end of your paper.
 - o You must use at least three academically acceptable sources (or more, as directed by your professor).
 - o If you use any online item(s):
 - Include the URL (Universal Reference Link, on some browsers called the address or location). This link must go directly to the document you are referencing, not to the home page of a database (unless your professor allows material from a database).
 - Do not underline the URL, and do not leave the URL in blue hyperlink font.
 - You can insert an appropriately-located space into the URL to divide it between lines in order to avoid a lengthy blank space at the end of a preceding line. (See Turabian’s instructions and examples in this manual.)

See example of a word study paper on the following pages. (Note, an example of the title page format, which is not included here, is found in the “Seminar Example Pages” section.)

The New American Standard Bible-Updated (NASU) translates the following Old Testament Hebrew words as “power”: *yād, yad, ‘az* or *‘ōz, kōwach, kap, gēbūrâ, pālā’, ‘ôn, ḥayil, ta ‘āšūmâ, zērôa* or *zērôa’, ‘ēzûz, ‘ošmâ, g^ebûwrâh, ḥēsen, tōqep, ‘āšôm* or *‘āšam, ‘ēl, and ḥōzeq.*¹ Additionally, the NASU translates the following New Testament Greek words as “power”: *dunamis* (in various forms), *ēxōusia* (in various forms), *ischus* (in various forms), and *kratōs.*² Of these New Testament words, the two most prevalent terms best relating to the Christian’s life in the Holy Spirit are *ēxōusia* and *dunamis*. These terms will be compared and contrasted herein.

According to Werner Foerster, *ēxōusia* “first means right, authority, permission or freedom in the legal or political sense, and it is then used for the right or permission given by God . . . or for the permission granted or withheld by the Jewish Law”³ O. Betz and F. Wilbur Gingrich note that the term *ēxōusia* (including its various forms) is used 108 times in the New Testament and can be translated “freedom of choice,” “right,” “power,” “authority,”

¹Robert L. Thomas, ed., “Power,” *New American Standard Exhaustive Concordance of the Bible*, upd. ed., upd. W. Don Wilkins (Anaheim, CA: Lockman Foundation Publications, 1998), n.p., Logos Bible Software Version 6, 2014.

²Thomas, n.p.

³Werner Foerster, “ἐξουστιν, ἐξουσία, ἐξουσιάζω, κατεξουσιάζω,” *Theological Dictionary of the New Testament*, vol. 2, ed. Gerhard Kittel, trans. and ed. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964), 564, Logos Bible Software Version 6, 2014.

⁴O. Betz, “ἐξουσία,” *The New International Dictionary of New Testament Theology*, vol. 2, ed. Colin Brown (Grand Rapids: Zondervan, 1975), 609; and F. Wilbur Gingrich, “ἐξουσία,” *Shorter Lexicon of the Greek New Testament* (Chicago: University of Chicago, 1965), 75.

used in several genres, including gospel, narrative, letter, and prophecy. He notes that it is used most often in Revelation (21 times) and the Gospel of Luke (16 times).⁵ Accordingly, it is used by the authors of the gospels, Acts, numerous letters, and the Revelation. Generally, the term is used in conjunction with Jesus having the power to forgive one of sin (Matt 9:6; Mark 2:10; Luke 5:24), to release one from the throes of Satan (Matt 10:1; Mark 6:7; Luke 10:19), or to heal (Mark 3:15). Betz points out that *ἐξουσία* “is used only with reference to people. It indicates the power to act which is given as of right to anyone by virtue of the position he holds.”⁶

John uses *ἐξουσία* in a particular way. For him, *ἐξουσία* is closely tied to the miracle of salvation. John’s concept of power is the right that a person has “to become a son of God” (John 1:12, 17:2).⁷ This privilege is not based upon the merits of the individual—what the person can or could do—but upon the efficacious grace of Jesus Christ. Commenting on John’s use of the term, Betz writes:

In John’s gospel Jesus’ plenitentiary authority is based on the fact that he is the Son and that he is sent (cf. e.g. Jn. 17:2); he has also been given the authority to the judge at the end of time (Jn. 5:27). But in the Johannine writings, as the Synoptics, Jesus seeks to save men rather than judge them. His power is not forcible domination, but absolute freedom to be a servant to the world. He has the *exousia* to give his life and to take it again (Jn. 10:18). Jesus’ sacrifice opens the way for believers to the Father (Jn. 3:16; 14:6). Those who receive him and believe in his name are given *exousia* to become children of God (Jn. 1:12).⁸

⁵I. Broer, “ἐξουσία, ας, ἡ,” *Exegetical Dictionary of the New Testament*, vol. 2, trans. James W. Thompson and John W. Medendorp, ed. Horst Robert Balz and Gerhard Schneider, (Grand Rapids: Eerdmans, 1990), 10, Logos Bible Software Version 6. 2000-2014.

⁶Betz, “ἐξουσία,” 610.

⁷Unless otherwise indicated all Bible references in this paper are to the New American Standard Bible-Updated (NASU) (Grand Rapids: Zondervan, 1999).

⁸Betz, “ἐξουσία,” 610.

This power to become a child of God is resident in God the Father and is His to bestow. This right, or power, rests in the goodness of God to whom it is related. Hence, at salvation, a person receives the right to become a Christian, yet that right should only be the beginning of the Christian's empowering. This *ἐξουσία* is the entry level into the Kingdom of God; there still remains the *dunamis*—the empowering for service.

According to Walter Grundmann, “Words deriving from the stem *δυνα-* all have the basic meaning of ‘being able,’ of ‘capacity’ in virtue of an ability.”⁹ He further notes that *dunamis* “is by far the most important word in the group.”¹⁰ Nigel Turner, Betz, and Gingrich, relate that *dunamis* can be translated “ability,” “abundance,” “power,” “might,” “violence,” “capability,” “deed of power,” “resource,” “strength,” or “force.”¹¹

G. Friedrich reports that *dunamis* “appears 119 times in the NT,”¹² including the gospels, Acts, many of the letters, and in Revelation. Thus, in its various forms, *dunamis* is used in several genres, including gospel, narrative, letter, and prophecy. The term *dunamis* is used by the synoptic gospel writers, various letter writers, and Paul as an empowerment for ministry.

⁹Walter Grundmann, “δύναμαι, δυνατός, δυνατέω, ἀδύνατος, ἀδυνατέω, δύναμις, δυνάστης, δυναμόω, ἐνδυναμόω,” *Theological Dictionary of the New Testament*, vol. 2, ed. Gerhard Kittel, trans. and ed. Geoffrey W. Bromiley (Grand Rapids: Eerdmans, 1964), 284, Logos Bible Software Version 6, 2014.

¹⁰Grundmann, 285.

¹¹Nigel Turner, *Christian Words* (Edinburgh: T. & T. Clark, 1980), 333; O. Betz, “δύναμις,” 601; and Gingrich, “δύναμις,” 56.

¹²G. Friedrich, “δύναμις, εως, ἦ,” *Exegetical Dictionary of the New Testament*, vol. 1, trans. Virgil P. Howard and James W. Thompson, ed. Horst Robert Balz and Gerhard Schneider, (Grand Rapids: Eerdmans, 1990), 356, Logos Bible Software Version 6. 2000-2014.

George Eldon Ladd posits, “The Synoptics agree that Jesus was endowed by the Spirit to fulfill his messianic mission, that his mission would include a general endowment of the Spirit, and that his disciples would be enabled by the Spirit to meet whatever difficulties they might encounter.”¹³ Friedrich specifically finds Luke’s use of this term for “power” to be thought-provoking, especially since “when one considers the 10 passages in Acts, one can see clearly that the word was preferred by Luke.”¹⁴

This *dunamis* empowerment is given to the believer through the baptism with the Holy Spirit, an experience held by Pentecostals/Charismatics as subsequent to the salvation experience. The baptism with the Holy Spirit expresses that one is empowered by means of the Spirit. The Holy Spirit indwells the person so as to enable the individual to perform or express those things or acts bringing glory and honor to God (Rom 8:9-11). In the baptism with the Holy Spirit, the believer is empowered for ministry—a ministry bringing glory and honor to God. In Acts 1:8, Luke reports Jesus as saying, “But you will receive power [*dunamis*] when the Holy Spirit has come upon you; and you shall be My witnesses” William Vermillion, looking back on John 15:26-27, posits that Jesus Christ gave this “challenge” knowing full well that His witnesses would be “informed and empowered by the Holy Spirit.”¹⁵ This power is an

¹³George Eldon Ladd, *A Theology of the Old Testament* (Grand Rapids: Eerdmans, 1974), 288.

¹⁴Friedrich, “δύναμις, εως, ἦ,” 356.

¹⁵William Vermillion, “Witness, Martyr,” *Holman Bible Dictionary*, ed. Trent C. Butler (n.p.: Broadman & Holman, 1991), n.p., on *StudyLight.org*, n.d., <http://www.studyLight.org/dic/hbd/view.cgi?number=T6469> (13 November 2012).

enabling for service with all the rank and authority needed to accomplish the specified tasks.

The power resident in the believer through the Holy Spirit is the ability to manifest those things (signs and wonders) that validate the presence of the Kingdom (Acts 4:33). These miracles are manifestations of the Kingdom of God and reflect the same type of ministry as that which belonged to Jesus—a ministry of building God’s Kingdom. Hence, the Spirit-empowered Christian is to continue the ministry of Jesus, which was proclaiming the Kingdom with the signs of that Kingdom being evident (Acts 1:1-4).

The Christian’s lifecycle should be that of power. With the acceptance of Christ, the believer is given the power (*ἐξουσία*) to become an heir and a child of God, which includes all the rights inherent with being His child. For example, a child of God has the right to feel the presence of God, and to petition God for healing. At the baptism with the Holy Spirit, the convert is Spirit-empowered (*δύναμις*) for ministry. This empowerment helps the child of God to live, work, and minister for God with the enablement of His Spirit. This includes, for example, the manifestation of the various gifts of the Spirit (e.g., 1 Cor 12:4-28), which are used through the believer and to build and further the Kingdom of God, as well as to bless others. By means of both *ἐξουσία* and *δύναμις*, God’s power works both in and through the believer.

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WRITING A BOOK CRITIQUE

A book critique is a to-the-point summary and evaluation of a book. The paper should be between two to four full double-spaced pages in length. (Note: The length may vary with other courses; follow instructions for the assignment given within a particular course.) The book critique is to include the following four items, in this order:

- Bibliographic Entry
- Author Information
- Content Summary
- Evaluation

Further information follows:

Bibliographic Entry Example

Mathew, Thomson K. *Spirit-Led Ministry in the 21st Century*. Longwood, FL: Xulon Press, 2004.

See the Bibliographic sections in this manual, Turabian, or Vyhmeister for the correct examples of other bibliographic forms.

Author Information

The purpose of this section is to identify the author(s), translator(s), or editor(s) of the book. If available, present the author's background, academic training, practical experience, and other works written. You can help a reader understand a book by describing the author(s). *Contemporary Authors*, other biographical sources, and the internet may provide author information.

Content Summary

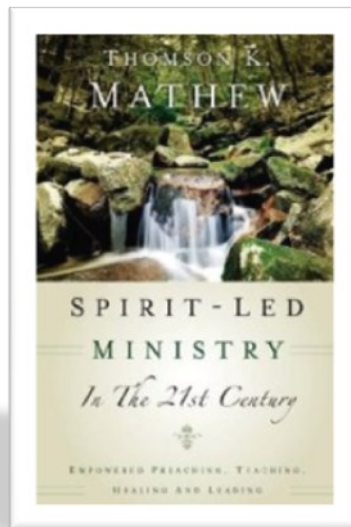
This section should be no more than one page in length. **The first sentence should be as comprehensive and inclusive as possible. Summarize the entire book in one sentence**, like doing a précis. The remainder of the summary will then be an elaboration of this sentence, sharing your understanding of what the book is all about.

Be sure the summary covers the entire book. Do not be so detailed about the first part of the book that subsequent sections are not adequately covered. To avoid this problem, organize the summary carefully and logically. Also, do not get bogged down in specifics. The task is to summarize the entire book, not to focus on selected details. When citing material from the book, be sure to give the page number at the end of the material in parentheses, like the following example: "Preaching is not an easy assignment" (3).

Evaluation

The evaluation is the most crucial part of the critique. **This is not a summary of the book's content, but a critical evaluation of what the author has to say.** React to the book both positively and negatively. Because books, like people, are different, one cannot impose predetermined critical questions on the book. The following questions are often used for evaluation:

- What is unique, significant, or interesting about the book?
- Does it contain unusual historical, theological, or literary traits?
- What biases (theological, philosophical, denominational, etc.) are evident?
- Are there any flaws in logic?
- What does the book or author teach us?
- What is good about the book?
- What is bad about the book?
- Who would benefit the most from reading the book?
- What practical applications can be made from reading the book?
- Remember, be specific in your critique in this section.



EXAMPLE OF BOOK CRITIQUE FORMAT

Bibliographic Entry

Ervin, Howard M. *Conversion-Initiation and the Baptism in the Holy Spirit*. Peabody, MA: Hendrickson, 1984.

Author Information

The purpose of this section is to identify the author(s), translator(s), or editor(s) of the book. If available, present the author's background, academic training, practical experience, and other works written. You can help a reader understand a book by describing the author.

Contemporary Authors, other biographical sources, and the internet may provide author information.

Content Summary

This section should be *no more than one page in length*. When citing material from the book, be sure to give the appropriate page number at the end of the material in parentheses (55). See the content summary paragraph above for further instructions on writing the summary.

Evaluation

The evaluation is the most crucial part of the critique. This is not a summary of the book's content, but a critical evaluation of what the author has to say. React to the book both positively and negatively. See the evaluation paragraph above for further instructions on writing the evaluation.

WRITING A BIBLICAL ISSUE PAPER

In a Biblical Issue Paper, you will do the following:

- Address authorship, audience, genre, and dating. This is similar to the Word Study paper; also many of these items are covered in the Fee and Stuart text.
- Introduce the text in its appropriate context, both immediate and universal.
- Expound on the text, taking into consideration grammatical issues, word studies, textual problems, comparison/contrast with similar passages, or theological issues.
- Include appropriate application(s).
- Properly document with appropriate footnotes and bibliographic entries.
- At least six sources must be used (unless your professor wants a longer paper and/or more sources):
 - Two sources from books
 - Two sources from periodical articles
 - Two sources from pure website articles/references books/lexicons (according to professor's instructions)
- The structure of text of the paper—including footnotes and bibliography—must be in the format prescribed by this manual, Vyhmeister, or Turabian (see sample Word Study in previous section).
- The paper must be grammatically correct.
- While writing, consider the following criteria:
 - Introductory matters: authorship, audience, etc.
 - Use of context
 - Exposition of text
 - Application of text
 - Grammar/style
 - Logical progression of thought
 - Documentation
- Make sure you use academically acceptable sources.
- Follow this style manual, Vyhmeister, or Turabian accurately.
- Do not underline the URL or leave it in blue hyperlink font.
- You can insert an appropriately-located space into the URL to divide it between lines in order to avoid a lengthy blank space at the end of a preceding line.



WRITING A THEOLOGICAL ISSUE PAPER

A Theological Issue Paper is a research paper—not a sermon. Select a topic and handle it theologically. Hence, you will need to spend a good deal of time reading in systematic theologies written by theologians. You are dealing with a doctrine of the Christian faith.

Define/describe the topic based on the research you have done.

The definition will come from your work in concordances, lexicons, dictionaries, and theological books and articles. Part of your task will be to derive your own definition based on the research. This definition may serve as the thesis statement for this paper.

Present a brief biblical presentation on the topic.

Cite significant passages of Scripture that deal with the topic at hand. You may want to go back and review the discussion on the treatment of "sanctification" to get an idea of how Scripture should be utilized.

Compare and contrast at least two primary theologians or theological views of this topic (unless your professor has different requirements).

Continuing with the sanctification illustration, the term means one thing to someone in the Wesleyan heritage (entire sanctification), but quite another in the Reformed tradition (progressive sanctification). In your paper, you should deal with such issues. It is crucial that you deal with academically sound (not self-proclaimed) theologians and theologies and not preacher's sermons.

Present and defend your view of the topic utilizing the Bible, Church history, and theology.

In this portion of the paper, you are defending your definition and giving your reasons from the Bible, Church history, and theology.

Properly document with appropriate footnotes and bibliographic entries.

- Use at least six sources in the preparation of this paper (unless your professor wants more):
 - Two sources from books
 - Two sources from periodical articles
 - Two sources from pure website articles/reference books (as instructed)
- All documentation must be in the Turabian footnote/bibliography format.
- Footnotes and bibliographic entries must be in correct format (see this manual, Vyhmeister, and Turabian.)
- The paper is to be grammatically correct.
- When writing, consider the following criteria:

○ Definition/description	○ Historical defense of student's view
○ Biblical presentation	○ Theological defense of student's view
○ Theological presentation	○ Grammar/logic/progression of thought
○ Biblical defense of student's view	○ Form and style/documentation

Example Pages

and

Common Problems in Form and Style

GTHE 517 Seminar in Theological Research



Reading maketh a full man,
conference a ready man,
and writing an exact man.

—*Sir Francis Bacon*

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TITLE OF YOUR
PAPER

Line 1

Two lines for long titles only

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A Research Paper

Line 12

Presented to

Dr. Professor's Name

Graduate School of Theology and Ministry

Oral Roberts University

In Partial Fulfillment

Line 28

of the Requirements for the Course

GTHE 517, Seminar in Theological Research

By

Line 36

Your Name

Month Day, 201__

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Although the debate between the cultic/figurative and the literal interpretation continues, there is no doubt that Malachi calls for faithfulness between husbands and wives because marriage is grounded in the covenant between the husband and wife and Yahweh.¹ However, the traditional view identifies marriage as a covenant and one of the most important scholars to support this view is Gordon Paul Hugenberger. In his book, *Marriage as a Covenant*, he presents a thoroughly researched study in biblical ethics especially in the concept of marriage as held by Malachi and other Bible writers. Hugenberger argues that Malachi 2:14 refers to a literal marriage covenant and not to a figurative one as some scholars believe.

Malachi 2:14 reads:

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Block quotation indented .5 inch

אֲשֶׁר אָמַרְתָּ בְּנִדְחָתָהּ בָּהּ וְהוּא תְּכַתֵּב וְאִשֶׁת בְּרִיתָךְ
וְאַמְרָתָם עַל-מָה עַל כִּי־זָחַתָּהּ הָעִיר בֵּינֶךָ וּבֵין אִשֶׁת נְעוּרֶי

And you say wherefore? Because the Lord has been a witness between you and the wife of your youth, against whom you have been faithless, though she is your companion and your wife by covenant.²

Hugenberger argues that the endearing designation “the wife of your youth” in 2:14 is in parallel with “the wife of your covenant.” This implies that the covenant in 2:14 was between

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Second line single-spaced and flush left
Double space between footnote entries
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¹Ralph L. Smith, *Micah-Malachi*, Word Biblical Commentary, vol. 32 (Waco: Word, 1984), 325.

²Author’s translation.

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the husband and wife.³ Clearly one of the most distinctive points of time in the history of the church is the Pentecostal outpouring that came like a flood in the early part of the twentieth century. William J. Seymour was the dominant figure in this historic event.

The Azusa Street Revival significantly shaped and impacted the Pentecostal churches of America in the early part of the twentieth century. From a theological standpoint, many of these early Pentecostals sought to follow a literal interpretation of scripture. Their biblical understanding of Spirit baptism was that of an experience separate from sanctification. They felt they were amidst a literal fulfillment of Joel 2:28-32.

³Gordon Paul Hugenberger, *Marriage as Covenant: Biblical Law and Ethic as Developed from Malachi* (Grand Rapids: Baker, 1994), 28.

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_____. "The Background of Jesus' Prayer in the Jewish Liturgical Tradition." In *The Lord's Prayer and Jewish Liturgy*. Edited by Jakob J. Petuchowski and Michael Brocke, 153-160. New York: Seabury, 1978.

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Renn, Stephen D., ed. *Expository Dictionary of Bible Words*. Peabody, MA: Hendrickson, 2005.

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Subhead (line 3) > Periodicals

Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n. p. <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

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GREEK AND HEBREW TEXT CITATION EXAMPLES

Greek Text Citation Sample

- Both Greek and English texts are indented half an inch from the left margin and single-spaced.
- Greek block quotes need to begin double-spaced after the text.
- The translation of the verse must begin double-spaced after the citation of the Greek text.
- At the end of the translation, double space between the translation and the start of the remainder of the main body of text.
- Both the Greek text block quote and translation need to be single-spaced.
- See example below:

30 Τί οὖν ἐροῦμεν; ὅτι ἔθνη τά μὴ διώκοντα δικαιοσύνην κατέλαβεν δικαιοσύνην, δικαιοσύνην δέ τὴν ἐκ πίστεως, 31 Ἰσραὴλ δὲ διώκων νόμον δικαιοσύνης εἰς ὄμον οὐκ ἔφθασεν. 32 διὰ τί; ὅτι οὐκ ἐκ πίστεως ἀλλ' ὡς ἐξ ἔργων. προσέκοφαν τῷ λθῶ τοῦ προσκόμματος, 33 καθὼς γέγραπται. Ἴδού τίθημι ἐν Σιών λίθον προσκόμματος καὶ πέτραν σκανδάλου, καὶ ὁ πιστεύων ἐπ' αὐτῷ οὐ καταισχυθήσεται.¹

30 What then shall we say? That Gentiles, who did not seek after righteousness, obtained righteousness, namely the righteousness which is based on faith. 31 But Israel, pursuing after a law of righteousness, did not attain that law. 32 Why not? Because it was not on the basis of faith, but as if it were based on works. They have stumbled over the stumbling stone, 33 as it is written, "See, I am laying in Zion a stone of stumbling, a rock of offense, and whoever believes in him will not be disappointed."²

Paul begins this new section (Rom 9:30-31) with a paradoxical statement: Gentiles got what they did not pursue (namely, righteousness), while the Jews did not obtain what they pursued (righteousness based on the law).

¹All Greek references are from *The Greek New Testament*, 4th rev. ed., ed. Barbara Aland, et al. (Stuttgart: United Bible Societies, 1994).

²Author's translation.

Hebrew Text Citation Sample

- Hebrew block quotes need to begin double-spaced after the previous text.
- Block quotes are single-spaced.
- Hebrew text is right justified.
- The English translation of the verse must begin double-spaced after the citation of the Hebrew text and will be single-spaced and indented 0.5 inches.
- At the end of the English translation, double space between the translation and the start of the remainder of the main body of text.
- See example below:

This righteousness and wickedness referred, of course, only to the particular lawsuit and not to a general reputation of the litigants. This type of language is used for example in Deuteronomy 25:1-2:

כִּי־יִהְיֶה רִיב בֵּין אַנְשִׁים וּנְגִשׁוּ אֶל־הַמִּשְׁפָּט וּשְׁפָטוּם וְהִצְדִּיקוּ אֶת־הַצַּדִּיק וְהִרְשִׁיעוּ:
אֶת־הַרְשָׁע וְהִיָּה אִם־בֶּן־נְפוֹת הַרְשָׁע וְהִפִּילוֹ שֹׁפֵט וְהִכּוּ לְפָנָיו כְּדִי בְּמִסְפָּר¹

When there is a strife between men and they go to the court, the judges will judge them, justifying the righteous and condemning the guilty. Then if the guilty man deserves to be beaten, the judge shall cause him to lie down and be beaten in his presence with a number of stripes in proportion to his offense.²

In this case, וְהִצְדִּיקוּ (Hiphil of צָדַק) means, “declare to be righteous, or not guilty,”³ and וְהִרְשִׁיעוּ (also Hiphil, רָשַׁע) means “condemn or declare to be guilty.”⁴

¹All Hebrew references are from *Biblia Hebraica Stuttgartensia*, 5th corrected ed. (Stuttgart: United Bible Societies, 1997).

²Author’s translation.

³Francis F. Brown, S. R. Driver, and Charles A. Briggs, “צָדַק,” *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, MA: Hendrickson, 1996), 15.

Miscellaneous

Common Mistakes



**The skill of writing is to create a context
in which other people can think.**

—Edwin Schlossberg

COMMON PROBLEMS WITH FORM AND STYLE

Also see corresponding topics in Form and Style Section of this manual.

Bibliography:

- Cites not matching footnotes, or contained in one place but not the other
- Only list sources used in text
- Problems with bibliographic format—where to place sources within three categories: Books, Periodicals, or Other Sources
- Not using proper format

Consistency: Inconsistency throughout paper with form and style.

Contractions: Using contractions (contractions may *not* be used in academic papers).

Ellipses: No space between word and ellipsis; no space between dots of ellipses.

Emphasis Added:

Not using [emphasis added] when italicizing words/phrases in a quotation for emphasis.

First Pages:

First pages of papers/bibliography not done in proper format: 2" top margin, page number at bottom center, 3/4" from bottom of page; subsequent pages: 1.4" top margin, page numbers 1" from top and right margins.

Footnotes:

- Not using proper format: 12 pt. Times New Roman font; indent first line 0.5"; single space footnotes; double space between footnotes.
- Footnote number and footnote on separate pages; indicated by footnote line all across bottom of page.

Italics: Not italicizing foreign transliterations (e.g., *agape*, *shalom*, *koinonia*, *harpazo*, etc.). But do not italicize words/phrases in non-English alphabets (Greek or Hebrew).

Left-Justification: Entire paper should be left justified (not right or block justified), except for Hebrew, which is right justified.

Names, Full: Not using full names in first time use of quotes, then last name thereafter.

COMMON PROBLEMS WITH FORM & STYLE *continued*

Paragraph, format: Not indenting first lines of paragraphs 0.5 inches. Some paragraphs do not contain at least three sentences (try to avoid lengthy sentences).

Person: Paper not written completely in third person. Do not use first person (“I,” “me,” “we,” or “us”) or second person (“you”).

Punctuation: Improper use of capitalization, commas, semicolons, parentheses, and ellipses.

Quotations, block: Not using block quotations for five or more lines of quoted text; (make liberal use of ellipses . . . only quote “heart of the matter”/central concept), or foreign language quotations.

Quotations:

- Not introducing all quotations.
- Using too much quoted material. Ensure that copyright “Fair Use Rule” not violated.

Spacing: Line spacing between paragraphs has additional spacing.

Scripture reference: Not using general Scripture footnote at first Scripture reference, then parenthetically thereafter.

Starting Sentences: Starting a sentence with a number, quotation, or foreign word.

Title: Lines of title not in inverted pyramid format (for multiple line titles only).

Widows and Orphans: Only one line at bottom of page starting a paragraph, or only one line at top of page ending a paragraph from previous page.

PART II

Reference Section

- This section is for students in both GTHE 517 and GBIB/GTHE 756/757—and everything in between.
- Included are:
 - Form and Style Requirements
 - Formatting the Paper
 - ORU Library Resources
 - Footnote & Bibliographic Examples
 - Hebrew and Greek Citations



Form and Style



If any man wish to write in a clear style,
let him first be clear in his thoughts;
and if any would write in a noble style,
let him first possess a noble soul.

—Johann Wolfgang von Goethe

Information in this section adapted from the following:

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*
- Nancy Jean Vyhmeister and Terry Dwain Robertson, *Quality Research Papers for Students of Religion and Theology*
- *The Chicago Manual of Style* (CMS)

FORM AND STYLE REQUIREMENTS

Abbreviations, Apocrypha

Additions to Esther	Add Esth
Baruch	Bar
Bel and the Dragon	Bel
Epistle of Jeremiah	Ep Jer
1 Esdras	1 Esdr
2 Esdras	2 Esdr
Judith	Jud
1 Maccabees	1 Macc
2 Maccabees	2 Macc
Prayer of Manasseh	Pr Man
Ecclesiasticus	Sir
(Wisdom of Jesus the Son of Sirach)	
Song of the Three Children	S Th Ch
Susanna	Sus
Tobit	Tob
Wisdom of Solomon	Wisd Sol

Abbreviations, English Bible

Good News Bible	GNB
Living Bible	LB
King James Version	KJV
A New Translation of the Bible	Moffatt
New Century Bible	NCB
New English Bible	NEB
New International Version	NIV
New Jerusalem Bible	NJB
New King James Version	NKJV
New Living Translation	NLT
New Revised Standard Version	NRSV
New American Standard Bible	NASB
New American Standard Bible, Updated	NASU
Revised Standard Version	RSV
Today's New International Version	TNIV

Abbreviations, Bible Books

- In modern academic usage, the abbreviations of the books of the Bible are not followed by periods.
- Abbreviate book names in footnotes or within parentheses; however, spell out book names in the text.
- Spell out the numbers for numbered books of the Bible when a sentence begins with a book name (e.g., Second Timothy). Use Arabic numerals (1, 2) for numbered books when the book name is in running text (e.g., 2 Timothy).

Old Testament Abbreviations

Genesis	Gen		2 Chronicles	2 Chr		Daniel	Dan
Exodus	Exod		Ezra	Ezra		Hosea	Hos
Leviticus	Lev		Nehemiah	Neh		Joel	Joel
Numbers	Num		Esther	Esth		Amos	Amos
Deuteronomy	Deut		Job	Job		Obadiah	Obad
Joshua	Josh		Psalms	Ps		Jonah	Jonah
Judges	Judg		Proverbs	Prov		Micah	Mic
Ruth	Ruth		Ecclesiastes	Eccl		Naham	Nah
1 Samuel	1 Sam		Song of Solomon	Song		Habakkuk	Hab
2 Samuel	2 Sam		Isaiah	Isa		Zephaniah	Zeph
1 Kings	1 Kgs		Jeremiah	Jer		Haggai	Hag
2 Kings	2 Kgs		Lamentations	Lam		Zechariah	Zech
1 Chronicles	1 Chr		Ezekiel	Ezek		Malachi	Mal
New Testament Abbreviations							
Matthew	Matt		Ephesians	Eph		Hebrews	Heb
Mark	Mark		Philippians	Phil		James	Jas
Luke	Luke		Colossians	Col		1 Peter	1 Pet
John	John		1 Thessalonians	1 Thess		2 Peter	2 Pet
Acts	Acts		2 Thessalonians	2 Thess		1 John	1 John
Romans	Rom		1 Timothy	1 Tim		2 John	2 John
1 Corinthians	1 Cor		2 Timothy	2 Tim		3 John	3 John
2 Corinthians	2 Cor		Titus	Titus		Jude	Jude
Galatians	Gal		Philemon	Phlm		Revelation	Rev

Information adapted from *Quality Research Papers*, and *SBL Handbook of Style*

Abbreviations, Misc.

You can find the abbreviations for the following writings in the abbreviation section of any volume of the *Word Biblical Commentary* (Dallas: Word 1988) or in the *SBL Handbook of Style*, 2nd ed. (Peabody, MA: Hendrickson, 2014):

- Commonly used periodicals, reference works, and serials
- Dead Sea Scrolls, Philo, and Josephus
- Early Jewish Literature (OT Pseudepigrapha); Rabbinic writings
- Early Christian Writings

Abbreviations, Scholarly

- Confine general abbreviations *etc.*, *e.g.*, and *i.e.* to parenthetical references in text.
- The abbreviations *cf.*, and *s.v.*, are preferably used only in footnotes.
- Latin abbreviations are not acceptable in the document citations.
- The most common scholarly abbreviations (for full list see Turabian 24.7):

App.	appendix
ca.	circa, about, approximately
cf.	confer, compare (Confer is Latin for “compare;” <i>cf.</i> must not be used as abbreviation for English “confer,” nor should it be used to mean “see.”)
ed.	editor; edition; edited by
e.g.	exempli gratia, for example
et al.	et alia, and others
et seq.	et sequentes, and the following
etc.	et cetera, and so forth
f., ff.	following (verse or verses, pages, etc.)
hap. leg.	hapax legomenon, sole occurrence
id.	idem, the same (used to refer to persons; not to be confused with <i>ibid.</i>)
i.e.	id est, that is
infra	below
n.	note, footnote (plural, nn.)
n.d.	no date
n.p.	no place; no publisher; no pagination
p.	page (plural, pp.)
passim	here and there; elsewhere
q.v.	quod vide, which see (for use with cross-references)
sic	so, thus (italicized); an unusual or incorrect spelling found in original text
supra	above
s.v.	sub verbo, sub voce, under the word (plural, s.vv.; used in references to encyclopedias/dictionaries)
v.	verse (plural, vv.)
viz.	videlicet, namely
vs.	versus, against



Abbreviations, States

In footnotes and bibliography use two-letter abbreviated form of the name of the state. Include state when the city may not be well-known to the reader. See Turabian 24.3.1

Abstract (M.A. Thesis)

- An abstract is a *concise summary* (approx. 150 words, normally on one page) intended to inform prospective readers about the content of a thesis.
- It usually includes a brief description of the research, the procedures or methods, and the results or conclusions.
- An abstract should not include internal headings, parenthetical citations of items listed in the reference section, diagrams, or other illustrations.

Bible Versions (also see Scripture Citations)

- In a biblical or theological paper, Bible references are commonly placed in parenthesis directly in the text. In English, it has been accepted practice that no version is indicated when one uses the original 1611 King James Version (KJV). Any other version must be indicated in a footnote at the first Scripture reference in the paper:

¹Unless otherwise indicated all Bible references in this paper are to the New American Standard Bible (NASB) (La Habra, CA: The Lockman Foundation, 1973).

- Although several versions may be used in the paper, this practice is discouraged. Unless word or sentence comparisons are being done between versions, use the same version throughout the paper. Jumping from one version to another and choosing the wording that suits a specific purpose suggests that the author of the paper is trying to make the Bible say what he or she wants it to say (“proof texting”).
- If a quotation from an additional version appears in the paper, indicate this with the abbreviation for that version following the citation: e.g., (Rom 1:17, NIV).

Bibliography/Bibliographic Sources and Documentation (see example pages)

- Source citations (footnotes) are required in the text when using a direct quotation, paraphrasing another author’s words, or including specific information that is not common knowledge.
- References in the text must correspond exactly to the listing of sources at the end of the paper. The bibliography should list only works that are referred to or quoted in the text.
- Be certain that all items are included in the bibliography that appear in the footnotes, author’s names are spelled consistently and correctly, and the dates are the same in both the footnotes and the bibliography.

Bibliography *continued*

- Categorize your sources according to type: Books, Periodicals, and Other Sources. Use the same format as you would for 1st level headings and alphabetize within each category. Do not list a source in more than one section unless it could clearly be categorized in two or more ways. See example Bibliography near end of manual.
- GTHE 517: For research paper, approximately 8-12 sources needed, as instructed by professor (1 source per page length of paper).
- GBIB/GTHE 757: For M.A. Thesis, between 60-75 sources should be used; at least one-third should be periodicals.
- Margins: Top (first page) 2"; (following pages) 1.4"; Left, bottom, and right 1" (NOTE: for M.A. Thesis, left margins are 1.5" to allow for binding.)
- Pagination (Page numbering)
 - o Continue numbering from the last page of the main text.
 - o Page number on first page is centered 0.75" from bottom.
 - o Following page numbers are 1 inch from top and right edge of page.
- To transfer footnote information to the bibliography:
 - o Go to View, switch to Draft.
 - o Click Insert, Show Notes.
 - o Select all (Ctrl+A) then Copy (Ctrl+C)
 - o Open Bibliography (should be separate document) and Paste (Ctrl+V)
 - o Arrange and format accordingly.

Capitalization

For capitalization and spelling of biblical/theological terms (i.e., ancient Near East, biblical, book of Exodus, church history, early church fathers, haggadah, etc.) see *SBL Handbook of Style*, 2nd ed., Section 4.3.6. Exceptions should be indicated on the student's thesis style sheet. (See *Style Sheet*.)

Chapter Headings and Chapters (M.A. Thesis)

- Begin each chapter on a new page.
- Use capital letters and Arabic numerals (CHAPTER 1) 2" from top of page.
- Title of chapter is in all capital letters, doubled spaced from chapter designation.
- 3 blank lines between chapter title and text; text begins on 4th line.
- An M.A. thesis is normally divided into 3-4 chapters.
- Introductory and concluding sections are included in the first and last chapters.
- Subheadings will indicate the orderly progression of topics and their relationships.

Commas

- The subject of comma usage is much too comprehensive to include here. Read and refer to Turabian 21.2 for specific directions.
- In a series, always use a comma before the conjunction that introduces the last item:
He studied Greek, Latin, and Hebrew. (Turabian 21.2.2)
- Use paired commas to set off a nonrestrictive clause (a clause that is not necessary to identify the noun it modifies): *These five books, which are on reserve in the library, are required reading.* (Which books? These five books.)

Conclusions

- A conclusion is essential to complete an argument, and draws the presentation to a close.
- It contains a restatement of the thesis statement and briefly reminds the reader of the main points.
- In the conclusion, do not simply list the points of your argument. Rather, rephrase your points using sharp, clear, and concise words.
- Do not use a quotation/paraphrase from someone else as a concluding statement.

Copyright© (M.A. Thesis)

- Copyright privileges vest immediately upon creation of the work, without the requirement of notice or registration formalities. One should, nevertheless, include a copyright notice with the work. It signals an acknowledgment of legal rights to the readers, copyright ownership, and indicates the first year of publication.
- Registration is technically optional, but still recommended. It establishes a public record of the document, the copyright, and the author's name and address. For American publications, registration is required before one can file an infringement lawsuit.
- Timely registration bestows additional legal rights, particularly the ability to receive "statutory damages" and attorney fees in an infringement action. Those remedies may be the sole monetary award from an infringer. In general, to have these benefits, authors must register before the infringement occurs.
- For more information, see ProQuest UMI: www.umi.com/hp/Support/DServices/copyright/Part5.html. U.S. Copyright: www.copyright.gov, or call (202) 707-3000.

Dead Sea Scrolls and Related Texts

- Although there may be some variation in siglum for a given text, when citing the Dead Sea Scrolls, the following should be considered:
 - o Name of site (e.g., Q = Qumran; Mas = Masada)
 - o Cave number (e.g., 1Q, 2Q)
 - o Name/number of document
 - o Copy (if applicable) of the same composition from the same cave—indicated by raised lowercase letters: (e.g., Isa^c = 3rd copy of Isaiah document)
 - o Column and line number: Roman numerals are used for column number, followed by a space, with the line number(s) in Arabic numerals.
 - o Fragment number: use Arabic numerals.

1Q27 1 II, 25 = Qumran cave 1, text 27, fragment 1, column II, line 25

4QpIsa^c 4-7 II, 2-4 = Qumran cave 4, 3rd copy of pesher (commentary) on Isaiah, joined fragments 4-7, column II, lines 2-4

- For more information, see *SBL Handbook of Style*, 2nd ed., Section 8.3.5
- Also see Fitzmyer, Joseph A. *A Guide to the Dead Sea Scrolls*. Grand Rapids: Eerdmans, 2008.

Dictionary/Encyclopedia Entries (also Concordances and Lexicons)

Cite individual word entries in footnotes with page number, but only cite the work once in the bibliography. (See *Bibliographic Examples* section)

Ellipses (See Turabian 25.3.2)

- An ellipsis is a series of periods, separated by spaces, used to mark an omission of words, phrases, or paragraphs in quoted material.
- To omit material between sentences but quote the sentence preceding the omission in full, put the terminal punctuation mark immediately after that sentence; then leave a space between the ending punctuation mark and the ellipsis dots: “*When a nation is wrong, it should say so and apologize. . . . It should also take steps to change the situation.*”
- If the omission does not include the end of the preceding sentence, put a space instead of a punctuation mark immediately following that sentence. After the space, use three spaced ellipsis dots to represent the omission:
“*When a nation is wrong, it should say so . . . It should also change the situation.*”

Embedding fonts (MS Word) File> options> save> embed fonts in the file. Allows TrueType fonts to be viewed even on a computer on which the font is not installed.

Emphasis Added (See Turabian 25.3.1)

- To italicize for emphasis words that are not italicized in an original quote or your text, you must indicate the change with *emphasis added*.
- Within the text, add notation in square brackets [] immediately after italicized words: According to Schulz, “By the end of 2010, *every democracy* [emphasis added] will face the challenge of nuclear terrorism.” To add italics at two or more points in a quotation or text, use the [emphasis added] after the last point.
- Only use “emphasis added” for quoted materials.

Eras

- Use BC and AD, or BCE and CE; use capital letters without periods.
- AD precedes the year; the other designations follows it:
The temple was destroyed in 586 BC and again in AD 70.

First Pages (Main Text, Bibliography)

- The format of the first page is different than subsequent pages in a paper.
- Top margin: 2”; (1.4” on subsequent pages).
- Page number: centered 0.75” from bottom; (1” from top and right margins on subsequent pages). Also see Line Spacing section.

Fonts

- The accepted font type for the paper is Times New Roman.
- The font size is a standard 12 for both text and footnotes.
- Bold print is not acceptable for any portion of the document.
- Use italics or underline only when Turabian gives the option.

Fonts, Greek and Hebrew (and other biblical era languages)

- If Greek or Hebrew (or other) text is used, avoid bold type of font. If the font looks bold (even if not selected as bold), it must be approved before use.
- Citations of Greek or Hebrew (or other language) texts are put in block quotations.
- Hebrew text is right justified.
- To download font from your computer:
 - Go to Control Panel (Click Start on lower left corner of screen)
 - Open font folder.
 - Select and copy (Ctrl + C) the Greek and/or Hebrew font used and paste it (Ctrl + V) to the flash drive.
- To space Hebrew text properly in your paper, conform to the following guidelines:
 - Select Text, then click on Format, Paragraph.
 - Under Line Spacing select Exactly and type 24 into the pt box.
 - Block Quotes should be spaced at exactly 12 pts.
 - Double Space = 24 pts; Single Space = 12 pts.
- Free Hebrew and Greek fonts are available at www.teknia.com/free_fonts.
- Do not italicize foreign words in non-English alphabets (e.g. Greek, Hebrew).
- If needed, adjust font size to fit in with Times New Roman 12 point font.

Footnotes

- A footnote citation must immediately follow a direct quotation.
- Paraphrased material in the same paragraph, from the same source, must also be cited in a separate footnote.
- Text and footnotes are separated with a two-inch unbroken line (made automatically by word processor), beginning at the left margin.
 - Footnotes are to be typed immediately below the separation line.
 - Footnote separators that extend across the page are not acceptable.
- The first line of each footnote should have same indentation as the paragraph indentations in your text (one-half inch).
- No space should appear between the footnote number and the footnote itself.
- Footnotes must be in 12-point Times New Roman font.
- Footnotes must be single-spaced when more than one line in length; the second and following lines are left justified.
- Double-space between footnotes.
- Number footnotes sequentially throughout the paper.
- M.A. Thesis only: Footnote numbers must begin at “1” again at beginning of each chapter.
- Do not repeat the full citation of a source if it was used previously.
- For example, when referring to a source that has already been cited in full, give only the last name of the author and the page number.
- Include title if there are more works by the same author.
- Latin abbreviations are not acceptable (e.g., *Ibid.*, *op cit.*).
- Endnotes and parenthetical references (as used in MLA or APA style) are not acceptable.
- To transfer footnote information to the bibliography:

Footnotes *continued*

- o Go to View, switch to Draft.
- o In MS Word 2007, go to Reference tab; in Footnotes group, Show Notes. (In Word 2003, click Insert, Show Notes.)
- o Select all (Ctrl+A) then Copy (Ctrl+C)
- o Open Bibliography (should be separate document) and Paste (Ctrl+V)
- o Arrange and format accordingly.
- To format footnotes:
 - o Go to Reference tab and click Show Notes.
 - o Press Control+Shift+S
 - o On pop-up box, type in Footnote Text under Style Name; click on Modify.
 - o Click on Format; click on Font, and select your preferences (TNR, 12).
 - o Click on Format again; click on Paragraph.
 - o On Indentation before Text, select 0.5”.
 - o Click OK, and OK again.

Foreign Language Terms/Transliterations

- Italicize transliterations and isolated words and phrases in foreign languages likely to be unfamiliar to readers of English. “The terms *parabolē* in Greek and *mashal* in Hebrew require some qualification.”
- Put the definition of foreign term in parenthesis or quotation marks following the term: In biblical criticism, *Sitz im Leben* is a German phrase roughly translating to "setting in life."
- Do not italicize foreign words in non-English lettering (e.g., $\alpha\beta\beta\alpha$ and רשע).
- Do not start a sentence with a foreign word or term.

Greek Citations

- Block quotations are indented one-half inch from left margin, doubled-spaced after text.
- The author’s English translation of the text also begins one-half inch from left margin, double-spaced after citation of Greek text.
- At the end of the translation, double-space between the translation and the start of the remainder of the main body of text.
- Both the Greek text block quotation and the English translation are single-spaced.
- Be sure to include all accent marks in Greek text.
- See Greek text citation in Example Pages section of this manual.

Headings and Subheadings (M.A. Thesis)

- Think of the headings as the outline of the paper; you must have at least two headings in a level. (You can’t have an A without a B in an outline).
- Subheadings must use exactly the same wording as the Table of Contents.
- If the subheading text itself extends two lines, single-space the subheading.
- All headings use the same font as the text of the paper.

Headings and Subheadings (M.A. Thesis) *continued*

- Do not type a heading near the bottom of a page unless there is a room for at least two lines of text following the heading (see Widows and Orphans Section). Instead, simply leave a little extra space on that page and begin the heading on next page.
- Neither bold nor italics is acceptable for headings.
- Also see section on Line Spacings.
- Subheadings can consist of up to five levels, although not all five need to be used unless they are applicable to the organization of the text.

Level 1 - Centered and Underlined

Level 2 – Centered and Not Underlined

Level 3 – Justified Left and Underlined

Level 4 – Justified Left and Not Underlined

Level 5 begins a paragraph. It is underlined and has a period at the end. The text then continues as normal.

Hebrew Citations

- For block quotations, use same format as for Greek (above), *only use right justification for Hebrew text.*
- To space lines with Hebrew text properly:
 - o Select text; click on Paragraph tool bar.
 - o Under Line Spacing, select Exactly and type 24 into the pt. box (Double space = 24 pts.) (Single space = 12 pts.)
- Block quotes should be spaced at exactly 12 pts.
- Do not italicize foreign words/phrases in non-English alphabets.
- Be sure to include vowel pointings in Hebrew text.
- If needed, adjust Hebrew font to fit in with size of Times New Roman 12 point font.

Hyphens and Dashes (En-dash and Em-dash)

- A hyphen is a single line used only between two words, made with one stroke of the hyphen key (e.g., Tulsa is a fast-growing city).
- Avoid using hyphenation in your document, unless there is excessive space at the end of the line.
- An en-dash (width of an “n”) usually means “through” and is used to connect numbers (dates, page numbers, verses within the same chapter of the Bible, etc.) and less often, words: *The years 1993–2000 were heady ones.*
- An em-dash (width of an “m”) is made with two conjoined hyphens to set off text in a way similar to but more prominent than commas—and more intense than parentheses.
 - o Em-dashes can be used in pairs or singly as interrupters to amplify or explain: (e.g., Research reading—beyond the early exploratory reading—takes time.).

- o Em-dashes are used singly within Bible references spanning two or more chapters: e.g., Gen 1:15—2:12 (but use an en-dash for Gen 1:15–17).
- Do not leave spaces before or after hyphens or dashes.
- See Turabian 21.7 and CMS 6.80–6.94 for more information.

Inclusive Language

When possible, avoid gender-specific language when referring to human parties (use “people” or “humanity” rather than “men”). With regard to God, use masculine pronouns. See CMS 5.222-5.227.

Indentation

The first line of the paragraph begins one-half inch from the left margin. The whole of a block quotation is indented (not tabbed) one-half inch from the left margin.

Italics

- Book Titles
 - o Italicize book titles in bibliographic and footnote entries/citations.
 - o Italicize book titles in running text.

The Mishnah and *The Jewish Encyclopedia* were crucial in the research findings.
- Emphasis Added (Turabian 25.3.1)
 - o If you italicize for emphasis words that are not italicized in an original quotation, you must indicate the change with *emphasis added*.
 - o Within the text, add notation in square brackets [] immediately after italicized words:

According to Schulz, “By the end of 2010, *every democracy* [emphasis added] will face the challenge of nuclear terrorism.”
 - o If you add italics at two or more points in a quotation or text, use the [emphasis added] after the last point.
- Foreign Language Terms/Transliteration
 - o Italicize transliterations and isolated words and phrases in foreign languages likely to be unfamiliar to readers of English.

“The terms *parabolē* in Greek and *mashal* in Hebrew require some qualification.”
 - o If you define a foreign term, put the definition in parenthesis or quotation marks following the term in the text.

In biblical criticism, *Sitz im Leben* is a German phrase roughly translating to “setting in life.”
 - o Do not italicize words/phrases in non-English alphabets.

Jewish Sources (Talmud, Mishnah) (Also see *SBL* 2nd ed., 8.3.8.)

- Abbreviations distinguish the version of the Talmudic tractates:
 - o y. for Jerusalem Talmud
 - o b. for Babylonian Talmud
- The standard way to cite the Babylonian Talmud is by folio and side (a or b): b. Ber. 2a.

Jewish Sources (Talmud, Mishnah) continued:

- A prefixed m. denotes the tractates of the Mishnah.
- When citing the Mishnah, a colon separates chapter from paragraph: m. Ber. 1:1

Justification

Left justification is the standard for a paper. Right justification is not acceptable in any area of the document. The only exception is with Hebrew block quotations, which are right-justified.

Length of M.A. Thesis

- The text of the thesis should be 75-100 pages, Times New Roman 12 pt. font, double-spaced.
- This does not include front matter or bibliography.
- Do not use an appendix to exceed the maximum length of the body of the thesis.

Line Spacing

- Text is to be double-spaced.
- Single spacing is allowed in certain limited cases: block quotations, headings, table titles, figure captions, tables, and appendices. It is also permitted within items in the list of tables, list of figures, bibliography, and footnotes.
- Line spacing of multiple (1.15 and other increments) is not acceptable.
- Between end of text and next subheading: 3 single spaces (2 blank lines between).
- Between subheading and text: 2 single spaces or 1 double space (1 blank line between).
- For Bibliography first page: between “BIBLIOGRAPHY” and “Books” section: 4 single spaces or 2 double spaces (3 blank lines between; text starts on 4th line).
- Between “Books” section and first bibliographic entry: 2 single spaces or 1 double space (1 blank line between; text starts on 2nd line).
- See examples below. The paragraph mark (¶) is included to show line spaces.

LINE SPACING EXAMPLES:

Clearly one of the most distinctive points of time in the history of the church is the
¶
Pentecostal outpouring that came like a flood in the early part of the twentieth century.

¶
According to most sources, William J. Seymour was the dominant figure in this event . ¶

¶ < There are 2 blank single-spaced lines
¶ < between text and next heading.
¶Azusa Street < Heading is on the 3rd line.
¶

The Azusa Street Revival significantly shaped and impacted the Pentecostal
churches of America in the early part of the twentieth century. . . .

Line Spacing *continued*

BIBLIOGRAPHY (ALL CAPS)

¶ < (line 1) *There are 3 blank single-spaced lines*

¶ < (line 2)

¶ < (line 3)

Books < *Sub-heading is on the 4th line*

¶

DiSante, Carmine. *Jewish Prayer: The Origins of Christian Liturgy*. Translated by Matthew J. O'Connell. New York: Paulist Press, 1985.

¶

Donin, Hayim Halevy. *To Pray as a Jew*. New York: Basic Books, 1980.

Margins

The margins should be set as follows:

- Research papers: left 1"
- M.A. Thesis: left 1.5" (to allow for binding)
- All papers: Bottom and right 1"
Top 2" (for title page, first page of text, and bibliography)
Top 1.4" (for following pages)

Names with Junior, Senior, and III

Commas are not required around Jr. and Sr; nor are they used to set off II, III as part of a name:

George Wilson Sr. has finally finished his thesis.

John Downey III is the son of John Downey Jr.

Note proper format for bibliography: King, Martin Luther, Jr. (CMS 16.41)

Numbers

- Spell out numbers under 101, except for Scripture references, dates, or years of ages.
There were seventeen manuscripts in the library.
He had studied 257 sources to write his book.
- If a number has two words, use a hyphen (fifty-five).
- Spell out round numbers followed by hundred, thousand, etc.
The population of the area was twelve million.
- Always spell out a number that begins a sentence.
Four men went in search of a lost civilization.

Pagination (Page Numbers)

Every page in the document, including Bibliography, must be counted.

- Front Matter: count, but do not start numbers until Preface; use lower case roman numerals.
- Body of Paper:
 - Pagination should be started from the first page of the main text and continued throughout.
 - Use arabic numbers (1, 2, 3) of same size and font type as the main text (TNR 12).

Pagination *continued*

- o The page number on the first page is centered 0.75” from bottom of page.
- o Following page numbers are 1 inch from the top and right edge of page.
- Bibliography
 - o Continue numbering from the last page of the main text
 - o Page number on first page is centered 0.75” from bottom.
 - o Following page numbers are 1 inch from top and right edge of page.

Paragraphs

- The first line of each paragraph should be indented one-half inch.
- A paragraph must have at least three sentences.
- Avoid “widows and orphans”—carrying over just one line of a paragraph to the following page or starting a paragraph with one line at the end of the page. Set the “widow and orphan control” to automatically prevent the above from happening.

Print Quality

- Only sharp laser quality print with uniform blackness is accepted.
- Print single-sided only.
- If a laser printer is not available, transfer the document onto a flash drive or disc for printing at another location, such as Kinko’s or the ORU Document Preparation Services.
- *Warning: When using another computer and/or printer, often formatting is automatically changed; for example, the last line on a page may shift to the next page, or tabulations may change.*
- Saving your document as a PDF file will minimize formatting changes during printing; however, some adjustments may still be needed.
- See Embedding Fonts section.

Quotation Marks

- The period ending the quotation should be placed before the quotation mark (.”).
- If quoted material ends in a semicolon or colon in the original, the punctuation can be changed to a comma or period to fit with the structure of your sentence.
- Use ”?” or ”!” if the punctuation refers to entire sentence of which quotation is part.
- Use “?” or “!” if the punctuation is a part of the quoted material.
- Use a single quotation mark (‘) for a quote within a quote.

Quotations

- All quotations are to be introduced:

While most scholars accept this theory, Dr. John Jones denies its viability: “There is no evidence whatsoever to support this.”

- Use the full name of an author when he/she is mentioned for the first-time. Subsequent references to an author can refer to last name only, unless two authors have the same last name.
- When referring to the stated views of present or past writers, use the historical present tense (see Vyhmeister and Robertson, pp. 174-175).
- Below are suggested verbs that can be used to introduce quotations. Vary verbiage; do not use the same verb over and over: *Dr. John Jones states/confirms/denies, “ ____.”*

accepts	asks	denies	mentions	proposes	stipulates
adds	believes	describes	objects	recalls	submits
admits	combats	discusses	opposes	recommends	suggests
affirms	confirms	expresses	points out	reports	thinks
agrees	declares	indicates	points to	reveals	verifies
argues	defends	labels	portrays	states	writes

Quotations, Block

- Block quotations *must be five or more lines of text in length*; Greek and Hebrew citations are the exception.
- Must be single spaced, and indented one-half inch from left margin only.
- No quotation marks at the beginning or end.
- If the block quotation itself is a complete paragraph in the original source, the first line of the block quotation is tabbed an additional one-half inch.
- Quotations should be typed exactly as in the original, including wording, spelling, capitalization, and punctuation. If a word is misspelled in the quote, place [*sic*] immediately after the misspelled word. This designates that the incorrect spelling appears in the original.
- Note: Hebrew and Greek passages are always put in block quotes, whatever the length. For further information, see Turabian 25.2.2.

Scripture Citations (also see Bible Versions and Bible Abbreviations above)

- The word “Bible” should always be capitalized.
- The following Bible versions are suggested for the paper: KJV, NASB, NIV, NKJV, NLT, NRSV, RSV, or TNIV (see *Abbreviations, English Bible*).
- Footnote the first Scripture citation with a statement indicating which translation will be used for quotations, along with the publisher’s information. Example:

²Unless otherwise indicated all Bible references in this paper are to the New American Standard Bible (NASB) (La Habra, CA: The Lockman Foundation, 1973).

- All subsequent scriptural citations should appear in the body of the paper and not in footnotes.
- If a quotation from an additional version appears in the paper, indicate this with the abbreviation for that version following the citation: e.g., (Rom 1:17, NIV).
- Do not use excessive wording when referring to Scripture. For example, do not write, “chapter fourteen verses 3 through 6.” Simply write “14:3-6.”

- Multiple citations within the same chapter are separated by commas (e.g., Rev 3:6, 11, 13); semicolons separate citations from different chapters and books (e.g., 2 Thess 2:1; 3:4; Rev 3:16).
- When chapters or verses are cited in parentheses, use ch./chs. and v./vv. (e.g., ch. 3; chs. 3-4; v. 4; vv. 4-9).
- Abbreviate Bible book names in footnotes or within parentheses (See *Abbreviations Bible Books*); however, spell out book names in the text.
- Spell out the numbers for numbered books of the Bible when a sentence begins with a book name (e.g., Second Timothy).
- Use Arabic numerals for the numbers of numbered books of the Bible when the book name is in running text (e.g., 2 Timothy).

Secondary Sources

To cite a source from a secondary source (“quoted in . . .”) is generally discouraged, since authors are expected to examine the works they cite. If an original source is unavailable, both the original and the secondary source must be listed. (See Bibliographic Examples, Miscellaneous/Secondary Source of Quotation.)

Spacing After Punctuation

- There is to be one space after all punctuation marks ending each sentence.
- Do not leave a space after colons when used in Scripture references (1 Cor 1:2), between hours and minutes (5:20 p.m.), or between volume and page numbers (2:123-142).
- Do not leave a space after periods in abbreviations such as i.e., e.g., Ph.D., A.M., P.M.
- Single space after periods of the initials of personal names, (R. C. A. Lentki).

Style Sheets (M.A. Thesis, although can be used for any manuscript)

To ensure consistency, the author should keep a list of words or terms to be capitalized, italicized, hyphenated, spelled, or otherwise treated in any way unique to the manuscript. For capitalization and spelling of biblical/theological terms, see *SBL Handbook of Style*, 2nd ed. Section 4.3.6.

Table of Contents (TOC) (M.A. Thesis)

- The TOC is essentially a topical outline of the work, compiled by listing the headings in the thesis, using the exact same wording.
- The title, disclaimer, approval, abstract, copyright, and vita pages are not included.
- See Setup Instructions in the Formatting the Paper section.

Tables/Graphs (M.A. Thesis)

- All figures must have narration in the text to introduce or conclude. The narration (explanation) for a figure comes after the figure itself.
- See Turabian 26.1.1; 26.2.2; 26.3.2, and chapter 8 for more detailed information.

Tabs Default tab should be set at 0.5 inch.

Talmud See *SBL Handbook of Style* 2nd ed. 8.3.8, for help with citations and abbreviations.

Title Page

- Top margin, 2”.
- Type title of the work using all capital letters; double space between lines if needed.
- Be sure the title is in the shape of an inverted pyramid (if more than one line).
- Use transliteration for Greek or Hebrew words if used in the title.
- Line 1: Title in (or first line of title)
- Line 12: “A Research Paper . . .”
- Line 28 “In Partial Fulfillment . . .”
- Line 36: “By”
- See example of title page in Example Pages section.
- To help in setting up title page:
 - Set margins
 - Go to Page Layout and click Line Number
 - Click Continuous
 - As you go down the page, the line numbers will automatically show up on your left so that you know what line you are typing on.
 - When you’ve finished, go back to Page Layout, click Line Number, and unselect Continuous; the line numbers will disappear.

Vita (M.A. Thesis)

- The Vita is a brief biographical sketch of the writer; it should include the date and place of birth, parents’ names, schools and colleges attended, degrees awarded, and professional experience.
- It comes after the Bibliography and has no page number.

Widows and Orphans

- An “orphan” is a heading or first line of a paragraph that remains as the last line on a page.
- A “widow” is the last line of a paragraph alone at the top of the next page.
- Neither is acceptable and can be prevented.
- Make sure at least two lines of text in a paragraph remain together.

Formatting the Paper



Art and science have their meeting point in method.

—Edward Buhver-Lytton

FORMATTING THE PAPER

This manual is prepared specifically for students writing biblical and theological research papers and theses according to the style requirements of the Graduate School of Theology and Ministry at ORU. Ever-changing software versions and computer discrepancies make it impossible for this manual to address all possible applications. The following general instructions are based on Microsoft Word 2007 for Windows and *are meant to be used only as general guidelines*. You can use the terms below to search in Microsoft Word “Help” or other online references for your specific applications.

SAVING YOUR WORK

Backing up

Immediately after beginning the paper or first chapter, save this new document on the hard drive of your computer. It is recommended that a folder be created in which all documents pertaining to the paper will be kept. It is also absolutely essential that backup copies be made of the document and kept in a safe place so that if your computer breaks down, all work will not be lost. Therefore, at the end of each work session make a copy to a flash drive or a disk. You can also email yourself the latest version of your work. Otherwise you may want to investigate and possibly subscribe to one of the automatic backup services available (e.g. Barracuda, Carbonite, Mypcbackup, etc.). Search for “backup services” in web browser to find companies. A good service will back up *all* your computer files every time you are on your computer and the internet.

AutoRecover

The AutoRecover feature lets Word automatically save your document periodically. If the computer unexpectedly shuts down, (i.e., due to a power blackout) the document will be recovered. It will be opened the next time Word is launched.

PAGE SETUP

- It may be helpful to save each part of the paper as a separate document: i.e., Title Page, Main Body, Bibliography, etc. Creating a template for each of these is recommended.
- Make sure to set the margins, header and footer, font, etc. for each individual document.
- You can also use section breaks to format margins and page numbers differently if you want to incorporate your work into one document.
- To enable you to see your margins and tabs, click on View in the Tool Ribbon; then click the box in front of Ruler.
- To enable you to see your paragraph marks (“enters”), spaces, tabs, and other hidden formatting symbols, click on the Show/Hide (¶) icon on the Paragraph group on Tool Ribbon. Click the symbol again to turn off this feature.

Margins and Paper Size

1. **Top 1.4,” Bottom 1”**, and **Right 1.”**

NOTE: Research papers: Left margin is 1”; for **M.A. Thesis, Left margin is 1.5”** (to allow for binding).

Default Font

Times New Roman 12-pt. is the required font type for all papers.

Widows and Orphans

An “orphan” is a heading or the first line of a paragraph that remains as the last line on a page. A “widow” is the last line of a paragraph alone at the top of the next page. Neither is acceptable and can be prevented.

Page Breaks

To set the text to appear on the top of the next page (e.g., a new heading) do not press the enter key until the text falls onto a new page. When you print your paper, the text could drift back to the previous page. Instead of using hard returns, you should insert a manual page break function.

Hyphenation

Automatic hyphenation is not be used in a paper. This function should be turned off in your document.

Line Spacing

The text of the paper is to be double-spaced. Before beginning to type the text of the paper, set the double spacing in your document. Make sure there is no extra line space between paragraphs or surrounding Hebrew or Greek fonts.

PAGE NUMBERS

- Arabic numbers are used for the body of the text and bibliography
- (For M.A. Theses only: Use lower case roman numerals for the front matter.)
- See Form and Style section in this manual for more information.

Numbering the Front Matter (M.A. Thesis)

- The first part of the front matter consists of pages without numbers (title page, disclaimer page(s), approval, abstract, copyright, and dedication).
- The second part has lower-case roman numerals at the bottom of each page (preface, acknowledgments, table of contents).

TABLE OF CONTENTS (M.A. Thesis)

- Create a separate document for the Table of Contents.
- Format margins 1.5 inch from the left and 1 inch from the right and bottom, and 2” from the top (second page top margin should be 1.4”).

Note: The information below is from MS Word 2007 and is for a general guideline only:

Dot Leaders and Page Numbers

In order to create a dot leader between the heading text and the page number, you must set a right-aligned tab with a dot leader in your document before you begin entering text and page numbers. If you attempt to do this manually with periods and spaces, you may end up modifying every line in your table of contents when you change your printer driver.

To set a right-aligned tab with dot leader:

1. From the **Home** tab, open the **Paragraph** dialog box.
2. Click on **Tabs**.
3. In the **Tab Stop Position** box type **6**.
4. Under **Alignment**, select **Right**.
5. Under **Leader**, select **1 None**.
6. Click **Set**.
7. Again in the **Tab Stop Position** box type **5.6**.
8. Under **Alignment**, select **Right**.
9. Under **Leader**, select **2 (.....)**.
10. Click **Set**; click **OK**.

Your tabs for dot leader and page numbers are set.

Next, after you type the text, position the cursor on the first line of your Table of Contents immediately after the word Acknowledgments, and click the tab button (on your keyboard) twice. The leader and short blank space will appear. Type the page number. Repeat clicking the tab twice for every page number in your Table of Contents.

Table of Contents: Chapter Headings, Subheadings, & Hanging Indents Setup

(M.A. Thesis only)

Note: It is recommended that you set the dot leaders (previous section), type all the text of the Table of Contents first, and then start formatting it.

To set chapter headings in the Table of Contents:

Select chapter heading (or subheading, see below)

1. Click on the **Home** tab and open the **Paragraph** dialog box.
2. Click on the **Indents and Spacing** if it is not on the top.
3. In the **Indentation** section, click on the down triangle under **Special**.

4. Select **Hanging** from the roll-down list.
5. In the **By** box, select 0.3.”
6. In the **Left** box select 0.3.”
7. Click **OK**. Next, position the cursor after the period behind the number of your chapter, and tab once (on the keyboard). The title of your chapter will align at 0.3” from the chapter number. Repeat the process with all chapter headings.

Setting Hanging Indents for Subheadings in Table of Contents:

- A hanging indent is characterized by the first line of the paragraph touching the left margin, and subsequent lines are indented. You will need to create hanging indents for the headings in the Table of Contents.
- Follow the above procedures, but in **step 6** in the **Left** box select **0.9”** (for first level subheading).
- Click **OK**.

Your hanging indent for the first level subheading is set.

You will have to repeat the process for every level of subheading that you have in each of your chapters of your Table of Contents. Insert the following numbers:

- Level 2 subheading: in the indentation section select: **Left 1.2”** and **Hanging By 0.3.”**
- Level 3 subheading: in the indentation section select: **Left 1.5”** and **Hanging By 0.3.”**
- Level 4 subheading: in the indentation section select: **Left 1.8”** and **Hanging By 0.3.”**
- Level 5 subheading: in the indentation section select: **Left 2.1”** and **Hanging By 0.3.”**

Repeat the process for every chapter in your Table of Contents.

FOOTNOTES

Note: The information below is from MS Word 2007 and is for a general guideline only:

Modifying Footnotes Style

In order to create the same style for all footnotes:

1. After entering first footnote notation, place cursor immediately after footnote number.
2. **Right click** the mouse.
3. A new box will open. Select **Style** and follow prompts.
4. Footnotes should be 12 pt. Times New Roman, indented 0.5” on the first line and flush left on succeeding lines.

Removing Footnote Continuation Separator: Search “footnote separator” in MS Word help.

BIBLIOGRAPHY

Note: The information below is from MS Word 2007 and is for a general guideline only:

- Do not use spacing and tabs to format your bibliography. Instead, use hanging indents (see the instruction in **Hanging Indents of Heading**).
- Select all bibliography and format hanging indents
- On the Paragraph tab, go to Indents and Spacing
 - Set both left and right Indentions to 0.
 - Set Special to Hanging; Set By to 0.5 inch
 - Set Spacing to Single
- Make sure the spacing after selection is set to 12 pt.
- Double space between books and periodicals listed in the bibliography.
- Triple space between headings.
- Page number on the first page of the bibliography should appear centered at the bottom.
- Page number on following pages goes 1” from top and right margins.

ORU Library Resources



**Research is formalized curiosity.
It is poking and prying with a purpose.**

—Zora Neale Hurston

ORU LIBRARY RESOURCES

ACCESS TO ORU LIBRARY DATABASES

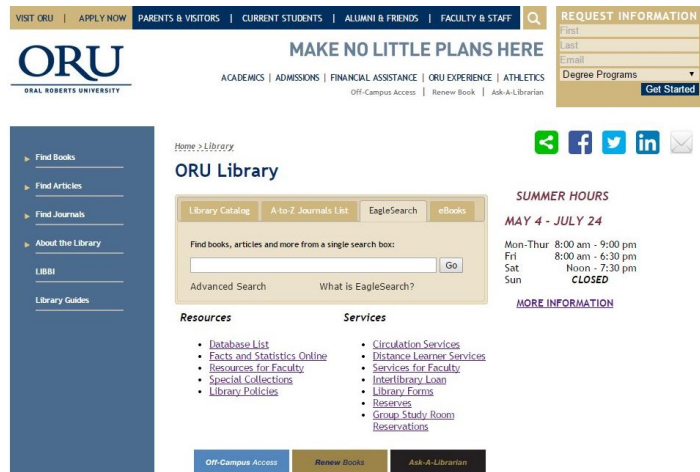
Many of the ORU Library's resources are electronic and available via the Internet. Since typically academic bibliographies include journal articles as well as books, you will find ORU's databases essential to your research. Many databases store journal articles from thousands of journals and magazines either in full text or abstract form. Others contain the text of full-length books. Almost all are restricted to use by current ORU students, faculty, and staff.

When ORU Is Your Internet Provider:

To access the ORU Library databases, log onto the ORU network with your user name and password. Then, go to the [Library Web Page](http://library.oru.edu) (library.oru.edu) and select the [Database List](#) (under "Resources").

Via Another Internet Provider:

Go to the ORU [Library Web Page](http://library.oru.edu) (library.oru.edu). Click on "[Off-Campus Access](#)" at the right top of the page. A login window will pop open.



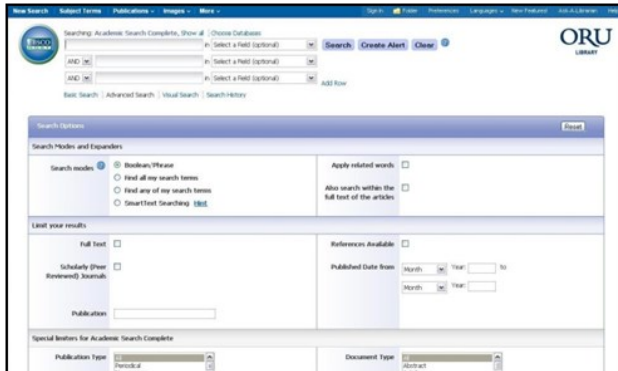
Fill in your ORU Network user name. Typically your user name is the same as your ORU student email address less the @oru.edu. For example, if your email address is gil26456@oru.edu, then your user name would be gil26456. *If you have forgotten your ORU email address, go to <https://vision.oru.edu>, click "Login with Z-Number & PIN" and key in your Z number and PIN as instructed. Unless you have changed it, your PIN is your six-digit date of birth (MMDDYY). Once in Vision, click on "Personal Information," then "View Email Address(es)."*

Fill in your ORU Network password. Your network password is typically the same as your ORU email password. If you need help with your password, contact the Student IT Help Desk at (918) 495-6321, or email studenthelpdesk@oru.edu.

After you have filled out your user name and password, the ORU library web page will open again. (When you log on successfully, the "Off Campus Access" link disappears.) You are now ready to select the [Database List](#) or some other resource, such as the [Library Catalog](#), the [A-to-Z Journal List](#), or [EagleSearch](#) to begin researching.

DATABASE RESEARCH

You may use ORU's library databases to search for theological journal articles and other materials related to a particular subject, keyword, title, Scripture, name, etc. To start searching, open the library's main page and click on **Database List** (it is listed under "Resources" as well as in the left menu under "Find Articles").



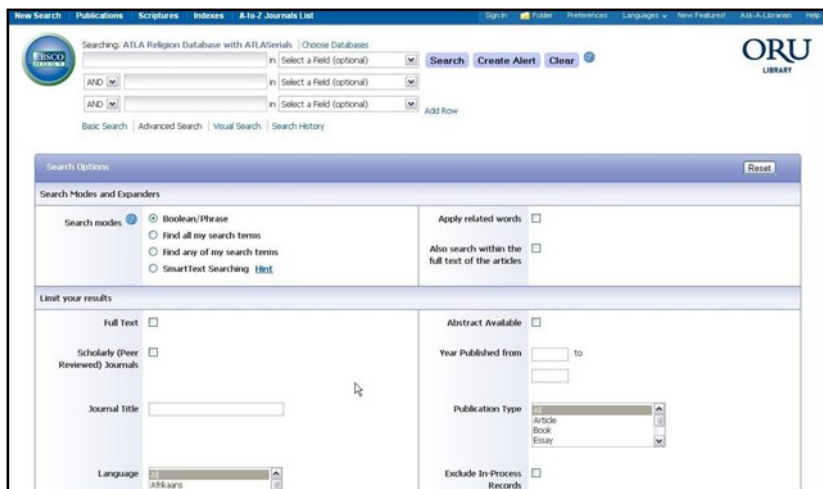
Once the *Database List* opens, click **EBSCOhost Databases (All)** and then select *EBSCOhost Research Databases*. Now, check the boxes beside each of the databases you want to search. Theological databases include *ATLA Religion Database with ATLASerials*, *New Testament Abstracts*, *Old Testament Abstracts*, *Index to Jewish Periodicals*, *ATLA Catholic Periodical and Literature Index*, and *Christian Periodical Index*. You may also want

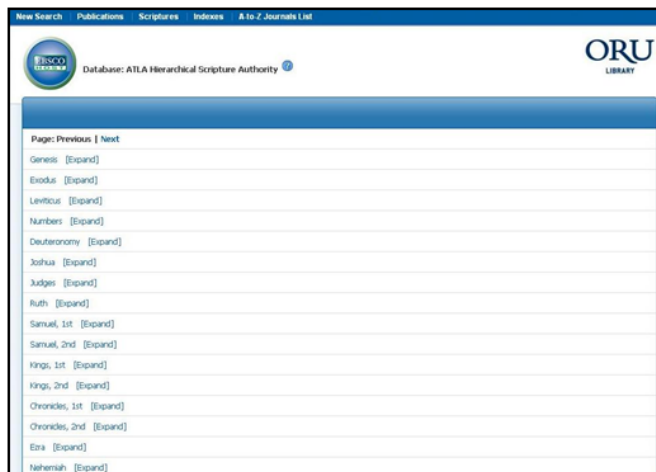
to include *Academic Search Complete* since it indexes a significant number of theological journals and perhaps the history and humanities databases. If you are working on a counseling thesis, you may want to select the psychology and/or social sciences databases. Once you have checked the desired databases, click **Continue**.

After the above window opens, begin your search by keying in the search terms that you have selected in the boxes provided. If desired, you may limit your search by selecting a particular field (e.g., "title" or "author") or by using a limiter such as a range of dates.

Search the ATLA Database

In the above search, several databases were selected, allowing you to search all of them simultaneously. There are times, though, when it is better to search within just one database (particularly *ATLA Religion Database*, which is the largest theological database) because you can do specific kinds of searching, such as Scripture searching, which are not available when searching a combination of databases.



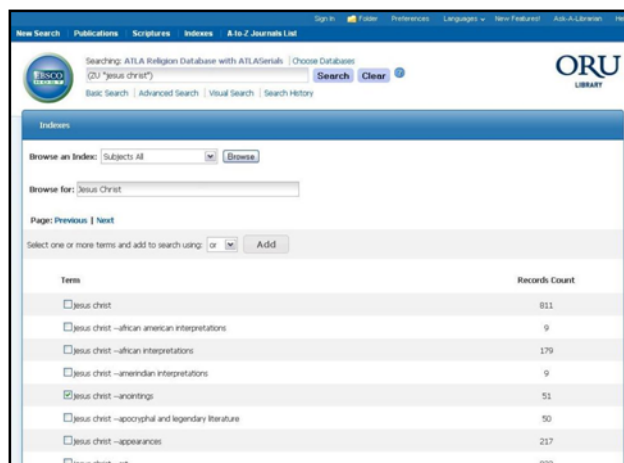


To search only the ATLA Database, click the **Choose Databases** at the top of the results page, deselect the databases previously chosen except **ATLA Religion Database with ATLASerials**, and then click OK. Along the blue tool bar at the top of the screen, you will see several options including *Publications*, *Scriptures*, and *Indexes*.

If you are interested in finding articles related to a particular Bible passage, for example, click **Scriptures**. A page will open

with a list of the books of the Bible. Scroll down to the book you are researching. To access all the articles related to that book, click the name of the book. To limit the search to a particular chapter in the book, click **Expand**, then click the desired chapter number.

If you want to do a search for a particular subject, click on the **Indexes** link on the blue tool bar. Then in the **Browse an Index** box, select **Subjects All**. In **Browse for**, enter the subject that you want to find. Click **Browse**. When a list of subjects opens, select one or more that relates to your interest and click **Add**, and then click **Search**. A list of citations to journal articles related to the selected subject will appear.



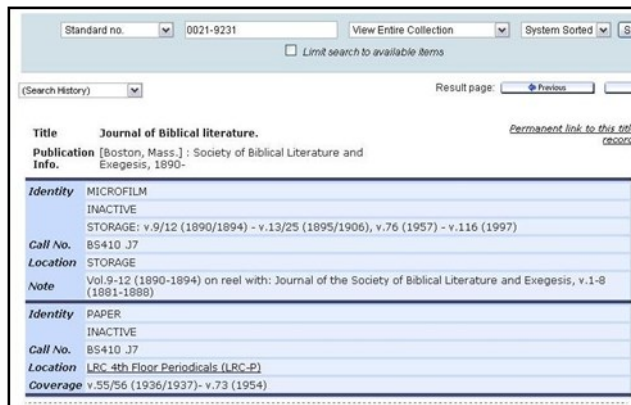
Locate Full Text Journal Articles



If you have a citation in hand for a particular journal article, use the **A-to-Z Journal List**. To start the search, return to the library web site, and click the **A-to-Z Journal List** under “Find Journals” in the left menu. Under the search box, select “Journals Only” and key in the title of the desired journal in the search box (for example, *Journal of Biblical Literature*). Click **Search**. A new page will open with a list of results.

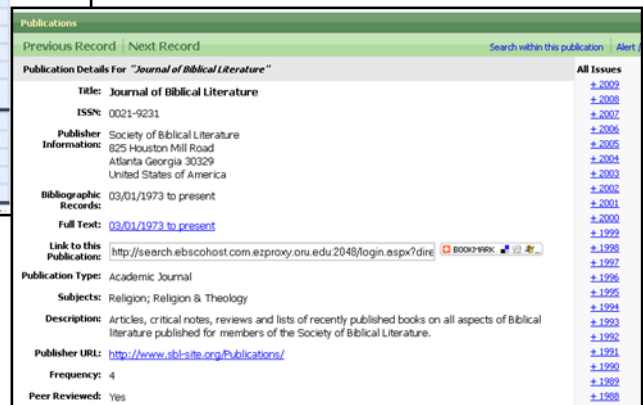
On the results page displayed in the image on the left, there are two types of findings for the

search for *Journal of Biblical Literature*: (1) the ORU Library Catalog and (2) four online databases, *Academic Search Complete*, *ATLA Religion Database with ATLASerials*, *Humanities Source*, and *Literary Reference Center*. (Note: the date range covered with each database varies.) In this case, the *ATLA* database has from 1891 to present, whereas the other three have 1973 to present.

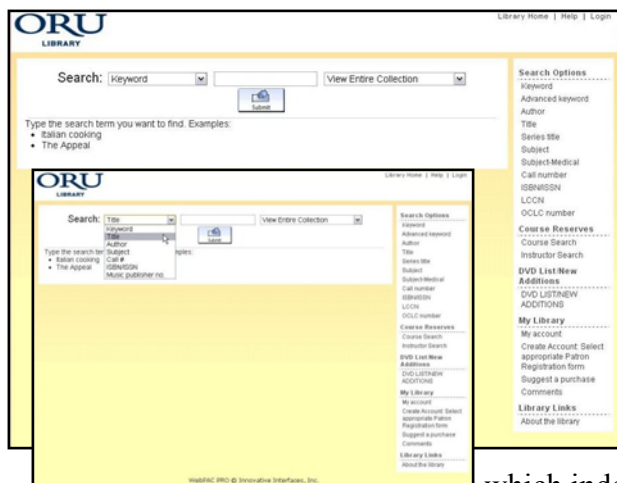


The ORU **library catalog** link leads you to the catalog entries of the journal holdings that are in paper, microfilm, and/or CD-ROM format. When you click the holdings link, the library

catalog opens and takes you to a two-part record related to *Journal of Biblical Literature*. The two parts indicate the two available formats for that journal: paper and microfilm.



As noted, in the **A-to-Z Journal List** image on the previous page, four databases are listed as having *Journal of Biblical Literature* articles. To find the volume and issue desired, click the name of a database that contains the date of the article. A page will open with the years of publication listed. Click the desired year, and then the desired volume and issue.



FIND BOOKS USING THE LIBRARY CATALOG

You can search through the books and audiovisual materials available at the ORU library using the online library catalog. Go to the main library web page. In the left menu, select **ORU Library Catalog** under “Find Books.” The page that opens is the library catalog.

Now you can begin your search by selecting which index you want to use by using the arrow down box on the left. Among the choices are title, author, subject, and call number. In the search box, enter a term (word or phrase) appropriate to the index that you have selected. Click **Submit**.

Num	Mark	Titles (1-25 of 25)	Year	Entries Found
1	<input type="checkbox"/>	The Baptism In The Holy Spirit		29
2	<input type="checkbox"/>	Baptism In The Holy Spirit: A Biblical Study / Williams, J. Rodman (John Rodman).	1984	1
3	<input type="checkbox"/>	The Baptism In The Holy Spirit : A Challenge To Whole Hearted Seekers After God		2
4	<input type="checkbox"/>	The Baptism In The Holy Spirit, A Personal Testimony.		2
5	<input type="checkbox"/>	Baptism In The Holy Spirit : A Re-Examination Of The New Testament Teaching On The Gift Of The Spirit		2
6	<input type="checkbox"/>	Baptism In The Holy Spirit : A Scriptural Foundation	1986	1

A new page will open with the results of your search (see image to the left). Click on a relevant result. A new page will open with a list of items available. Scroll through the list. When you find a title that looks appropriate, click it for more information. If you decide you want the book, note the title, call number, and location in the library so you will know where to find it on the shelf.

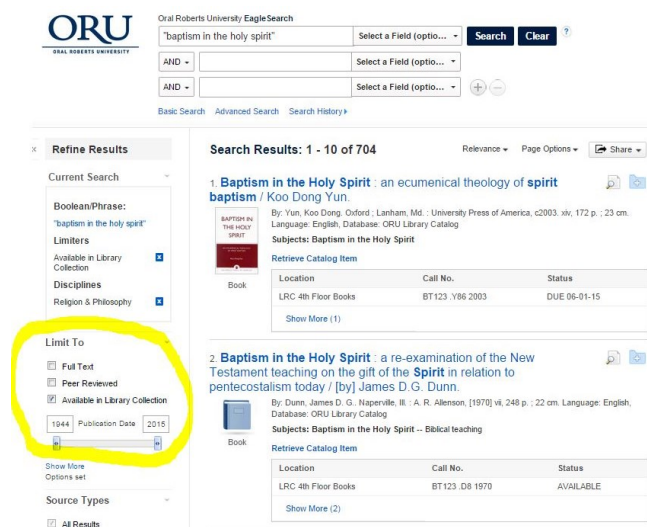
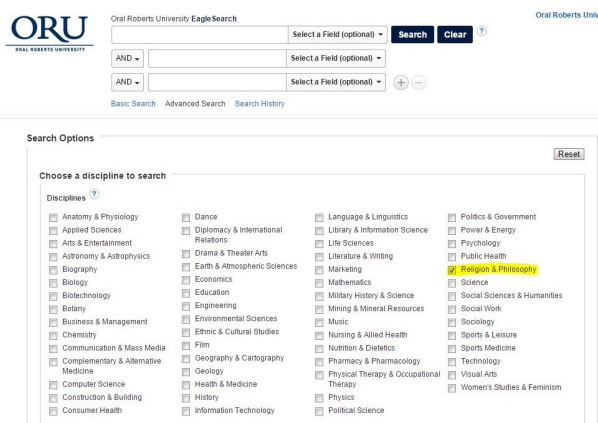
Note: To go back and forth from the results list to the records of individual titles, it is best to

use the “Return to Browse” button provided rather than the browser back button.

EAGLESEARCH: A DISCOVERY TOOL

The library has a powerful discovery tool called *EagleSearch* that allows many of the library resources to be searched simultaneously. To use EagleSearch, go to **EBSCOhost Databases (All)** on the **Database List**, and click *EagleSearch*. Then click the “Advanced Search” link under the search box.

From the list choose a discipline to search, e.g., “Psychology,” “Religion & Philosophy,” or “Sociology.” The search will not be limited only to databases specifically in the selected discipline(s) because many multidisciplinary databases, such as *Academic Search Complete* and *Humanities International Complete*, also contain



religious material. After checking the desired discipline(s), key in a word or phrase in one of the search boxes, select a field if desired, and click **Search**.

The results page will indicate the number of items found. To see results only of a certain type (“full text,” “peer-reviewed,” etc.), select one or more limiters in the left menu. To expand the search beyond EagleSearch, use one of the widgets in the right menu.

Browse the results by scrolling down the page. When you find a relevant item, click the title to see the detailed record. If the full text of the item is available, you will see an icon indicating that fact. The full text is usually in PDF format, although some articles are available in only HTML and some in both PDF and HTML.

FIND THESES AND DISSERTATIONS

Other resources that you will find useful in your research are theses, dissertations, and applied research projects. These are searchable in the library catalog or in a few of the databases.

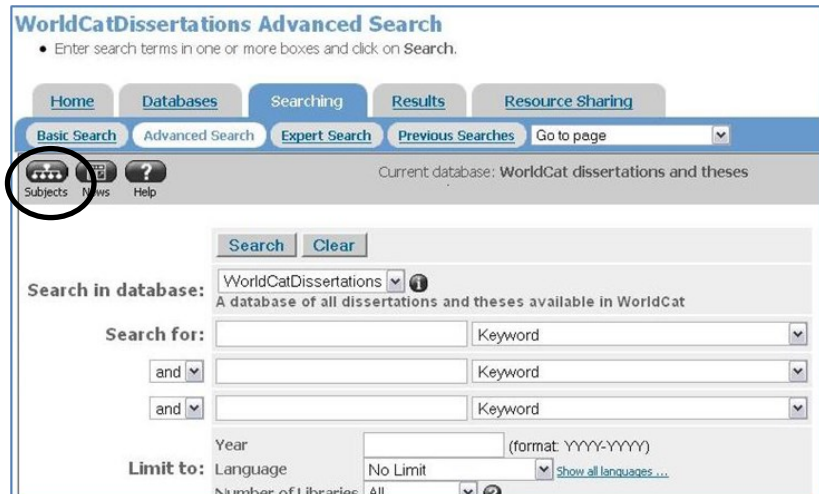
Dissertation Databases. The library subscribes to [ProQuest Dissertations & Theses Global](#), a major database that provides indexing for millions of theses and dissertations, of which the full text of 1.2 million is available for immediate download. To find out about other dissertation databases and websites, see the [Databases by Type LibGuide](#).

Library Catalog. To search the library catalog for projects and dissertations, click “Advanced Search” in the right menu and then select *Subject* in the first arrow-down box on the left. Then, in the first search box, type *Research Projects, Applied*. Next select *or* in the right drop-down box, and select *Subject* again, and key in *Dissertations, Academic*. Click *Submit*. On the results page, you can tell which ones are projects and dissertations by the symbol (see image above). The

results list will include theses from other academic institutions that are held in the ORU library, in addition to those written by ORU students.

WorldCatDissertations Database. To access the WorldCatDissertations database, on the main page of the library, click the Database List link under “Find Articles” in the left menu bar. Then click the last entry in the list, **WorldCatDissertations**. The *Advanced Search* page will open (see the image below). To find a title, do a keyword search for the author’s last name and two or three keywords from the title.

To search for theses in a general subject area, click the **Subjects** icon on the far left of the gray tool bar (as seen in the image). Type your topic of interest, and then click **Search**. When the list of results comes up, scan the list for relevant titles. Some theses may be borrowed through inter-library loan.



SELECTED REFERENCE RESOURCES

Numerous reference resources in the ORU Library may be used for theological or biblical research. Several of these are described below:

Bible Dictionaries and Bible Encyclopedias. To find general history or background information on persons, places, customs, subjects, etc., use Bible dictionaries and Bible encyclopedias.

- *LRC-R indicates that the item is shelved in the Reference area.*
- *EBSCOhost, Ebrary, Credo, or Gale indicates that the item is an electronic book available online and searchable in the library catalog.*
- *Non-Reference printed books are generally located either in the Main Collection (LRC-4) or the Holy Spirit Research Center (LRC-5)*
- *Examples:*
 - ***A Dictionary of the Bible** - BS440.B73 2004 LRC-R*
 - ***Baker Encyclopedia of the Bible** - BS440.B26 1988 LRC-R*
 - ***Baker Theological Dictionary of the Bible** - BS440.E78 2000 LRC-R*
 - ***Biblical Studies on the Internet: A Resource Guide** - Ebrary*
 - ***Biographical Dictionary of Christian Theologians** - Ebrary*

- ***Blackwell Encyclopedia of Modern Christian Thought*** - BR95 .B58 1995 LRC-R
- ***Britannica Encyclopedia of World Religions*** - Ebrary
- ***Companion Encyclopedia of Theology*** - Ebrary
- ***Critical Terms for Religious Studies*** – Credo Database
- ***Dictionary of the Bible*** - BS440.H5 1988 LRC-R
- ***Dictionary of Christian Biography*** - BR1700.3.D53 2001 LRC-R
- ***Dictionary of Early Christian Beliefs*** - BR66.5.D53 1998 LRC-R
- ***Dictionary of Early Christian Literature*** - BR66.5 .L4813 2000 LRC-R
- ***Dictionary of Ethics, Theology & Society*** -BJ63 D53 1996 LRC-R
- ***Dictionary of Mission: Theology, History, Perspect.*** - BV2040.L4813 1997 LRC-R
- ***Dictionary of Pastoral Care and Counseling*** - BV4011.D43B 1990 LRC-R
- ***Eerdmans Dictionary of the Bible*** - BS440.E44 2000 LRC-R
- ***Encyclopaedia Judaica*** - DS102.8.E496B LRC-R (Search Index, vol. 1., online)
- ***Evangelical Dictionary of Christian Education*** - BV1461.E93 2001 LRC-R
- ***Evangelical Dictionary of World Missions*** - BV2040.E92 2000 LRC-R
- ***Handbook of Contemporary Preaching*** - BV4222.H35 1992
- ***HarperCollins Bible Dictionary*** - BS440.H235 1996 LRC-R
- ***Holman Bible Dictionary*** - BS440.H69 1991 LRC-R
- ***Illustrated Bible Dictionary*** - BS440.D6x 1980 Vol. 1-2 LRC-R
- ***International Standard Bible Encyclopaedia*** - BS440.I6 1994 LRC-R
- ***Interpreter's Dictionary of the Bible*** - BS440.I63 1962 Vol. 1-4 LRC-R
- ***The Jewish Religion: A Companion*** - EBSCOhost
- ***Macmillan Dictionary of the Bible*** - Credo Database
- ***Mercer Dictionary of the Bible*** - BS440.M429 1990 LRC-R
- ***New Bible Dictionary*** - BS440.D734 1996 LRC-R
- ***New Catholic Encyclopedia*** - BX841.N44 2003 Vol. 1-15 LRC-R
- ***New Dictionary of Christian Ethics and Pastoral Theo***-BJ1199.N495 1995 LRC-R
- ***The New Encyclopedia of Judaism*** – Credo Database
- ***The Oxford Dictionary of the Bible*** - BS440 .B73 2004 LRC-R
- ***Oxford Dictionary of the Christian Church*** - BR95.O8 1997 LRC-R
- ***Oxford Dictionary of World Religions*** - BL31.O84 1997 LRC-R
- ***Prime-Time Religion: An Encyclopedia of Religious Broadcasting*** - Ebrary
- ***Who's Who in Christianity*** - Ebrary
- ***Who's Who in the New Testament*** - Ebrary
- ***Who's Who in the Old Testament*** - Credo Database
- ***World Christian Encyclopedia*** - BR157.W67 2001 Vol. 1-2 LRC-R
- ***World Religions*** - BL31.W67 1998 LRC-R
- ***Wycliffe Bible Encyclopedia*** - BS440.W92 1975 Vol. 1-2 LRC-R
- ***Zondervan Pictorial Encyclopedia of the Bible*** - BS440.Z63 1975 Vol. 1-5 LRC-R

For more related online encyclopedias and dictionaries, see the [Selected Theology & Ministry eReference Works](#) box under the “Theology & Ministry” tab in the Databases by Subject LibGuide.

Concordances. To find a particular Bible verse when you know a key word in a specific translation of the Bible, use concordances.

Call number section BS425. Examples:

- o *New American Standard Exhaustive Concordance of the Bible*
BS425.N385 LRC-R
- o *New American Standard Exhaustive Concordance of the Bible*
BS425.N385 LRC-R
- o *The New Strong's Expanded Exhaustive Concordance of the Bible*
BS425.S8 2001 LRC-R
Contains Hebrew and Greek dictionaries to help you find terms.
- o *The NIV Exhaustive Concordance* - BS425.G62 LRC-R
Contains Hebrew to English Index-Lexicon, Greek to English Index-Lexicon, and Index of Strong's/Goodrick Kohlberger numbers.
- o BibleGateway.com - available on the Internet. *Allows searching of a number of English versions of the Bible as well as several other language translations.*

Specialized Bible Dictionaries, English. For in-depth research on a particular English word, see specialized dictionaries. Examples:

- o *The Anchor Yale Bible Dictionary* - BS440.A54 2007 LRC-R
- o *The Complete Biblical Library* (Harris) - BS2535.2.N474 LRC-R
Includes three sections: Harmony of the Gospels, N.T. Study Bible with Interlinear Bible, and Greek-English Dictionary.
- o *Complete Word Study Dictionary* - PA881.Z63 LRC-R (Use the English index in the front of the book.)
- o *Dictionary of New Testament Theology* (Brown) - BS2397.N48 LRC-R
- o *Theological Dictionary of the Old Testament* - BS440.B5713 1974- LRC-R
- o *Theological Dictionary of the New Testament* - PA881.K513 1964- LRC-R
- o *Vine's Expository Dictionary of Biblical Words* - BS537.E967 LRC-R
- o *Vine's Expository Dictionary of Old and New Testament Words* -BS440.V748 LRC-R

Commentaries. For in-depth research on a particular word, Bible verse, social and cultural milieu, etc., see commentaries. General call numbers section is BS490 through 491.5. Other commentaries are under call numbers according to the book of the Bible they discuss.

Examples:

- o *The Asbury Bible Commentary* - Internet
- o *Collegiate Bible Commentary* - BS491.2.C66 1989 LRC-R
- o *Eerdmans Commentary on the Bible* - BS491.3.E37 2003 LRC-R
- o *The Expositor's Bible Commentary* - BS491.2 .E96
- o *HarperCollins Bible Commentary* - BS491.2.H37 2000 LRC-R
- o *Harper's Bible Commentary* - BS491.2.N4 1988 LRC-R
- o *New Bible Commentary* - BS491.2.N45 1994 LRC-R
- o *The New Jerome Biblical Commentary* - BS491.2.N485 1990 LRC-R
- o *The New Interpreter's Bible* - BS491.2 .N484 1994 LRC-R

- o ***The Oxford Bible Commentary*** - Ebrary
- o For online Bible commentaries, see the [Bible Commentaries Plus LibGuide](#)

Commentaries often come in series. Some are shelved together, while others are not. To find a commentary of a particular book of the Bible in a particular series, do an advanced keyword search in the library catalog for the series title and for the name of the book of the Bible as a keyword (e.g. “Title”: Berit Olam AND “Keyword”: Ruth). For a list of Bible commentary series available in the ORU Library, click the “Commentaries Series” tab in the [Bible Commentaries Plus LibGuide](#). Examples:

- o ***Abingdon New Testament Commentaries*** - LRC-R
- o ***The Anchor Bible*** (“Bible. English. Anchor Bible. 1964”)
 - BS192.2.A1 1964.G3 ([First Corinthians](#) available online via Ebrary)
- o ***Augsburg Commentary on the New Testament*** - LRC-R
- o The ***Berit Olam*** series on the Old Testament - BS1295.2 .H35 2000
- o ***Black’s New Testament Commentaries*** - BS2341.B56 LRC-R
- o ***International Critical Commentary*** - BS491.I6 LRC-R
- o ***International Theological Commentary*** - BS1151.2.I57 LRC 4th Floor
- o ***Interpretation*** - BS491.2.I54 LRC-R (some volumes available online)
- o ***The IVP New Testament Commentary Series*** - Internet
- o ***New International Biblical Commentary*** - BS2341.2.N48 LRC-R
- o ***New International Commentary on the Old Testament*** - BS1151.2.N4 LRC-R
- o ***New International Commentary on the New Testament*** - BS2341.2.B7 LRC-R
- o ***The NIV Application Commentary*** - BS491.2.N58 LRC-R
- o ***The Old Testament Library*** - BS1151.2.O4 LRC-R
- o The ***Sacra Pagina*** series on the New Testament - BS2341.2.S22 LRC-R
- o ***Word Biblical Commentary*** - BS491.2.W67 LRC-R

Interlinear Bibles. For a translation and/or transliteration of Hebrew or Greek, see interlinear Bibles.

Greek

The Interlinear Hebrew-Greek-English Bible
(Green, BS1 1976)

The Interlinear Greek-English New Testament
(Marshall, BS1965 1959B)

The R.S.V. Interlinear Greek-English New Testament
(BS1965 1970)

The Complete Bible Library, “N.T. Study Bible”
(Harris, BS2535.2.N474, vols. 2-10)

Hebrew

The Interlinear Hebrew-Greek-English Bible
(Green, BS1 1976)

The Interlinear Bible, Hebrew/English
(Green, BS715 1976X)

The NIV Interlinear Hebrew-English Old Testament (BS1965 1979)

Other interlinear Bibles are available online at <http://interlinearbible.org/>.

For research on a particular Hebrew or Greek word, use specialized dictionaries, parsing guides, and lexicons.

Specialized Dictionaries (Hebrew and Greek):

Greek

Dictionary of New Testament Theology
(Brown, BS2397.N48)

Theological Dictionary of the New Testament
(Kittel, PA881.K513)

Theological Lexicon of the New Testament
(PA875.S613)

The Complete Word Study Dictionary (NT)
(PA881.Z63)

The Complete Biblical Library
(Harris, BS2535.2.N474) Greek-English
Dictionary, vols. 11-16

Hebrew

Theological Dictionary of the Old Testament (Botterwick,
BS440.B5713)

Theological Wordbook of the Old Testament (Harris,
Archer, Waltke, BS440.T49)

Students' Hebrew and Chaldee Dictionary
(PJ4833.H1914)

*Gesenius' Hebrew-Chaldee Lexicon to the Old
Testament* (PJ4833.G41979)

*New International Dictionary of Old Testament
Theology and Exegesis* (BS440.N438) Vol. 5 has
Scripture, subject, and numbering index.

Parsing Guides and Analytical Keys:

Greek

A Parsing Guide to the Greek New Testament
(PA847.H3)

The Complete Biblical Library
(Harris, BS2535.2.N474)

Hebrew

Old Testament Parsing Guide
(PJ4645.B43)

Analytical Key to the Old Testament (4 vols.) (Owens,
PJ4731.B53 094)

Lexicons:

Greek

Theological Lexicon of the New Testament
(PA875.S613, multi-volume set)

A Greek-English Lexicon of the New Testament
(Baur, PA881.B38)

Analytical Greek Lexicon (PA881.A6)

Hebrew

Old Testament Word Studies
(BS1125.W52) Use as a lexicon and concordance.

Hebrew and English Lexicon of the Old Testament
(Brown, PJ4833.G4 1836)

Analytical Hebrew and Chaldee Lexicon (PJ4833.D3)

*The New Brown, Driver, Briggs, Gesenius Hebrew &
English Lexicon* (PJ4833.B66)

Index to BDB Hebrew Lexicon (PJ4833.B683)

The Liddell-Scott-Jones Greek-English Lexicon (LSJ) is now freely available online.

OTHER LIBRARY RESOURCES

eBooks. To find eBooks available in the ORU library, go to the catalog and do an [eBook search](#). Or go to the eBooks page (on the left menu on the Library page), click “Find Books” and then “eBooks” and go to the eBook collections listed there. Note that the ORU library now offers some 140,000 eBooks. The text within these collections is searchable word-for-word by going to the individual collections, e.g., [eLibrary Academic Complete](#) (120,000+ eBooks), the

[EBSCOhost eBook collection](#) (13,000+), [Credo Reference](#) (700+) and [Gale Virtual Reference Library](#) (170+).

Table of Contents. One way to keep informed of what is being currently published in theology is to browse the tables of contents of related journals in FirstSearch's *Electronic Collections Online* (ECO). On the ECO page, click "Browse Journal Titles" and then, from the "All Subject Collections," select a category under "Philosophy. Psychology [B-BJ]" or "Religion & Religions [BL-BX]." Begin browsing. *Please note: ECO provides only a small amount of full text.*

Other Formats. Do a subject search in the Library's online catalog. On the results list page, click a subject. In the page that opens, scroll down the list scanning entries for format icons. If the list is long, you may wish to limit it to a particular format by selecting one from the drop-down box. Available format limits include *audiobooks, audio cassettes, DVDs, and eBooks*. After making a selection, click *Search*. The results will be limited to the selected format.

Research Guides. Click on [Library Guides](#) in the left menu on the Library home page, and scroll down the page to see the theology-related guides: American Christianity, Bible Commentaries Plus, Theology Resources; Theological & Biblical Word Studies; Theological Reference Materials; Locating an Essay in the ATLA Religion Database; Foreign Countries, Cultures & Missions; Theological Journals Search (guide to open access periodicals searchable via a Google custom search engine).

Special Collections.

- The **ORU Theology Collection** is located on the 4th floor of the LRC, primarily within the BJ-BX call number range. These books may be checked out.
- The **Reference Library** has a strong collection of theological resources, to be used only in the Library.
- **The Holy Spirit Research Center, LRC, 5th floor**
One of the largest and most comprehensive Pentecostal/charismatic and Holy Spirit collections in the world, it contains over 12,000 books, 300 magazines, 4,500 tapes, vertical files of tracks, pamphlets, brochures, unpublished papers, newsletter, and new articles, and hundreds of sound recordings, films, photographs, and microfilms.
Contact Dr. Mark Roberts, Director, for hours: 918-495-6899, or hsrc@oru.edu.

The following special collections are accessed by permission through the Circulation Desk. A key to the collection room may be checked out from the Circulation Desk for a maximum of four hours.

- **William Sanford LaSor Collection, LRC 408 E-F**
- **Elmar Camillo Dos Santos Collection, LRC 408 L-M**
- **Jewish Theological Seminary Collection, LRC 408 L-M**
- **Temple Israel Library** has a long-standing agreement to allow ORU students to check out their materials. You may visit the Temple library any time during normal business hours.

- Search library web site at: <http://www.templetulsa.com/library/>
- Temple Israel, 2004 East 22nd Place, Tulsa, Oklahoma 74114-2800
- Administrative Office: (918) 747-1309

Online Jewish Research Sources

[Babylonian Talmud Research Guide](#) (LibGuide)

[Encyclopedia Judaica](#)

[Jewish Encyclopedia](#)

[Jewish National and University Library \(JNUL\) Digitized Book Repository](#)

- Rare and out-of-print monographs
- About 1,100 digitalized volumes, from 15th century incunabula to early 20th century works

[RAMBI](#) – index to articles and books on Jewish studies by the Jewish National and University Libraries.

[The Talmud](#) (Yale University Library)

[WebShas](#) – index to the Talmud

Other Online Resources

[Library Resources for Distance Learners](#) - link located on Grad Theology class pages
http://web.oru.edu/current_students/class_pages/grtheo/mmankins/Modular/LibraryResources/LibraryResourcesHP.htm

[Library Distance Learner Web Page:](#)

<http://oru.libguides.com/distance>

Note: Parts of the library section were adapted from the ORU Library's website (<http://library.oru.edu>). (Library section revised 5/11/15 & 5/19/15 sjs)

**Footnote and
Bibliographic Examples
and
Greek and Hebrew Text Citation Examples**



Learn as much by writing as by reading.

—Lord Acton

FOOTNOTE AND BIBLIOGRAPHIC EXAMPLES

Turabian style is required for the bibliography and footnotes. Refer to Turabian chapters 16-17 for the general samples of style. This manual deals with the bibliographical entries that are most commonly used by theological students in the seminary.

- Use the standard 12-point font for footnotes and bibliography.
- When referencing a specific publisher, refer to the publisher exactly the same way in all notes and bibliographic entries.
- Never use a title in a note of bibliographic entry (Rabbi, Rev., Dr.).
- Never use degrees in a note of bibliographic entry (BA, MA, PhD).
- In the examples below, the first entry is for a footnote; the second for a bibliography.

MULTIVOLUME WORKS

1. One author, several volumes:

¹R. T. Kendall, *Understanding Theology*, vol. 1 (Ross-shire, UK: Christian Focus, 1996), 178.

Kendall, R. T. *Understanding Theology*. Vol. 1. Ross-shire, UK: Christian Focus, 1996.

2. One author, several volumes, translated:

²Adolf von Harnack, *History of Dogma*, vol. 2, trans. Neil Buchanan (London: Williams and Norgate, 1910), 120.

Harnack, Adolf von. *History of Dogma*. Vol. 2. Translated by Neil Buchanan. London: Williams and Norgate, 1910.

³Hecataeus, “*Aegyptiaca* 11.3-4,” in *Greek and Latin Authors on Jews and Judaism*, vol. 1, *From Herodotus to Plutarch*, trans. F. R. Walton, ed. Menahem Stern (Jerusalem: The Israel Academy of Sciences and Humanities, 1974), 28.

Hecataeus. “*Aegyptiaca* 11.3-4.” In *Greek and Latin Authors on Jews and Judaism*. Vol. 1, *From Herodotus to Plutarch*. Translated by F. R. Walton. Edited by Menahem Stern, 20-46. Jerusalem: The Israel Academy of Sciences and Humanities, 1974.

3. One author, different title for each volume:

⁴Justo Gonzalez, *The Story of Christianity*, vol. 2, *The Reformation to the Present Day* (Peabody, MA: Prince Press, 1985), 57.

Gonzalez, Justo. *The Story of Christianity*. Vol. 2, *The Reformation to the Present Day*. Peabody, MA: Prince Press, 1985.

4. Independent Titles and Different Authors for Each Volume:

⁵Brian Rapske, *The Book of Acts and Paul in Roman Custody*, vol. 4, *The Book of Acts in Its First Century Setting*, ed. Bruce W. Winter (Grand Rapids: Eerdmans, 1994), 26.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 4, *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1994.

5. Multiple authors with the same name (Jr., Sr., III):

⁶Cleon L. Rogers Jr. and Cleon Rogers III, *The New Linguistic and Exegetical Key to the Greek New Testament* (Grand Rapids: Zondervan, 1998), 144.

Rogers, Cleon L., Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.

BIBLE COMMENTARIES (In Bibliography, list under Books)

1. Author given, no volume number:

¹Philip A. Bence, *Acts: A Bible Commentary in the Wesleyan Tradition*, New Beacon Bible Commentary (Indianapolis: Wesleyan Publishing, 1998), 33.

Bence, Philip A. *Acts: A Bible Commentary in the Wesleyan Tradition*. New Beacon Bible Commentary. Indianapolis: Wesleyan Publishing, 1998).

2. Author and volume number given:

²Edward F. Campbell, *Ruth*, Anchor Bible, vol. 7 (Garden City, NY: Doubleday, 1975), 27.

Campbell, Edward F. *Ruth*. Anchor Bible. Vol. 7. Garden City, NY: Doubleday, 1975.

3. Several volumes by the same author:

(Note: abbreviated names/initials are only acceptable when the full name is not cited in the original and is unknown. See example below.)

³F. Delitzsch, *Biblical Commentary on the Book of Job*, Part 2, Biblical Commentary on the Old Testament, vol. 2, trans. Francis Bolton (Grand Rapids: Eerdmans, 1949), 115.

Delitzsch, F. *Biblical Commentary on the Book of Job*. Part 2. Biblical Commentary on the Old Testament. Vol. 2. Translated by Francis Bolton. Grand Rapids: Eerdmans, 1949.

4. **Commentary as a part of the volume in a multivolume set:**

⁴Fred B. Craddock, "The Letter to the Hebrews: Introduction, Commentary, and Reflections," *New Interpreter's Bible*, vol. 12 (Nashville: Abingdon, 1998), 54.

Craddock, Fred B. "The Letter to the Hebrews: Introduction, Commentary, and Reflections." *New Interpreters Bible*. Vol. 12. Nashville: Abingdon, 1998.

5. **Editor or Compiler as "Author":**

⁵Edward Hastings, ed., *The Speaker's Bible*, vol. 15 (Grand Rapids: Baker, 1971), 123.

Hastings, Edward, ed. *The Speaker's Bible*. Vol. 15. Grand Rapids: Baker, 1971.

ARTICLES IN THEOLOGICAL DICTIONARIES, WORDBOOKS, ENCYCLOPEDIAS, CONCORDANCES, AND LEXICONS

(See *Form and Style: Dictionary/Encyclopedia Entries [also Concordances and Lexicons]*)

- In Bibliography, list under Books.
- In the footnote, indicate the page(s) of the particular reference cited.

1. **Signed article (article has its own separate author):**

¹Hayim Lapin, "Rabbi," *Anchor Bible Dictionary*, vol. 5, ed. David Noel Freedman (New York: Doubleday, 1992), 601.

Lapin, Hayim. "Rabbi." *Anchor Bible Dictionary*. Vol. 5. Edited by David Noel Freedman. New York: Doubleday, 1992.

²J. Fredrick McCurdy, "Covenant," *The Jewish Encyclopedia*, vol. 4, ed. Isidore Singer (New York: KTAV Publishing House, 1964), 318.

McCurdy, J. Fredrick. "Covenant." *The Jewish Encyclopedia*. Vol. 4. Edited by Isidore Singer. New York: KTAV Publishing House, 1964.

2. **Unsigned articles (article does not have its own separate author):**

Dictionary/Encyclopedia articles without separate authors for each article:

³Ronald F. Youngblood, ed., "Angel," *Nelson's New Illustrated Bible Dictionary*, rev. ed. (Nashville: Thomas Nelson, 1995), 15.

Youngblood, Ronald F., ed. *Nelson's New Illustrated Bible Dictionary*. Rev. ed. Nashville: Thomas Nelson, 1995.

⁴John D. Davis, "Baptism," *The Westminster Dictionary of the Bible*, rev. ed., vol. 1, rev. Henry Synder Gehman (Philadelphia: The Westminster Press, 1944), 59.

Davis, John D. *The Westminster Dictionary of the Bible*. Rev. ed. Vol. 1. Revised by Henry Synder Gehman. Philadelphia: The Westminster Press, 1944.

3. Concordances: List each individual word entry in footnotes, but cite only the concordance or titled concordance part/section in the bibliography.

⁵Robert Young, "heavens," *Analytical Concordance to the Bible*, 22nd American ed. (Grand Rapids: Eerdmans, 1970), 472.

Young, Robert. *Analytical Concordance to the Bible*. 22nd American ed. Grand Rapids: Eerdmans, 1970.

⁶James Strong, "οὐρανός," "A Concise Dictionary of the Words in the Greek Testament," in *The New Strong's Exhaustive Concordance of the Bible* (Nashville: Thomas Nelson, 1990), 53.

Strong, James. "A Concise Dictionary of the Words in the Greek Testament." In *The New Strong's Exhaustive Concordance of the Bible*. Nashville: Thomas Nelson, 1990.

4. Lexicons: List each individual word entry in footnotes, but cite only the lexicon in the bibliography.

⁷Walter Bauer, "οὐρανός," *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, trans. and adapt. William F. Arndt and F. Wilburg Gingrich, 4th rev. and aug. ed. (Chicago: University of Chicago, 1952), 599.

Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by William F. Arndt and F. Wilburg Gingrich. 4th rev. and aug. ed. Chicago: University of Chicago, 1952.

⁸Francis Brown, C. Briggs, and S. R. Driver, "שָׁמַיִ," *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, MA: Hendrickson, 1996), 1029.

Brown, Francis, C. Briggs, and S. R. Driver. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody, MA: Hendrickson, 1996.

PERIODICALS

- In the footnote, indicate the page(s) of the particular material cited in your text.
- In the bibliographic entry, list the entire pagination of the article.

1. Journals with successive pagination throughout the different issues:

¹Ruth Lienhard, "A 'Good Conscience': Differences Between Honor and Justice Orientation," *Missiology* 29 (2001): 132.

Lienhard, Ruth. "A 'Good Conscience': Differences Between Honor and Justice Orientation." *Missiology* 29 (2001): 131-141.

2. Journals with separate pagination for each issue:

²Cartright C. Bellworthy, "Reform of Congressional Remuneration," *Political Review* 7, no. 6 (1990): 89, 93-94.

Bellworthy, Cartright C. "Reform of Congressional Remuneration." *Political Review* 7, no. 6 (1990): 89-94.

³Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175-84.

3. Magazines:

⁴Art Moore, "Does 'The Gift of Salvation' Sell Out the Reformation?" *Christianity Today*, 27 April 1998, 17.

Moore, Art. "Does 'The Gift of Salvation' Sell Out the Reformation?" *Christianity Today*, 27 April 1998, 16-18.

4. Newspapers:

⁵Tim Talevich, "Eugene Bible College Earns Accreditation," *The Register-Guard*, November 26, 1983, sec. C, p. 11.

Talevich, Tim. "Eugene Bible College Earns Accreditation." *The Register-Guard*, November 26, 1983, sec. C, p. 11.

ANCIENT WRITERS (Also see *SBL*, 2nd ed., 8.3, especially 8.3.6; 8.3.7; and 8.3.8.)

1. Church Fathers/Ante-Nicene Fathers/Nicene and Post-Nicene Fathers:

¹Irenaeus, *Against Heresies* 5.5.1 (*ANF* 1:530).

Irenaeus. *Against Heresies, Book 5*. In *The Ante Nicene Fathers*. Vol. 1. Edited by Alexander Roberts and James Donaldson. Revised by A. Cleveland Coxe. Buffalo: Christian Literature Company, 1885. Reprint, Peabody, MA: Hendrickson, 1995.

²Origen, *On First Principles*, Book I, trans. G. W. Butterworth (Gloucester, MA: Peter Smith, 1973), Preface, Section 8.

Origen. *On First Principles*, Book I. Translated by G. W. Butterworth. Gloucester, MA: Peter Smith, 1973.

³John Chrysostom, *Interpretatio Omnium Epistularum Paulinarum*, ed. F. Field (Oxford, UK: Clarendon, 1849-1862), 10, quoted in Mark J. Edwards, ed., *Ancient Christian Commentary on Scripture: New Testament*, vol. 8 (Downers Grove, IL: InterVarsity, 1999), 306.

Chrysostom, John. *Interpretatio Omnium Epistularum Paulinarum*. Edited by F. Field. Oxford, UK: Clarendon, 1849-1862. Quoted in Mark J. Edwards, ed. *Ancient Christian Commentary on Scripture: New Testament*. Vol. 8. Downers Grove, IL: InterVarsity, 1999. 306.

⁴*The Clementine Homilies* 1.3 (ANF 8:223).

The Clementine Homilies, Homily 1. In *The Ante-Nicene Fathers*. Vol. 8. Edited by Alexander Roberts and James Donaldson. Revised by A. Cleveland Coxe. Buffalo: Christian Literature Company, 1887. Reprint, Peabody, MA: Hendrickson, 1994.

⁵Augustine, *Letters of St. Augustin* 28.3.5 (NPNF 1:252).

Augustine. *The Letters of St. Augustin*, 28. In *The Nicene and Post-Nicene Fathers*. Vol. 1, no. 1. Edited by Philip Schaff. Buffalo: Christian Literature Company, 1886. Reprint, Peabody, MA: Hendrickson, 1994.

2. Classical authors:

⁶Flavius Josephus, *Jewish War*, in *The Works of Josephus*, vol. 4, trans. and ed. William Whiston (New York: Oakley, Mason, 1869), 85.

Josephus, Flavius. *Jewish War*. In *The Works of Josephus*. Vol. 4. Translated and edited by William Whiston. New York: Oakley, Mason, 1869.

3. Rabbinical or Jewish writings: (Also see *SBL*, 2nd ed., 8.3.8.)

⁷Judah David Eisenstein, "Sabbatical Year and Jubilee," *The Jewish Encyclopedia*, vol. 10, ed. Isidore Singer (New York: Funk and Wagnalls, 1905), 605.

Eisenstein, Judah David. *The Jewish Encyclopedia*. Vol. 10. Edited by Isidore Singer. New York: Funk and Wagnalls, 1905.

⁸Marcus Jastrow, ed., “תַּרְגּוּמֵי” *A Dictionary of the Targumim, the Talmud Babli and Yerushalmi, and the Midrashic Literature*, vol. 2 (Brooklyn, NY: P. Shalom, 1967), 1595.

Jastrow, Marcus, ed. *A Dictionary of the Targumim, the Talmud Babli and Yerushalmi, and the Midrashic Literature*. Vol. 2. Brooklyn, NY: P. Shalom, 1967.

⁹m. Sanhedrin 10:2, *The Mishnah*, trans. Herbert Danby (London: Oxford University Press, 1933). (*first footnote for Mishnah*)

⁹m. Sanhedrin 10:4. (*subsequent footnote for Mishnah*)

The Mishnah. Translated by Herbert Danby. London: Oxford University Press, 1933.

¹⁰b. Sanhedrin 97a. *The Babylonian Talmud*, ed. I. Epstein (London: Soncino, 1935).

¹¹b. Sanhedrin 97b. (*subsequent footnote for Talmud*)

The Babylonian Talmud. Edited by I. Epstein. London: Soncino, 1935.

¹²Nahum M. Sarna, *Deuteronomy: The Traditional Hebrew Text with New JPS Translation*, The JPS Torah Commentary (Philadelphia: The Jewish Publication Society, 1991), 169.

Sarna, Nahum M. *Deuteronomy: The Traditional Hebrew Text with New JPS Translation*. The JPS Torah Commentary. Philadelphia: The Jewish Publication, Society, 1991.

¹³*Song of Songs Rabbah* 7.7.1 (*Midrash Rabbah* 9:289).

Song of Songs. Translated by Maurice Simon. In *Midrash Rabbah*. Vol. 9. Edited by H. Freedman and Maurice Simon. 3rd ed. New York: The Soncino Press, 1983.

¹⁴Tosefta *Kiddushin* 1:12.

The Tosefta. Vol. 1. Translated by Jacob Neusner. Peabody, MA: Hendrickson, 2002.

Also see <http://web.oru.edu/library/guides/talmud.html>; “Jewish Sources” in Form & Style section of this manual; and *SBL* 2nd ed., 8.3.8.

ELECTRONIC DOCUMENTS

- **Important Note:** Electronic/online references should be **verifiable, academic sources**. If a website's reliability is in question, students need to consult their professor for approval.
- Web entries are to be no more than 1/3 of the total bibliographic sources.
- While the web provides numerous sites and is easily accessible, it is best to use it as a secondary source of information rather than the primary (see chapter 15 in Vyhmeister and Robertson for further guidance on web sources).
- **Place in the following bibliographic categories:**
 - **Database** entries should normally be placed under Periodicals (or other appropriate category heading).
 - **E-Books** should be placed under Books.
 - **CD-Rom** references put with appropriate section, e.g., Periodicals, Books
 - **Pure Web-Entries** should be placed under Other Sources
 - Other web entries should be placed under appropriate category heading.
 - ✦ **Important:** With sites containing web addresses, the first date in the footnote and bibliographic entries should refer to the creation, revision, or last update of the article/information being cited.
 - ✦ The second date in the footnote and bibliographic entries refers to the day the site was accessed. In a professional site, the name in italics that precedes the article date is the name of the web site.

1. Journal article from a database:

¹Carl Graesser Jr., "Righteousness, Human and Divine," *Currents in Theology and Missions* 10, no. 3 (June 1983): 135. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

Graesser, Carl Jr. "Righteousness, Human and Divine." *Currents in Theology and Missions* 10, no. 3 (June 1983): 134-141. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

2. Magazine article from a database:

²Mark Galli, "The Fear that Draws Us: What Happens When We Really Grasp that God is Almighty," *Christianity Today*, November 2013, 48. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

Gallis, Mark. "The Fear that Draws Us: What Happens When We Really Grasp that God is Almighty." *Christianity Today*, November 2013. *ATLA Religion Database with ATLA Serials*, EBSCOhost (22 July 2003).

3. Reference article from a database:

³Lavina Cohn-Sherbok, "John of Damascus (c.675-c.749)," *Who's Who in Christianity* (Routledge, 2002), n.p., *Credo Reference Database*, Ezproxy (11 September 2010).

Cohn-Sherbok, Lavina. "John of Damascus (c.675-c.749)." *Who's Who in Christianity*. Routledge, 2002. *Credo Reference Database*, Ezproxy (11 September 2010).

4. Journal article from online journal (ejournal):

⁴Tonya Browning, "Embedded Visuals: Student Design in Web Spaces," *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n.p., <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n.p. <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

5. Article in an electronic magazine (ezine):

⁵Nathan Myhrvold, "Confessions of a Cybershaman," *Slate*, 12 June 1997, n.p., <http://slate.msn.com/id/1904/> (22 July 2003).

Myhrvold, Nathan. "Confessions of a Cybershaman." *Slate*. 12 June 1997. N.p. <http://slate.msn.com/id/1904/> (22 July 2003).

6. Online book:

⁶Peter J. Bryant, *Biodiversity and Conservation* (Irvine, CA: University of California Irvine, 2003), n.p., <http://darwin.bio.uci.edu/sustain/bio65/Titlepage.htm> (22 July 2003).

Bryant, Peter J. *Biodiversity and Conservation*. Irvine, CA: University of California Irvine, 2003. <http://darwin.bio.uci.edu/sustain/bio65/Titlepage.htm> (22 July 2003).

7. E-Book from a database:

⁷Louis P. Pojman and Jeffery Reiman, *The Death Penalty: For and Against* (Lanham, MD: Rowman and Littlefield, 1998), 34-36 (E-book accessed on 24 October 2000, from NetLibrary database).

Pojman, Louis P. and Jeffery Reiman. *The Death Penalty: For and Against*. Lanham, MD: Rowman and Littlefield, 1998. E-book accessed on 24 October 2000, from NetLibrary database.

8. Electronic Books: Kindle, Microsoft Reader, Nook, etc. (see Turabian 17.1.10)

- Indicate a format other than print at the end of the citation.
- If page numbers are not included in the electronic format, include an indication of chapter or section or other locator. (See Turabian 17.1.10)

⁸Phyllis Trible, *God and the Rhetoric of Sexuality* (Philadelphia: Fortress, 1978), Kindle Electronic Edition: Chapter 4, Location 288-90.

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress, 1978. Kindle Electronic Edition.

Note different formats of same book:

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. PDF e-book.

Austin, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Microsoft Reader e-book.

9. Books and Journals in print now on the Internet:

⁹John Gill, *Exposition of the Whole Bible*, on *Archive.today*, 12 January 2013, <http://archive.is/W6ONa> (12 February 2015).

Gill, John. *Exposition of the Whole Bible*. On *Archive.today*. 12 January 2013. <http://archive.is/W6ONa> (21 February 2015).

¹⁰Bruce K. Waltke, "Righteousness in Proverbs," *Westminster Theological Journal* 70 (2008): 227, <http://www.wts.edu/uploads/images/files/70.2.Waltke.Righteousness%20in%20Proverbs.pdf> (26 May 2009).

Waltke, Bruce K. "Righteousness in Proverbs." *Westminster Theological Journal* 70 (2008): 225-237. <http://www.wts.edu/uploads/images/files70.2.Waltke.Righteousness%20in%20Proverbs.pdf> (26 May 2009).

10. Software book reference: List under *Books* in bibliography

⁶A. W. Tozer, *And He Dwelt Among Us: Teachings from the Gospel of John*, comp. and ed. James L. Snyder (Ventura, CA: Regal, 2009), 17, Logos Bible Software Version 6. 2015.

Tozer, A. W. *And He Dwelt Among Us: Teachings from the Gospel of John*. Compiled and edited by James L. Snyder. Ventura, CA: Regal, 2009. Logos Bible Software Version 6. 2015.

11. Software search result (that does not reference a book/work within the software): *List under Other Sources in bibliography*

¹²Logos Bible Software, “Bible Text Search Results for ‘Baptize’ in the ESV,” 21 February 2014, n.p., Logos Bible Software Version 6. 2014.

Logos Bible Software. “Bible Text Search Results for ‘Baptize’ in the ESV.” 21 February 2014. Logos Bible Software Version 6. 2014.

12. Software guide/search result (that does not reference a book/work within the software): *List under Other Sources in bibliography*

¹³Logos Bible Software, “Exegetical Guide Results for John 1:1—Word by Word,” 21 February 2014, n.p., Logos Bible Software Version 6. 2000-2014.

Logos Bible Software. “Exegetical Guide Results for John 1:1—Word by Word.” 21 February 2014. Logos Bible Software Version 6. 2000-2014.

13. Pure Web Article (Not a book or part of a book; not a periodical article nor part of a periodical article): *List under Other Sources in bibliography*

¹⁴Steven J. Cole, “Baptism: Some Common Questions Answered,” *Bible.org*, 20 September 2013, n.p., <https://bible.org/article/baptism-some-common-questions-answered> (21 February 2015).

Cole, Steven J. “Baptism: Some Common Questions Answered.” *Bible.org*. 20 September 2013. N.p. <https://bible.org/article/baptism-some-common-questions-answered> (21 February 2015).

¹⁵David N. Biven, “Cataloging the Gospels’ Hebraisms: Part V (Parallelisms),” *Jerusalem Perspective*, 29 November 2010, n.p., <http://www.jerusalemerspective.com/6628/> (8 May 2015).

Biven, David N. “Cataloging the Gospels’ Hebraisms: Part V (Parallelisms).” *Jerusalem Perspective*. 29 November 2010. N.p. <http://www.jerusalemerspective.com/6628/> (8 May 2015).

14. E-mail:

¹⁵Richard McBrien (rmcbrien@nd.edu), Reply to Query Regarding Catherine LaCugna, e-mail to Sally Shelton (sshelton@oru.edu) (16 February 2004).

McBrien, Richard (rmcbrien@nd.edu). Reply to Query Regarding Catherine LaCugna.
E-mail to Sally Shelton (sshelton@oru.edu) (16 February 2004).

MISCELLANEOUS

1. Article in a Study Bible or book

¹James Carroll Tollett, "The Holy Spirit at Work [Exodus]," in *New Spirit-Filled Life Bible*, gen. ed. Jack Hayford (Nashville: Thomas Nelson, 2002), 76.

Tollett, James Carroll. "The Holy Spirit at Work [Exodus]." In *New Spirit-Filled Life Bible*, gen. ed. Jack Hayford, 76. Nashville: Thomas Nelson, 2002.

2. Secondary source of quotation: (The "4, n. 16" in the reference below refers to page 4, "note" 16 in that source)

²M. L. Peel, "Theological Education in America," *Vox Theologica* 33 (1962-63): 85; quoted in Jacob Firet, *Dynamics in Pastoring* (Grand Rapids: Eerdmans, 1986), 4, n. 16.

Peel, M. L. "Theological Education in America." *Vox Theologica* 33 (1962-63): 85. Quoted in Jacob Firet, *Dynamics in Pastoring*. Grand Rapids: Eerdmans, 1986. 4, n. 16.

3. Class papers:

³Wojtek Panas, "The Righteousness of God in Romans," a paper presented for GBIB 517 Paul: Mission & Message, Oral Roberts University, November 2002, 10.

Panas, Wojtek. "The Righteousness of God in Romans." A paper presented for GBIB 517 Paul: Mission & Message, Oral Roberts University, November 2002.

4. Class notes (from lectures):

⁴Larry Hart, "Azusa Street," class notes from GTHE 663 Charismatic Theology, Oral Roberts University, October 2004.

Hart, Larry. "Azusa Street." Class notes from GTHE 663 Charismatic Theology, Oral Roberts University, October 2004.

5. Class handout composed by professor:

⁵Ann Young, "Flashbacks: What Helps," class handout from PRM 627 Crisis Counseling, Oral Roberts University, January 1998.

Young, Ann. "Flashbacks: What Helps." Class handout from PRM 627 Crisis Counseling, Oral Roberts University, January 1998.

6. Reprint:

⁶John L. Nevius, *Demon Possession* (New York: Fleming H. Revell, 1894; reprint, Grand Rapids: Kregel, 1968), 274.

Nevius, John L. *Demon Possession*. New York: Fleming H. Revell, 1894. Reprint, Grand Rapids: Kregel, 1968.

7. Component part by one author in a work edited by another:

⁷Richard M. Davidson, "Headship, Submission, and Equality in Scripture," in *Women in Ministry: Biblical and Historical Perspectives*, ed. Nancy Vyhmeister (Berrien Springs, MI: Andrews University Press, 1998), 266.

Davidson, Richard M. "Headship, Submission, and Equality in Scripture." In *Women in Ministry: Biblical and Historical Perspectives*, ed. Nancy Vyhmeister, 259-295. Berrien Springs, MI: Andrews University Press, 1998.

8. Footnote with multiple entries:

⁸Walter R. Martin, *Kingdom of the Cults* (Minneapolis: Bethany Fellowship, 1977), 172; Ruth A. Tucker, *Another Gospel* (Grand Rapids: Zondervan, 1989), 75; and Ron Rhodes, *The Challenge of the Cults and New Religions* (Grand Rapids: Zondervan, 2001), 59.

9. Archived sources:

⁹Senethea Meyer, "Historical Notes of Eugene Bible College" (Eugene, OR: Eugene Bible College, 2004, library archives), 2.

Meyer, Senethea. "Historical Notes of Eugene Bible College." Eugene, OR: Eugene Bible College, 2004. Library archives, 1-6.

10. Interview:

¹⁰Choo Lak Yeow, Executive Director of the Association for Theological Education in Southeast Asia, interview by author, Singapore, 15 July 1985.

Yeow, Choo Lak, Executive Director of Association for Theological Education in Southeast Asia. Interview by author. Singapore. 15 July 1985.

11. Applied Research Project/Dissertation/Thesis:

¹²Carol Peters Tanksley, “Decreasing Anxiety Through Training in Spiritual Warfare,” (D. Min. proj., Oral Roberts University, 2009), 25.

Tanksley, Carol Peters. “Decreasing Anxiety Through Training in Spiritual Warfare.” D. Min. proj., Oral Roberts University, 2009.

12. Subsequent Reference Examples (for footnotes only):

- If more than one citation to a particular source appears, subsequent references to that source need only to be noted in a shortened form. This applies to most all referenced materials.
- The shortened citation usually contains the **author’s last name** (unless others have the same name) and **page number**.
- If different works are cited that were written by the same author, the title of the work must also be included.
- The order then would be the **author’s last name, title, and page number**.
- Works with **no author** need to only list the **title and page number**.
- Make sure when citing books, the title is always *italicized*.
- Place the name of the title of an article or similar type of reference, in “quotes.”

BOOKS

1. Only one book cited by author:

¹Bloesch, 12.

2. One book by more than one author:

²Fee and Stuart, 33.

3. Two books by the same author:

³Bloesch, *The Evangelical Renaissance*, 12.

⁴Bloesch, *The Invaded Church*, 56.

4. Kindle books

⁵Trible, Kindle ed.: chap. 4, loc. 288-90.

5. A book with more than one author: (Turabian 19.1.1)

- In a footnote, list all names in standard order; use a comma before the *and* in a series of three or more.

¹Joyce Appleby, Lyn Hunt, and Margaret Jacob, *Reading Well* (Detroit, MI: Wings Pub., 1997), 42.

²Bird and Sherwin, 12.

5. A book with more than one author (continued): (Turabian 19.1.1)

- In a bibliographic entry, list the first author's name in inverted order, followed by a comma, and list the rest of the authors in standard order.

Appleby, Joyce, Lyn Hunt, and Margaret Jacob . . .

Bird, Kai, and Martin J. Sherwin . . . (*Note comma after first author's name.*)

6. Editor and/or translator in addition to an author: (Turabian 19.1.1.1)

¹Theodor W. Adorno and Walter Benjamin, *The Complete Correspondence, 1928-1940*, ed. Henri Lonitz, trans. Nicholas Walker . . .

Adorno, Theodor W., and Walter Benjamin. *The Complete Correspondence, 1928-1949*. Edited by Henri Lontiz. Translated by Nicholas Walker . . .

7. Editor and/or translator in place of author: (Turabian 19.1.1.2)

¹Timothy E. Fulop and Albert J. Raboteau, eds., *African American Religion* . . .

Fulop, Timothy E., and Albert J. Raboteau, eds. *African American Religion* . . .

JOURNALS/MAGAZINES

1. One article cited by author:

¹Moore, 79.

2. One article by more than one author:

²Uzzi and Spiro, 2.

3. Two articles by the same author with successive pagination:

³Mercadante, "Are We All Immigrants?," 3-4. (*cite all pages used*)

⁴Mercadante, "Winners or Whiners?," 16. (*For journals, magazines, articles, etc. list the title of the article rather than the title of periodical it came from, if the same author is cited for two different articles.*)

- Examples are transferable to most all other types of referenced materials.
- Note: If an example of a particular source cannot be found in this manual or in Turabian, consult *The Chicago Manual of Style*, 16th ed., *SBL*, 2nd ed., or your professor for assistance.
- The above samples of style were adapted from Turabian, 8th ed., ch 17; Vhymeister and Robertson, 3rd ed., chs. 19, 22; and *SBL Handbook of Style*, 2nd ed., ch. 6.

GREEK AND HEBREW TEXT CITATION EXAMPLES

Greek Text Citation Sample

- To embed fonts (MS Word): File>Options>Save>Click *Embed fonts in the file*.
- Both Greek and English texts are indented half an inch from the left margin and single-spaced.
- Greek block quotes need to begin double-spaced after the text.
- The translation of the verse must begin double-spaced after the citation of the Greek text.
- At the end of the translation, double-space between the translation and the start of the remainder of the main body of text.
- Both the Greek text block quote and translation need to be single-spaced.
- See example below:

30 Τί οὖν ἐροῦμεν; ὅτι ἔθνη τὰ μὴ διώκοντα δικαιοσύνην κατέλαβεν δικαιοσύνην, δικαιοσύνην δέ τὴν ἐκ πίστεως, 31 Ἰσραὴλ δὲ διώκων νόμον δικαιοσύνης εἰς ὄμον οὐκ ἔφθασεν. 32 διὰ τί; ὅτι οὐκ ἐκ πίστεως ἀλλ' ὡς ἐξ ἔργων. προσέκοφαν τῷ λθῶ τοῦ προσκόμματος, 33 καθὼς γέγραπται. Ἴδού τίθημι ἐν Σιών λίθον προσκόμματος καὶ πέτραν σκανδάλου, καὶ ὁ πιστεύων ἐπ' αὐτῷ οὐ κατασυνθῆσεται.¹

What then shall we say? That Gentiles, who did not seek after righteousness, obtained righteousness, namely the righteousness which is based on faith. But Israel, pursuing after a law of righteousness, did not attain that law. Why not? Because it was not on the basis of faith, but as if it were based on works. They have stumbled over the stumbling stone, as it is written, "See, I am laying in Zion a stone of stumbling, a rock of offense, and whoever believes in him will not be disappointed."²

Paul begins this new section (Rom 9:30-31) with a paradoxical statement: Gentiles got what they did not pursue (namely, righteousness), while the Jews did not obtain what they pursued (righteousness based on the law).

¹All Greek references are from *The Greek New Testament*, 4th rev. ed., ed. Barbara Aland et al. (Stuttgart: United Bible Societies, 1994).

²Author's translation.

Hebrew Text Citation Sample

- To embed fonts (MS Word): File>Options>Save>Click *Embed fonts in the file*.
- Hebrew block quotes begin double-spaced after the previous text (see “Hebrew Citations” in Form and Style section for additional line spacing information).
- Block quotes are single-spaced.
- Hebrew text is right-justified.
- The English translation of the verse must begin double-spaced after the citation of the Hebrew text and will be single-spaced and indented 0.5 inches.
- At the end of the English translation, double-space between the translation and the start of the remainder of the main body of text.
- Adjust Hebrew font size if necessary to fit in with size of TNR 12-pt. font.
- See example below:

This righteousness and wickedness referred, of course, only to the particular lawsuit and not to a general reputation of the litigants. This type of language is used for example in Deuteronomy 25:1-2:

כִּי־יִהְיֶה רֵיב בֵּין אַנְשִׁים וּנְגִשׁוּ אֶל־הַמִּשְׁפָּט וְשֹׁפֵט וְהַצְדִּיק וְהַרְשִׁיעוּ:
אֶת־הַרְשָׁע וְהִטָּה אִם־בֶּן־חַפְזֵי הַרְשָׁע וְהַפִּילֹה שֹׁפֵט וְהַכְהוֹ לְפָנָיו כָּדֵי בְּמִסְפָּר¹

When there is a strife between men and they go to the court, the judges will judge them, justifying the righteous and condemning the guilty. Then if the guilty man deserves to be beaten, the judge shall cause him to lie down and be beaten in his presence with a number of stripes in proportion to his offense.²

In this case וְהַצְדִּיקוּ (Hiphil of צָדַק) means, “declare to be righteous, or not guilty,”³

and וְהַרְשִׁיעוּ (also Hiphil, רָשַׁע) means “condemn or declare to be guilty.”⁴

¹All Hebrew references are from *Biblia Hebraica Stuttgartensia*, 5th corrected ed. (Stuttgart: United Bible Societies, 1997).

²Author’s translation.

³Francis F. Brown, S. R. Driver, and Charles A. Briggs, “צָדַק,” *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, MA: Hendrickson, 1996), 15.

⁴Brown, Driver, and Briggs, “רָשַׁע,” 25.

PART III

M.A. THESIS MANUAL

GBIB/GTHE 756 Thesis Research and Proposal
GBIB/GTHE 757 Thesis Writing



PREFACE

This section of the *Research and Writing Manual* has been compiled for thesis students in the Oral Roberts University Graduate School of Theology and Ministry (GSTM) Seminary. This manual supplements Kate L. Turabian's form and style manual, *A Manual for Writers of Term Papers, Theses and Dissertations* (8th edition), officially adopted by the GSTM. Other resources for this manual are Nancy J. Vyhmeister and Terry Dwain Robertson's book, *Quality Research Papers for Students of Religion and Theology*, 3rd ed.; *The Chicago Manual of Style* (CMS), 16th ed., and the *SBL (Society of Biblical Literature) Handbook of Style*, 2nd ed.

This manual has been designed, first of all, to provide specific introductory matter for the M.A. Thesis. Second, it outlines general form and style requirements and other requirements, along with examples. Third, it describes and illustrates the process of formatting thesis documents. Fourth, it provides bibliographic and footnote examples that are not explicit either in Turabian or Vyhmeister and Robertson. Fifth, it lists books of the Bible, scholarly abbreviations, and Greek and Hebrew Text Citations. Finally, it lists the ORU Library Resources, and describes and illustrates the procedures for accessing these resources.

ACKNOWLEDGMENTS

The Administration and Faculty of the Graduate School of Theology and Ministry (GSTM) are pleased to provide this manual to assist M.A. students with their respective writing projects. Drs. Iverson and Mayton have provided oversight for this manual, and they extend their gratitude to several individuals. They express appreciation to the GSTM Dean, Dr. Thomson K. Mathew, who has supported this project and provided the necessary resources to bring it to completion. They are grateful for the valuable contributions made by Dr. Mark Hall, Sally Shelton, and Dr. David Hebert. They also extend appreciation to those who have diligently worked on this project: Jake Davis, M.A. and M.Div. candidate; Melissa Miller, M.A., M.Div.; and Marlene Mankins, M.A. These assistants have demonstrated their dedication, academic excellence, technical skills, and organizational ability. They know this form and style manual will be a valuable resource for students in the completion of their respective degrees.

Cheryl L. Iverson, Ph.D., Associate Dean of Academic Affairs

OVERVIEW: THESIS RESEARCH AND WRITING

Goals: Upon successful completion of Thesis Research and Proposal and Thesis Writing, the student will be able to perform the following:

- Demonstrate the will and tenacity to complete a scholarly research project
- Show the ability to follow proper research methodology
- Demonstrate the ability to organize and interpret material in a particular degree area
- Make an original and/or supportive scholarly contribution
- Demonstrate a scholarly writing style

The M.A. Thesis Research and Writing courses provide the opportunity for students to utilize and integrate knowledge of theological and hermeneutical perspectives, methodological tools, languages, research skills, and socio-historical information in the chosen discipline in order to produce an academic study demonstrating competency in one specialized aspect of a topic in the area of the student's concentration. The courses allow students the opportunity to conduct research in a specific area and organize and present the results of the research in a systematic way. Each student has a faculty advisor to guide him or her in the researching and writing of the thesis. The thesis does not necessarily require the student to contribute new or unique insights or positions concerning the topic, but to show mastery of existing resources and knowledge in one aspect of the discipline.

It is *highly recommended* that you complete the Thesis Writing course the semester *before* you graduate. For example, if you plan to graduate in May, the thesis should be completed by the previous December. In order to reach this goal, you would need to complete the Thesis Research course during the spring.

Course Calendar

First Semester: GBIB/GTHE 756 Thesis Research and Proposal (taken the year before the May graduation) Write a thesis proposal as outlined below.

- Week 1-3: Meet with thesis supervisor; discuss potential research topics and research methods
- Weeks 4-9: Gather and organize information for the thesis, review of literature, bibliography, proposal, and abstract
- Weeks 10-12: Write abstract, proposal, bibliography, review of literature, and outline of the thesis
- Weeks 13-15: Review of material with thesis supervisor and faculty reader

Second Semester: GBIB/GTHE 757 Thesis Writing (taken during the first semester of the academic year of graduation): Write and defend the thesis, submit required copies, and complete all requirements.

- Weeks 1-8: Upon completion of each section of the thesis, the student must submit a copy to the thesis supervisor and faculty reader for analysis.

The thesis supervisor and faculty reader, in consultation with the student, sets deadlines for the submission of each section and the revisions.

Weeks 9-10: The student defends the thesis before the thesis supervisor and faculty reader. The supervisor may choose to offer suggestions and corrections. The student makes the recommended changes.

Week 11: One month prior to the date of graduation (or one month before the end of the semester, if the thesis is completed in the fall semester), the student presents a properly edited and corrected final copy of the thesis in a clamp folder and a 150-word abstract to the thesis supervisor. The thesis supervisor then submits it to the faculty reader for grading.

Week 12: Submit two copies of the revised thesis on 100% cotton paper.

GBIB/GTHE 758 Thesis Extension: In extenuating circumstances, students may petition for an extension to complete the thesis. If granted, the student must pay the required thesis extension fee of one credit hour.

Required Texts

ORU Grad Theology Research and Writing Manual. Tulsa, OK: ORU, latest edition.

Pazmino, Robert W. *Doing Theological Research*. Eugene, OR: Wipf and Stock Publishers, 2009. ISBN: 978-1606089392

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2013. ISBN: 978-0226816388

Note: This manual, in conjunction with any additional supplements produced by the GSTM, constitutes the official writing form and style to be used in preparing the Master of Arts Thesis.

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Quality Research Papers for Students of Religion and Theology*. 3rd ed. Grand Rapids, MI: Zondervan, 2014. ISBN: 978-0310514022

Recommended Texts:

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Eugene, OR: Wipf & Stock, 2011. ISBN: 978-1610973861

Collins, Billie Jean, Bob Buller, and John F. Kutsko, dirs. *The SBL Handbook of Style*. 2nd ed. Atlanta: SBL Press, 2014. ISBN: 978-1589839649

Glynn, John. *Commentary and Reference Survey: A Comprehensive Guide to Biblical and Theological Resources*. 10th ed. Grand Rapids, MI: Kregel Publications, 2007. ISBN: 978-0825427374

Hudson, Robert, ed. *The Christian Writer's Manual of Style*. Upd. and exp. ed. Grand Rapids: Zondervan, 2004. ISBN: 978-0310487715

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010. ISBN: 978-0226104201

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006. ISBN: 978-0826418852

GBIB/GTHE 756 THESIS RESEARCH AND PROPOSAL

“Research is creating new knowledge.” —Neil Armstrong

Choosing a Thesis Topic

A thesis topic must spring from your own energies and interests. The first step toward defining a topic is to determine your primary areas of interest. The role of self-examination in this process is critical.

You can begin by looking over your past work in the Graduate School of Theology and Ministry program, especially noting your field of interest. What courses have you taken? What have you written about in course papers? Also, think about why you decided to concentrate on your particular program. As you consider these and other similar questions, you will begin to discern certain patterns or trends in your work. Contemplation of these issues will allow you to define your general areas of interest.

Since your thesis will occupy a large portion of your time in the next few months, it is imperative that you choose a topic that is interesting and intriguing to you. Being interested in your topic will also improve the quality of your work. The last thing you need is to be bored by your thesis.

Finding a topic within an area of interest is more difficult. A topic is best formulated as a question. But the questions cannot be too broad, for a topic must have focus. Nor can it be too narrow, since the goal of a good thesis is to express thoughts of general importance through detailed analysis of a specific subject.

Because the purpose of this process is to formulate a focused and thought-provoking question, the best way to uncover topics in your area of interest is to begin posing questions. Start with the issues that stand out in your mind. Also, read some scholarly literature on approaches you might take. If your topic seems too broad or too narrow, refer to Vyhmeister and Robertson (pp. 111-117) for further ideas on approaches you might take.

The selection of a topic for a thesis must be made in close communication with your thesis supervisor; however, the final choice of the topic is your responsibility. Before seeing the professor about a topic, complete the initial pre-research and write down two or three possible topics. Your professor can help you to focus on the particular area of research.

Writing the Thesis Proposal

The following information has been adapted from *Quality Research Papers for Students of Religion and Theology*, 3rd ed., by Nancy Jean Vyhmeister and Terry Dwain Robertson. For further explanation of the process of proposal writing, see pages 122-127 in their book.

A thesis proposal provides a clear guide for the research process; it also becomes the basis for the introduction to your thesis. The proposal should be between 8-10 double-spaced pages (excluding bibliography). The whole proposal is dedicated to an explanation of what the thesis will contain. The major parts of the thesis proposal are listed below:

Major Parts of the Thesis Proposal

Be sure final proposal follows the outline below precisely.

1. **Title Page**
2. **Abstract:** An abstract is a concise summary (approx. 150 words) of the thesis, intended to inform prospective readers about its content.
3. **Outline/Table of Contents:** The outline is the backbone of the thesis. It provides the basis for organization of the research report and for the table of contents. The outline should be done in close cooperation with the advisor. (See Vyhmeister and Robertson, pp. 124-125)
4. **Background and Statement of the Problem:** Begin your proposal with a background for the study and the statement of the problem. The problem must be clearly stated: Exactly what is to be researched? You may also show the scope or extent of the problem. It should point to:
 - A gap in knowledge
 - An unclear situation
 - An unresolved question
 - A lack of information
 - An unknown
 - A specific question to be investigated and answered
 - A problem to be researched and solved.

Any historical information that provides greater understanding or clarification of the topic is valuable.

5. **Thesis Statement:** A concise statement that communicates the main premise of the thesis, often in a question form.
6. **Purpose:** Determine what to do with the problem. Are you going to analyze? Compare? Reconstruct? Synthesize? The purpose of the thesis tells the reader what you are going to do about the problem.
7. **Objectives and Significance:**
 - What is the value of the research to a given discipline? Why is doing this research important?
 - You may also present the significance of your research. Who will benefit from having this problem solved? How important is it to answer this question?
8. **Delimitations and Limitations:**
 - The delimitations outline the parameters chosen by the writer—what will and will not be discussed.
 - In defining limitations, the writer points out any hindrances to the study, such as shortness of time, lack of library facilities, or language limitations.
9. **Definition of Terms:** It is important to indicate the specific use of certain terms. In doing so, readers are informed of their exact use, as they may not be familiar with denominational or local terms, or unique terms that characterize one's own tradition.

9. **Methodology:** Methodology refers to the way you will go about achieving the purpose already stated. You must ask, “How am I going to do this?” The thesis supervisor and faculty reader need to be convinced that the route you have chosen will lead to a successful resolution of the problem.
10. **Presuppositions or Assumptions:** Presuppositions or assumptions are basic understandings that undergird the researcher’s thinking on a given topic—in other words, what we take for granted. Readers will be better able to follow the researcher’s thinking when they know the presuppositions/assumptions of the writer.
11. **Hypothesis** (optional, depending on topic): Tentative solution to the problem; an indication of the expected result of the study.
12. **Bibliography:** *15 annotated bibliographic sources and at least 45 additional sources.* An annotated bibliography contains the usual bibliographical information; but in addition, it gives a brief description of the summary of a book (see Vyhmeister and Robertson, p. 77). See example pages.

Sample Outline:

- I. First level sentence.
 - A. Second level sentence.
 - B. Second level sentence.
 1. Third level sentence.
 2. Third level sentence. (If the information in a given level is long enough to need more than one line, be sure to single space within the level, double space between levels, and begin succeeding lines immediately below the first letter of the first word of the first line.)
 - a. Fourth level sentence.
 - b. Fourth level sentence.
 - (1) Fifth level sentence.
 - (2) Fifth level sentence.
 - (a) Sixth level sentence.
 - (b) Sixth level sentence.
- II. First level sentence.
 - A. Second level sentence.
 - B. Second level sentence.
 1. Third level sentence.
 2. Third level sentence.
 - a. Fourth level sentence.
 - b. Fourth level sentence.
 - (1) Fifth level sentence.
 - (2) Fifth level sentence.

GBIB/GTHE 757 THESIS WRITING: WRITING THE TEXT OF THE THESIS

The thesis is expected to reflect logical and analytical thinking, appropriate organization, the use of standard English and acceptable grammar and punctuation, proper documentation, and neat appearance. Writing should be concise, yet comprehensive, and the qualities of unity, coherence, and clarity are paramount.

Criteria: While writing your thesis, keep in mind the following criteria (from the thesis rubrics) for each academic degree program.

M. A. Biblical Literature

- Deploy critical interpretative methods and tools through use of sources and reflection upon biblical themes
- Show knowledge of and ability to discuss diverse perspectives, critical issues, and arguments impinging on the research thesis
- Display ability to translate and interpret major portions of biblical passage(s) in research and the development of a thesis
- Show coherence, logical consistency, and systematic correspondence in development of thesis
- Show ability to appreciate, integrate, and apply today's biblical truths and/or ethical demands educed from research

M. A. Biblical Literature/Advanced Languages Concentration

- Deploy critical interpretative methods and tools and show appreciation for advanced languages through use of sources and reflection upon biblical themes
- Show knowledge of and ability to discuss diverse perspectives, critical issues, and arguments impinging on the research thesis
- Display ability to translate and interpret major portions of biblical passage(s) and cognate texts in research and in the development of a thesis
- Show coherence, logical consistency, systematic correspondence in the development of a thesis
- Display ability to appreciate, integrate, and apply today's truths or ethical demands educed from research

M.A. Biblical Literature/Judaic-Christian Studies Concentration

- Deploy critical interpretative methods and tools and show appreciation for Judeo-Christian literature through use of sources and reflection upon biblical themes
- Show knowledge of and ability to discuss diverse perspectives, critical issues, and arguments impinging on the research thesis
- Display ability to translate and interpret major portions of biblical passage/s and Jewish literature in research and in the development of a thesis
- Show coherence, logical consistency, and systematic correspondence in development of thesis
- Show ability to appreciate, integrate, and apply today's biblical truths and/or ethical demands educed from research

M. A. Theological/Historical Studies

- Show an exemplary proficiency in historical methodology for exploring historical/theological themes
- Display an extensive knowledge of diverse interpretations, critical issues, and arguments impacting the research thesis
- Display an extensive knowledge of cultural and social backgrounds correlative to thesis topic
- Show coherence and logical development of thesis
- Show an exemplary ability to integrate and apply historical and theological truths
- Demonstrate a masterly knowledge and use of recognized source materials
- Show an exceptional use of style and form showing full knowledge of scholarly referential data

PARTS OF A THESIS: (Also see example pages section of this manual)

A. Front Pages (or Front Matter)

The front pages of the document are counted but are **not** numbered. Begin inserting numbers in the Preface (if used) or Acknowledgments, using lower-case roman numerals, centered .75” from bottom of page. Front pages include the following *in the order given*:

1. Blank sheet (fly page) for protection during binding
2. Title page (begin counting front matter)
3. Disclaimer page
4. Approval sheet
5. Abstract
6. Copyright
7. Dedication (if used)
8. Preface (if used) (begin inserting numbers)
9. Acknowledgments (if no Preface, begin inserting numbers)
10. Table of Contents (example and formatting pages)
11. List of tables (if used)
12. List of figures (if used, see Turabian for formatting)

B. Main Body of Text (75-100 pages, Times New Roman 12-pt. font, 3-4 chapters)

C. Back Pages (or Back Matter)

The back pages of the thesis should include the following *in the order given*:

- Appendix(es) (if used)
- Bibliography (60-75 sources; 1/3 periodicals)
- Vita (no page number); add blank sheet (fly page) when printing.

Example Pages

M.A. Thesis



Reading maketh a full man,
conference a ready man,
and writing an exact man.

—*Sir Francis Bacon*

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Right and bottom margins 1"



Top margin 2"

TITLE OF YOUR
THESIS

Line 1

By

Line 12

STUDENT'S FULL OFFICIAL NAME

Month and Year Degree Awarded

A Thesis

Line 28

Submitted to the Theological Faculty

in Partial Fulfillment of the Requirements

for the Degree of

MASTER OF ARTS (BIBLICAL LITERATURE)

GRADUATE SCHOOL OF THEOLOGY AND MINISTRY *Line 39*

ORAL ROBERTS UNIVERSITY

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4-” top margin

DISCLAIMER

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The beliefs and conclusions presented in this thesis are not necessarily those of the administration of Oral Roberts University, the Graduate School of Theology and Ministry, or the faculty.

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Right and bottom margins 1"

Top margin 2"

TITLE OF YOUR
THESIS

By

Line 12

STUDENT'S FULL OFFICIAL NAME

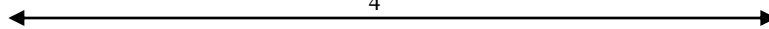
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APPROVED BY

DATE *Line 29*

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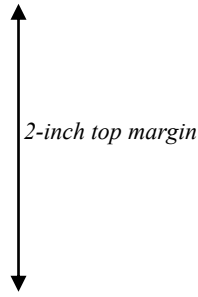
Line 32

Name of your Supervisor, Ph.D.
Thesis Supervisor

Line 37

Cheryl L. Iverson, Ph.D.
Associate Dean
ORU Graduate School of Theology and Ministry

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ABSTRACT

< *Blank line 1*

< *Blank line 2*

< *Blank line 3*

Name of student, Master of Arts in Your Degree < *Text line 4*

Title of your thesis; do not underline; single space the second line

Full name of supervising professor, Ph.D.

< *Blank line 1*

< *Blank line 2*

The abstract is typed and double spaced. Indent and start three single spaces below the items of the heading. The abstract shall not exceed 150 words. In Times New Roman 12 pt. font, this should fit on one page. The type is the same throughout the thesis.

Normally, the first paragraph contains the thesis statement, with a brief breakdown or further explanation. The second paragraph addresses the contents of each of your chapters. Chapter 1 discusses . . . Chapter 2 discusses . . . Finally, chapter 3 concludes by

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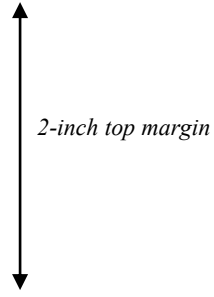
All rights on this project are reserved by the author and nothing herein is to be used for publication without the express agreement of the author or the Dean of the College of Theology and Ministry at Oral Roberts University. (optional, but encouraged)

Copyright ©201__ by Your Name

Line 39

All rights reserved

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Right and bottom margins 1”*



DEDICATION

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“Some theses are dedicated to a special person [or persons], but this is not necessary. In any case, wisdom suggests moderation and reserve in the expression of thanks” (Turabian, A.2.1.4). (This page is optional.)

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PREFACE

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“You may include a preface to explain what motivated your study, the background of the project, the scope of the research and the purpose of the paper” (Turabian, A.2.1.8). (This page is optional.)

*If a Preface is used, insert first page number here,
lower case roman numeral, centered
.75” from bottom of page.*

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ACKNOWLEDGMENTS

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In a few sentences, you can express your gratitude to particular professors, family members, or other people who influenced your studies and life.

If Preface is not used, begin inserting page numbers in Acknowledgments, using lower-case roman numerals, centered 0.75" from bottom of page (in this case, page number vi is normally used).

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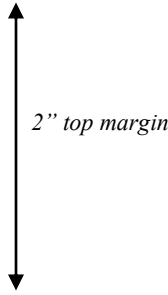


TABLE OF CONTENTS

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roman numeral, centered 0.75"
from bottom of page.*

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EXAMPLES - BODY OF TEXT

1. First page of chapter
2. Main body of text
3. Table in text
4. Appendix cover sheet

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Right and bottom margins 1"

2-inch top margin

CHAPTER 1

EUGENE BIBLE COLLEGE: BORN OUT OF REVIVAL

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Level 1 subhead: Introduction *< Subhead (line 4)*

Clearly one of the most distinctive points of time in the history of the church is the Pentecostal outpouring that came like a flood in the early part of the twentieth century. William J. Seymour was the dominant figure in this historic event . . .

< Blank line 1

< Blank line 2

Level 2 subhead: Azusa Street *< Subhead (line 3)*

The Azusa Street Revival significantly shaped and impacted the Pentecostal churches of America in the early part of the twentieth century. . . .

< Blank line 1

Level 3 subhead: *< Blank line 2*

Theological Implications *< Subhead (line 3)*

From a theological standpoint, many of these early Pentecostals sought to follow a literal interpretation of scripture. . . .

Level 4 subhead:

Spirit Baptism

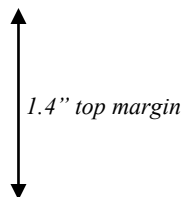
Their biblical understanding of Spirit baptism was that of an experience separate from sanctification. . . .

Level 5 subhead:

Fulfillment of Joel 2:28-32. They felt they were amidst a literal fulfillment of Joel 2:28-32. . . .

Page # centered .75" from bottom

Left margin 1.5"
Right and bottom margins 1"



Second & successive page
#s 1" from top & right
2

Although the debate between the cultic/figurative and the literal interpretation continues, there is no doubt that Malachi calls for faithfulness between husbands and wives because marriage is grounded in the covenant between the husband and wife and Yahweh.¹ However, the traditional view identifies marriage as a covenant and one of the most important scholars to support this view is Gordon Paul Hugenberger. In his book, he presents a thoroughly researched study in biblical ethics especially in the concept of marriage as held by Malachi and other Bible writers. Hugenberger argues that Malachi 2:14 refers to a literal marriage covenant and not to a figurative one as some scholars believe. Malachi 2:14 reads:

Hebrew block quotation
right-justified

אֲשֶׁר אַתָּה בְּנִדְחָה בָּהּ וְהִיא חֲבֵרְתְּךָ וְאִשְׁתְּ בְּרִיתְךָ
וְאַמְרָתֶם עַל-מָה עַל כִּי-יָהוָה הֵעִיד בֵּינְךָ וּבֵין אִשְׁתְּ נְעוּרֶיךָ

Block quotation
indented .5"

And you say wherefore? Because the Lord has been a witness between you and the wife of your youth, against whom you have been faithless, though she is your companion and your wife by covenant.²

Hugenberger argues that the endearing designation “the wife of your youth” in 2:14 is in parallel with “the wife of your covenant.” This implies that the covenant in 2:14 was between the husband and wife.³ In Genesis 31:50, the reference of the . . . group was

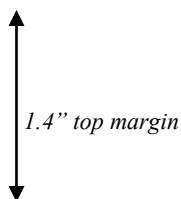
Indent first line of footnote .5"; second line single-spaced and flush left
Double-space between footnote entries
No space between footnote # & text

¹Ralph L. Smith, *Malachi*, Word Biblical Commentary, vol. 32 (Waco: Word, 1984), 325.

²Author’s translation.

³Gordon Paul Hugenberger, *Marriage as Covenant: Biblical Law and Ethics as Developed from Malachi* (Eugene, OR: Wipf and Stock, 1994), 28.

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no change. Rather, in question 6, there was a decrease of 3 points (average -7 as shown in Table 2).

Table 2. Change of Faith Through Youth Group

	Pre-test		Post-test		Change		Average Increase (%)	
	T.G	C.G	T.G	C.G	T.G	C.G	T.G	C.G
(5) God-centered Life	11	11	23	11	12	0	109	0
(6) Jesus-like Character	13	13	23	13	10	0	76	0
(7) Neighbor-Centered	11	14	21	11	10	-3	90	-21
Total	35	38	67	35	32	-3	91	-7

Triple space between the bottom of the table and the first line of the remainder of the text. Continue with the text as normal.

NOTE:

- The number and title for a table is to be placed at the top of the table and left-justified. (See Turabian, 26.2.2)
- All tables must have narration to introduce or conclude the table. The narration for a table comes before the table itself.
- Turabian has a rather comprehensive list and approach to tables and figures in chapter 8. Please consult this material for further instructions.



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APPENDIX A (if used)

TITLE OF APPENDIX

*Include this cover sheet in numbering,
but do not put number on page
See Turabian, A.2.3.2*

EXAMPLES - BACK MATTER

1. Bibliography, first page
2. Bibliography second page
3. Vitae

Left margin 1.5"
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BIBLIOGRAPHY

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Books < Subhead (line 4)

Bauckham, Richard. "The Motif of Fulfillment and the Purpose of Luke-Acts." In *The Book of Acts in Its First Century Setting*. Vol. 1, *The Book of Acts and Paul in Its Ancient Literary Setting*. Edited by Bruce W. Winter and Andrew D. Clarke, 83-104. Grand Rapids: Eerdmans, 1993.

Clarke, Andrew D. *The Book of Acts in Its Ancient Literary Setting*. Vol. 1, *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1993.

Coppes, Leonard. *Theological Wordbook of the Old Testament*. Vol. 1. Edited by R. Laird Harris. Chicago: Moody, 1980. Logos Bible Software Version 6. 2015.

DiSante, Carmine. *Jewish Prayer: The Origins of Christian Liturgy*. Translated by Matthew J. O'Connell. New York: Paulist Press, 1985.

Donin, Hayim Halevy. *To Pray as a Jew*. New York: Basic Books, 1980.

Elliger, K., and W. Rudolph. *Biblia Hebraica Stuttgartensia*. 4th ed. New York: American Bible Society, 1990.

Gonzalez, Justo. *A History of Christian Thought*. Vol. 3. Nashville: Abingdon, 1975.

8-spaced line with period for second work by same author made with underline key

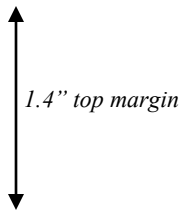
Heinemann, Joseph. *Prayer in the Talmud*. Rev. ed. New York: DeGruyter, 1977.

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Hendrickson, William. *Exposition of the Gospel According to Matthew*. New Testament Commentary. Edinburgh: The Banner of Truth Trust, 1976.

Hertz, Joseph H. *The Authorized Daily Prayer Book*. New York: Bloch Publishing, 1948.

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66

Jeremias, Joachim. *The Lord's Prayer*. Philadelphia: Fortress Press, 1964.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 3, *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids: Eerdmans, 1994

Renn, Stephen D., ed. *Expository Dictionary of Bible Words*. Peabody, MA: Hendrickson, 2005.

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Subhead line 3 > Periodicals

Browning, Tonya. "Embedded Visuals: Student Design in Web Spaces." *Kairos: A Journal for Teachers of Writing in Webbed Environments* 3, no. 1 (1997): n. p. <http://english.ttu.edu/kairos/2.1/features/browning/index.html> (22 July 2003).

Moore, Art. "Does 'The Gift of Salvation' Sell Out the Reformation?" *Christianity Today*, 27 April 1998, 17-18.

Rhyne, C. Thomas. "Nomos Dikaiosynēs and the Meaning of Romans 10:4." *Catholic Biblical Quarterly* 47 (1985): 486-499.

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Subhead line 3 > Other Sources

Keathley, J. Hampton III. "Comparing the Old and New Testaments." *Bible.org*. 2 February 2009. <http://bible.org/seriespage/comparing-old-and-new-testaments> (9 May 2011).

Shipley, Cory D. "Increasing Knowledge of Pastors and Church Leaders about Biblical Church Discipline." D. Min. proj., Oral Roberts University, 2009.

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VITA

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Elizabeth Marie Brown was born in Houston, Texas, on April 31, 1949, the daughter of Marie Joanna Brown and Peter Allen Brown. After completing her work at Lamar High School, Houston, Texas, in 1958, she entered Southwest Texas State Teachers' College at San Marcos, Texas. During the summers of 1959 and 1960, she attended the University of Colorado. She received the degree of Bachelor of Science from Southwest Texas State Teachers College in May 1963. During the following years, she was employed as a biology teacher in the Austin High School. In September 1964, she entered The Graduate School of Business of the University of Texas.

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Permanent address: 1908 Oldham
Austin, Texas

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Miscellaneous

Thesis

Common Problems with Form & Style

Style Sheet

Submission, Publication, & Fees



The skill of writing is to create a context
in which other people can think.

—*Edwin Schlossberg*

COMMON PROBLEMS WITH FORM AND STYLE

Also see corresponding topics in Form and Style section of this manual.

Bibliography:

- Cites not matching footnotes or contained in one place but not the other
- Only list sources used in text
- Problems with Bibliographic format—where to place sources within three categories: Books, Periodicals, or Other Sources.
- Not using proper format

Consistency: Inconsistency throughout thesis (from chapter to chapter) with form and style.

Contractions: Using contractions (contractions may not be used in academic papers).

Ellipses: No space between word and ellipsis; no space between dots of ellipses.

Emphasis Added:

Not using [emphasis added] when italicizing words/phrases in a quotation for emphasis; underlining or quotation marks are also options.

First Pages:

First pages of chapters/bibliography not done in proper format: 2” top margin, page number at bottom center, 3/4” from bottom of page; subsequent pages: 1.4” top margin, page numbers 1” from top and right margins.

Footnotes:

- Not using proper format: 12 pt. font; indent first line 0.5”; single-space footnotes; double-space between footnotes.
- Footnote number and footnote on separate pages; indicated by footnote line all across bottom of page.

Front Matter: Not in proper format and not submitted with first chapter.

Gender/Inclusive Language: When possible, avoid gender-specific language when referring to human parties (use “people” or “humanity” rather than “men”). With regard to God, use masculine pronouns. See CMS 5.222-5.227.

Italics: Not italicizing foreign transliterations (e.g., *agape*, *shalom*, *koinonia*, *harpazo*, etc.). Do not italicize words/phrases in non-English alphabets (Greek or Hebrew).

Names, Full: Not using full names in first time use of quotes, then last name thereafter.

COMMON PROBLEMS WITH FORM & STYLE *Continued*

Paragraph, introductory: No introductory paragraph under each heading before breaking down into subheadings (must have at least two subheadings to break down)

Paragraph, format: Some paragraphs do not contain at least three sentences (try to avoid lengthy sentences).

Person: Thesis not written completely in third person. Do not use first person (“I,” “me,” “we,” or “us”) or second person (“you”).

Punctuation: Improper use of capitalization, commas, semicolons, parenthesis, and ellipses.

Quotations, block: Not using block quotations for five or more lines of quoted text (make liberal use of ellipses . . . only quote “heart of the matter”/central concept) or foreign language quotes.

Quotations:

- Not introducing all quotations.
- Using too much quoted material. Ensure that copyright “Fair Use Rule” not violated.

Spacing: Line spacing between headings and subheadings not formatted properly.

Scripture reference: Not using general Scripture footnote at first Scripture reference, then parenthetically thereafter.

Starting sentences: Starting a sentence with a number, quotation, or foreign word.

Table of Contents: Headings must match exact text of headings in body of thesis.

Title: Lines of title not in inverted pyramid format (for multiple line titles only).

Widows and Orphans: Subheading at bottom of page without at least two lines of text beneath to support it, or only one line at top of page ending a paragraph from previous page.

Style Sheet for M.A. Thesis

Author: _____ Title: _____

Reader: _____ Date: _____ Deity pronoun: ___lower case ___cap

Special style notes: _____

Word list: Key terms/capitalization/spelling, etc.

A-B-C-D	Decision/Notes	E-F-G-H	Decision/Notes
apostle/Apostle book of Exodus/Book of E. . . church/Church	book of Exodus church (SBL)	early church (or) early Church (or) Early Church gospel/Gospel <i>haggadah (not aggadah)</i>	early church Gospel
I-J-K-L	Decision/Notes	M-N-O-P	Decision/Notes
		midrash prophets the Prophet Jeremiah Psalms the psalmist	m
Q-R-S-T	Decision/Notes	U-V-W-X-Y-Z	Decision/Notes
the temple/Temple	temple (SBL)	word (of God)/Word	Word
Abbreviations	Decision	Notes/Misc.	Decision
Use BC/AD, not BCE/CE		The Dead Sea Scrolls (but) a Dead Sea scroll (SBL)	

SUBMITTING THESIS FOR FINAL APPROVAL

Submit completed thesis to the Thesis Supervisor for the final approval. Be sure the following requirements have been met before submission:

- Laser print
- General neatness and legibility; no liquid paper or visible corrections
- No footnote separators that span across the whole page
- No missing pages; pages in order; no upside down pages
- Margins:
 - left 1.5"; right and bottom 1"
 - top: first page of table of contents, chapters, and bibliography 2"; thereafter 1.4"
- Page numbers:
 - On first page of new chapters and bibliography, centered 0.75" from bottom of page
 - Following pages top right corner, 1" from top and right margins
- Text
 - No subheadings on the last line on the page
 - Subheading levels match the format of samples in this manual
- **Front pages** are in the right order matching the format of samples in this manual:
 - Blank sheet
 - Title page
 - Disclaimer page
 - Approval sheet
 - Abstract
 - Copyright
 - Dedication (if used)
 - Preface (if used)
 - Acknowledgment page: small roman numeral "vi" (if Preface page not used) centered 0.75" at the bottom of the page
 - Table of Contents
 - ✦ Page numbers: small roman numerals centered at bottom of page
 - ✦ Chapters and headings with 0.3" indention and proper style
 - ✦ Page numbers of the chapters and subheadings correspond exactly with page numbers in the text of the document
 - List of tables (if used)
 - List of figures (if used)
 - Appendix (if used)
- **Main body of text**
- **Back pages** are in the right order matching format of samples in this manual:
 - Bibliography – proper page numbering
 - Vita – no page number
 - Blank sheet

THESIS BINDING AND PUBLICATION CHECKLISTS

After the Thesis Supervisor and the Faculty Reader have given their final approval of the thesis, submit copies to the Thesis Supervisor for binding and publication.

Copy Information:

- **The 2 copies required by the GSTM must be printed on 100% cotton paper (check with ORU Document Preparation Services for availability of School of Theology and Ministry watermark).**
- Additional student copies may be printed on any good quality paper.
- Copies needed for Houchen Bindery:
 - 1 copy for ORU Library
 - 1 copy for GSTM
 - 1 copy for Faculty Reader (optional)
 - Copies for student
- Copies needed for ProQuest
 - 1 copy for publication; this copy will be returned to the student (unbound).
 - Include an *extra* copy of the Title Page and Abstract.

To Submit Thesis for Binding by Houchen Bindery:

- All copies should be checked for accuracy: all pages in proper order (see p. 116 in this manual), no missing pages, all pages right side up, etc.
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 - **Check with Thesis Supervisor for correct date to use on signature pages.**
 - **Signatures must be in black ink.**
- Include a blank sheet of 100% cotton paper on the front and back of each final copy.
- Submit copies for binding in a small box.
- Submit a standard-sized manila file folder to the Thesis Supervisor which contains (for the GSTM academic office):
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 - 1 copy of Abstract
 - Completed form *Requirements & Fees for M.A. Thesis* (next page). Include:
 - ✦ Check/money order to Houchen Bindery for binding (see next page for prices)
 - ✦ Check/money order to ORU for postage (see next page for prices)
 - ✦ Your address/phone number/email—both present and after graduation, if known
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