

CANADIAN SOUTHERN BAPTIST SEMINARY & COLLEGE

TITLE PAGE FOR TURABIAN STYLE GUIDE

SUBMITTED AT NEW STUDENT ORIENTATION

CONTAINS SUPPLEMENTARY MATERIAL:  
DR KEVIN PEACOCK'S RESEARCH PAPER WORKSHOP  
AND  
WRITING A BOOK REVIEW/CRITIQUE

BY

ELAINE PHILLIPS

ADJUNCT INSTRUCTOR

COCHRANE, ALBERTA

SEPTEMBER 2019

## STYLE GUIDE FOR ORIENTATION 2019<sup>1</sup>

The Canadian Southern Baptist Seminary uses the University of Chicago style, which can be found in Kate Turabian's *A Manual for Writers of Research Papers*.<sup>2</sup> The following list contains general **guidelines** for the layout of a paper and deals with formatting issues.

### TURABIAN STYLE GUIDELINES

1. Use medium or heavyweight white bond paper, 8 ½" x 11" (22 x 28 cm).
2. **Margins** – Leave a margin of **at least one inch** on all four edges of the page.
3. **Typeface**<sup>3</sup> – Choose a readable typeface designed for text, such as **Times New Roman** or Palatino, and use it throughout. Avoid ornamental typefaces that distract readers and make your work seem less serious. For most papers, use twelve-point font size. (Twelve-point font size may also be used for footnotes now, if preferred to ten-point.)
4. **Spacing** – **Double-space** all text in papers except for block quotations, titles and figure captions, which should be **single-spaced**. The following items should be **single-spaced** internally but with a **blank line** between items: certain elements in

---

<sup>1</sup> This updated Style Guide includes the following supplementary material: Dr Kevin Peacock's Research Paper Workshop, and Writing a Book Review/Critique (presented at Orientation, August 2017, and available online along with other library resources; see <https://library.csbs.ca/> for Student Resources, <https://library.csbs.ca/resources/>).

<sup>2</sup> Kate L. Turabian and Wayne C. Booth, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (Chicago, IL: University of Chicago Press, 2013).

<sup>3</sup> Many students copy and paste quotations from the Internet; this often changes the font for a particular paragraph. (It also tends to reformat the paper.) Avoid doing this where possible.

the front matter, including the **table of contents** and any lists of figures, tables, and abbreviations; **footnotes** or endnotes; **bibliographies** or reference lists.

Single-space and indent **block quotations** in their entirety five spaces (1.27 cm) from the left margin, using **no quotation marks** at the beginning or end.

5. Incorporating **Quotations** into Your Text (25.2)

You can incorporate a quotation into your text in one of two ways, depending on its length. If the quotation is **four lines or fewer**, run it into your **text** and enclose it in **quotation marks**.

If it is **five lines or longer**, set it off as a **block quotation, without quotation marks**.

You may use a block quotation for a quotation shorter than five lines if you want to emphasize it or compare it to a longer quotation.

Indent the entire [block] quotation as far as you indent the first line of a paragraph.... If you quote more than one paragraph, do not add extra lines between them, but indent the first line of the second and subsequent paragraphs further than the rest of the quotation.<sup>4</sup>

6. **Indentation** – Use uniform paragraph indentation throughout the paper, and space all paragraphs consistently.<sup>5</sup> Use tabs rather than spaces for indentations, columns of text, and other content requiring consistent alignment.
7. **Justification** – Set your computer to left justify (with a “ragged” right margin), and do not use its automated hyphenation feature.
8. **Foreign Terms** – *Italicize* isolated words and phrases in foreign languages. Do not italicize terms familiar enough to be listed in an English dictionary. If you define a foreign term, put the definition in a parenthesis or quotation marks, either following the term in the text or in a note (22.2.1).
9. **Submitting Hard Copy** – Unless instructed otherwise, submit single-sided papers (although double-sided printing may be allowed for informal assignments).

---

<sup>4</sup> Turabian, *A Manual for Writers*, 7th edition (Chicago, IL: University of Chicago Press, 2007).

<sup>5</sup> For spacing, use **0** (zero) **default settings** between paragraphs, not auto, 6 or 8.

**10. Long Separator Line** – Word processing programs usually lengthen the separator line when the footnote is a holdover from the previous page. It does this because the previous page did not have enough room to include the footnote.

### 11. **Pagination**<sup>6</sup>

**Numbering.** If your only front matter is a title page, do not number that page. Number pages in the body of the paper and the back matter with Arabic numerals, starting on the first page of text.

**Placement.** Page numbers are usually placed in one of three locations:  
centred in the *footer* (at the bottom of the page),  
centred in the *header* (at the top of the page),  
or flush right in the header.

For class papers, **choose one** of these locations and follow it **consistently**.

12. **Titles** (A.1.5). Use the same typography and format for the titles of all elements, traditionally CENTRED ROMAN TYPE WITH ALL CAPITAL LETTERS....

All titles of a given type should be consistent, and each type should be different from all others. In general, titles are more prominent when centred, in **boldface** or *italic* type, in ALL CAPITAL LETTERS, or capitalized headline style than when flush left, in regular type, or capitalized sentence style.

13. Make a separate **title page**, centred vertically and horizontally. Do not count the title page in your numbering.

14. If your paper is divided into sub-sections, use **subheadings** to show these divisions. The subheadings should be selected in descending order. Centred headings draw more attention than sideheads (which begin at the left margin).

*Italics* and **boldface** draw more attention than text type. All subheadings should

---

<sup>6</sup> Later Turabian editions (e.g. 8th and 9th) allow more flexible options than earlier editions, where pages were numbered either at the **top right corner** or at the **top centre** of each page. (The **first page** of a section used to have a page number at the **bottom, centred**, a convention still followed in published texts.)

have blank space above and below, except in the case of run-in subheads. (See Appendix C for sample subheadings in descending levels.)

15. **Keep a copy** of your paper for your own protection.<sup>7</sup>

## NOTES

According to the University of Chicago style, notes may be recorded in one of three ways: footnotes, endnotes, or parenthetical references.<sup>8</sup>

**Footnotes** are marked with consecutive Arabic superscript numbers in the text, and notes are located at the bottom of the page. (This guide uses the footnote method.)

The **endnote** method is similar to the footnote method with one exception: the notes are not located at the bottom of each page but are all saved and placed just after the body of the paper on a separate page titled: NOTES.

Both footnote and endnote methods use a **bibliography**—an **alphabetical** listing of all the sources used, should be placed at the end of a paper.

The parenthetical reference, or **author-date** method of recording notes, is quite different. This method uses no superscript numbers, but within the text simply places in parentheses the author's name, date of publication, and the page number(s). This sentence ends in a hypothetical example (Turabian 1996, 74). Although this method eliminates the need for reference footnotes, substantive material may be added in a content footnote.<sup>9</sup> If you choose the parenthetical method, you may use a traditional

---

<sup>7</sup> Originally adapted from the text by Joanne Buckley, *Fit to Print: The Canadian Student's Guide to Essay Writing* (Toronto, ON: Harcourt Brace, 1998), 123–4; revised and updated September 2019.

<sup>8</sup> Although Turabian mentions various options, professors often have a specific preference. Please check with individual professors. At CSBS&C, **footnotes** are preferred by most instructors.

<sup>9</sup> Content footnotes give further information that is helpful but would clutter up the thought flow of the paper. Content notes also point to further sources for more information.

bibliography with one minor exception: place the year of publication immediately after the author's name, followed by a period. The author-date method is helpful for quick identification when you resource more than one book by the same author.

## SUMMARY OF (FOOT)NOTES AND BIBLIOGRAPHY

Your professor may specify whether you should use footnotes or endnotes, especially for a thesis or dissertation. If not, you should generally use footnotes, which are easier to read (16.3.1).

Notes are printed at the bottom of the page (called *footnotes*) or in a list collected at the end of your paper (called *endnotes*).

On a partial page of text the footnotes should come directly underneath the last line of text and not at the bottom of the page. Word processing footnote settings for location should be “**below text**” rather than “bottom of page.”

Notes are indented like other paragraphs in the text; all following lines are flush left.

Bibliography entries have a hanging indentation: the first line is flush left and all following lines are indented the same space as paragraphs (16.1.7).

Footnotes are written **single-spaced**, with a **line space between** notes.

Put reference numbers at the end of the sentence or clause, after the punctuation mark (16.3.2).

In many fields, you may use parenthetical notes if you are discussing a particular work at length and need to cite it frequently (16.4.3).

## BIBLICAL CITATIONS

**Biblical Citations** (17.5.2) – You do not need to include the Bible in your bibliography. For citations from the Bible, include the **abbreviated** name of the book, the chapter number, and the verse number.

- Use Arabic numerals for chapter and verse numbers (with a colon between them).
- Use abbreviations with specific citations, but spell out the book name for general citations.
- Identify the version you are using (abbreviation is acceptable, e.g. NIV, KJV).

## ONLINE SOURCE CITATION

### Online Sources (15.4.1)

- **Many Web sites have no identifiable author, publisher, or sponsor. This makes them the equivalent of any other anonymous source, unlikely to be reliable enough to use without serious qualification.**
- Online content may be simultaneously available from more than one site, some more reliable than others.
- Many online sources are like print sources in everything except medium—for example, an article published in an online journal instead of a printed journal. Other sources of this type include online books, newspaper and magazine articles, and public documents. Cite an online source of this type similarly to a print source.
- Although URLs are unstable, they are still the primary factor for online content. Every citation of an online source identified with a URL should **include the URL after the facts of publication....**
- In addition, every citation of an online source should **include the date** you last **accessed** it.  
    **E.g.** “The Atomic Bomb and the End of World War II: A Collection of Primary Sources.” The National Security Archive of The George Washington University. Last Modified April 27, 2007. **Accessed** July 17, 2013.  
<http://www.gwu.edu/~nsarchiv/Nnsaebb/nsaebb162/>

## FOR REPEATED CITATIONS

- After a source has been cited with a **full citation**, simply refer to that same source with the author’s name and page number. If more than one source is by the same author, use the last name, a shortened form of the title, and page number.

### PLEASE NOTE:

THE USE OF IBID. IS NO LONGER ENCOURAGED. (See Turabian, 9th edition. Ask your professors for their preference; some schools disregard Turabian’s suggestion to omit the use of *ibid.*)

*Ibid.* is the abbreviated version of the Latin word *ibidem*, meaning “in the same place.”

Previously, if you used the same source twice or more in a note, you could use *ibid.* instead of re-listing the same information.

Now, according to the **new 9th edition** (2018), you should include a shortened footnote citation.

To avoid repetition, the title of a work that has just been cited may be left out.

For example:

1. Middlekauff, *Glorious Revolution*, 401–2.
2. Middlekauff, 433.
3. Jacobs, *Women in Africa*, 37–38.
4. Jacobs, 201–2.

## APPENDICES

A sample **title page** for seminary and college papers is located in Appendix A as well as a sample table of contents in Appendix B and subheadings in Appendix C.

If you need further guidance in writing a **research paper**, a helpful resource is *Research Strategies* by William Badke (available in the library).<sup>10</sup> Appendix D contains the following supplementary material: A Research Paper Workshop (originally presented by Dr Kevin Peacock) as well as guidelines for Writing a Book Review/Critique. Finally, Appendix E contains Samples of Turabian Citations, and Appendix F concludes with some Final Thoughts on Improving Your Papers.

Wishing you well with your research and writing!

## SELECTED BIBLIOGRAPHY

Badke, William. *Research Strategies*, 6th ed. Bloomington, IN: iUniverse, 2017.

Buckley, Joanne. *Fit to Print: The Canadian Student's Guide to Essay Writing*. Toronto, ON: Harcourt Brace, 1998.

Turabian, Kate. *A Manual for Writers*, 4th, 6th, 7th ed. Chicago, IL: University of Chicago Press, 1973, 1996, 2007.

\_\_\_\_\_. *A Manual for Writers*, 8th ed. Chicago, IL: University of Chicago Press, 2013.

Turabian, Kate and Wayne C. Booth, *A Manual for Writers of Research Papers, Theses, and Dissertations*, **9th ed.** Chicago, IL: University of Chicago Press, **2018**.

---

<sup>10</sup> William Badke, *Research Strategies: Finding Your Way Through the Information Fog*, 6th edition (Bloomington, IN: iUniverse, 2017). Ask the library director for the most recent edition. Badke frequently updates his material.

*APPENDIX A: SAMPLE TITLE PAGE*

CANADIAN SOUTHERN BAPTIST SEMINARY & COLLEGE

MASTER OF DIVINITY PROGRAM

EXEGETICAL STUDY

SUBMITTED TO

DR KEVIN PEACOCK

IN PARTIAL FULFILMENT<sup>11</sup> OF THE

REQUIREMENTS FOR THE COURSE

BIBLICAL FOUNDATIONS

ABC123<sup>12</sup>

BY

JANE HOFFMAN

NOVEMBER 2019

COCHRANE, ALBERTA

---

<sup>11</sup> Either UK/Canadian *or* USA spelling may be used—but *not both* systems in the same paper; **be consistent** e.g., “fulfilment” (UK/Can.) is spelled “fulfillment” in the US; “judgement” (UK) is either “judgement” or “judgment” (Can.) and “judgment” (US); “centre” (Can.) is “center” (US); “saviour” and “colour” (Can.) is “savior” and “color” (US); “worshipped/worshipping” (Can.) is “worshiped/worshipping” (US); “travelling” (Can.) is “traveling” (US), etc.

For quotations, use the **author’s original** spelling system (depending on where the book was published).

<sup>12</sup> Add the correct course code: see Academic Calendar.

APPENDIX B: SAMPLE TABLE OF CONTENTS

CONTENTS<sup>13</sup>

INTRODUCTION.....1

PART I. MAN BEFORE CIVILIZATION

Chapter

I. HOW MANKIND BEGAN AS FOOD-GATHERERS.....3

    Man’s Earliest Ways of Living

    The Early Stone Age

    The Middle Stone Age

II. THE EARLIEST FOOD-PRODUCERS.....26

    The Late Stone Age in the Nile Valley

    The Late Stone Age in Europe

PART II. THE ORIGINS AND EARLY HISTORY OF CIVILIZATION IN THE ANCIENT NEAR EAST

III. THE STORY OF EGYPT: THE RISE OF CIVILIZATION AND THE PYRAMID AGE.....51

    The First Union of Egypt and the Rise of Civilization

    The Second Union of Egypt and the Pyramid Age (Thirtieth to Twenty-fifth Century B.C.)

    Art and Architecture in the Pyramid Age

IV. THE STORY OF EGYPT: THE FEUDAL AGE AND THE EMPIRE.....95

    The Feudal Age

    The Founding of the Empire

    The Higher Life of the Empire

    The Decline and Fall of the Egyptian Empire

.....

APPENDIX.....127

BIBLIOGRAPHY.....134

---

<sup>13</sup> Turabian, *A Manual for Writers*, 4th edition, 11.

Note: This page is taken from an older version, but use Turabian’s latest edition for term papers. Label the page CONTENTS, not TABLE OF CONTENTS.

## APPENDIX C: SAMPLE SUBHEADINGS<sup>14</sup>

**Subheadings** – Subheadings break the material into manageable chunks. These are usually the parts described in presentation outline. In general, subheads are more **prominent** when centred, in boldface or italic type, capitalized headline style than flush left, regular type, or capitalized sentence style.

- Put an extra blank line before and after subheads.
- Do not end them with a period.
- Never end a page with a subhead.

### FIVE LEVELS OF SUBHEAD

First level: centred heading in **boldface** or *italicized*, capitalized headline style:

#### **Centred, Boldface or Italic Type**

##### **Traditional Controversy between Medieval Church and State**

Second level: centred heading in text type, capitalized headline style:

#### Centred, Regular Type

##### Reappearance of Religious Legalism

Third level: sidehead in **boldface** or *italicized*, capitalized headline style:

#### **Flush Left, Boldface or Italic Type**

##### *Legalism and the Poets*

Fourth level: sidehead in text type, capitalized sentence style:

Flush left, regular type

The gospel as it relates to Jesus

Fifth level: run-in heading at beginning of paragraph in **boldface** or *italicized*, capitalized sentence style with a period at the end:

#### **Boldface or italic regular type at beginning of paragraph.** (Add period.)

*The gospel legalized in the church.* The gospel that the early Christians preached within the pagan sects was also a product of their experience.

---

<sup>14</sup> Turabian, 8th edition, 398.

APPENDIX D: SUPPLEMENTARY MATERIAL

RESEARCH PAPER WORKSHOP<sup>15</sup>

Kevin C. Peacock, PhD

**RESEARCH PRINCIPLE #1: Read broadly and deeply to understand your subject.**

**1. Understand the Kinds of Sources Expected for Use (3.1)**

- Consult **primary sources** (first level) for evidence.
- Read **secondary sources** (second level) to learn from other researchers.
- Read **tertiary sources** (third level) for introductory overviews.

**Beware, however, of online encyclopedias, such as *Wikipedia*, that rely on anonymous contributions rather than on carefully edited entries written by established researchers. *Wikipedia* has proved to be relatively accurate in the sciences, but overall it is uneven and sometimes wrong. Never cite it as an authoritative source. (3.1.3)**

**2. Gather the Right Kind of Sources.**

- Reference works (e.g. encyclopedias, dictionaries, word study sources, commentaries) and consult bibliographies
- Library catalogue (Koha)
- Periodical indexes (Ebsco)
- Bookstacks

**RESEARCH PRINCIPLE #2: Evaluate the reliability of your sources.**

**1. Print Sources (3.4.2)**

- Is the author a reputable scholar?
- Is the source current?
- Is the source published by a reputable press?
- Was the article peer-reviewed?
- Has the source received good reviews?
- Has the source been frequently cited by others?

**2. Online Sources (3.4.3)**

- The site is sponsored by a reputable organization.
- It is related to a reliable professional journal.
- It supplements reliable print sources.
- It avoids heated advocacy for or against a contested social issue.
- It does not make wild claims, attack other researchers, use abusive language, or make errors of spelling, punctuation, and grammar.

---

<sup>15</sup> Material adapted from Turabian's 8th edition; presented to students at Orientation, August 2017.

- It indicates when the site was last updated.

**WRITING PRINCIPLE #1: Use your sources responsibly.**

1. Gather the most useful information.
2. Develop an outline quickly.
3. Note areas of general agreement and disagreement.
4. Discern when to summarize, paraphrase, and quote.
5. Record the information from your sources fully, accurately, and appropriately.
6. Give credit for the information you have gained elsewhere.
7. Guard against inadvertent plagiarism (4.2.3).
  - *Always* unambiguously identify words and ideas from a source so that weeks or months later you cannot possibly mistake them for your own.
  - *Never* paraphrase a source so closely that a reader can match the phrasing and sense of your words with those in your sources.
8. Guard against inappropriate assistance (7.10).

How much help is inappropriate?

For a class paper, most instructors encourage students to get general criticism and minor editing, but not detailed rewriting or substantive suggestions.

For a thesis, dissertation, or work submitted for publication, writers get all the help they can from teachers, reviewers, and others so long as they do not become virtual ghost writers.

**WRITING PRINCIPLE #2: Write your project in a timely manner.**

1. Follow the assignment given in the syllabus carefully, making sure that nothing required is left out.
2. Follow a logical, progressive, outline.
3. Cite any information coming from another source.
4. Summarize material to give a concise, tight argument.
5. Paraphrase the bulk of the material into your own words.
6. Only quote material that is absolutely vital in its wording.
7. Write the introduction to your paper *after* you have come to a conclusion.

**WRITING PRINCIPLE #3: Edit your completed project for quality and accuracy.**

1. Rewrite/edit the project at least three times to guard against inadvertent plagiarism and ensure the contents of the paper are indeed yours.
2. Use spell/grammar check, but always check the results yourself.
3. Print up the project the day before it is due.

**WRITING PRINCIPLE #4: Learn all you can from a returned paper.**

1. Note any form, style, and content errors and learn accordingly.

2. Consider carefully the instructor's comments that will help you perform even better the next time.
3. If necessary, seek a time with the instructor go over something you do not understand.

### Helpful Hints for Writing

1. All papers should be done in Turabian style. When in doubt, look it up.
2. If the assignment is a formal research paper, except for personal application and example, formal writing is *always* done in 3rd person.
3. Contractions are *never* used in formal writing (e.g. don't, can't).
4. Any information gained from other sources, *quoted or not*, must be cited in a footnote or endnote.
5. A source with no stated author is probably not a good research source.
6. Cite a work by its *author*, not its editor.
7. **The Bible is an assumed source, so it will not be considered as one of the required sources.**
8. Excuses are unacceptable for late work. The wise student will begin on the paper immediately.

### WRITING A BOOK REVIEW/CRITIQUE

A book review is *a critical evaluation* of another's work. The purpose is to engage and argue with the text, not simply to give a summary of what the author said. Usually reviews are brief, unless the work or the assignment calls for more detailed engagement. Your assignment will determine the length and extent of your review.

These are common elements expected in most book reviews:

1. **A brief summary of the book's contents.** This should describe the main topic, the purpose for writing the book, and the flow of argument followed. The operative word is "brief." Quality reading and research displays the ability to highlight the important and disregard the unimportant. The bulk of your review should not be the summary but instead your engagement and critique of the book's contents.
2. **A critique of the author's point of view and contributions.** This calls for critical engagement with the subject matter, what strikes you as noteworthy about this book and how persuasive the author was in his/her argument. Was it worthwhile that this book was written?
3. **At least one area where you disagree with the author and why.** It is quite possible that the bulk of your review is in agreement with the author, but this demonstrates your critical reasoning ability and whether or not you read with your eyes wide open. This part of your review may require doing some more research on the subject to bolster your opinion.

4. **Ways in which this book might impact you personally and/or your ministry.** If your critique is totally negative, then your answer would reflect that. This is also the place to recommend this book to an audience, warn against it, or describe the kind of audience that would find this book useful.

### **Hints for Preparing and Writing a Book Review**

1. Read *the entire book* before writing the review.
2. Make notes about the book as you read. If you own the book, highlight the important contributions, mark the sections to rehearse or questionable passages that you will need to consider further.
3. Give yourself enough time to do extra research if necessary (e.g. information on the author, other works the author has written, other works that may refute the author's premise, etc.). This will give you more context from which to formulate your opinions.
4. Do not overload your review with extended quotes from the book. If necessary, only quote brief statements or at most the bare minimum of what you need to make your point.
5. Be fair and balanced in your critique of the author's work. In other words, do not critique them for the book you wanted them to write, but instead the book they intended to write and how well they did so.
6. Give the bibliographical information at the beginning of the review.
7. Since most, if not all, references in the review are to that book, there is no need for footnotes, but simply a parenthetical reference to the page number (p. 23).
8. Since part of the book critique is your own opinion, it is acceptable in a book review/critique to refer to yourself in the first person.
9. As always, use grammar and spell check, and rewrite and edit your work for a quality product.

## APPENDIX E: SAMPLE TURABIAN CITATIONS

The following are some examples of citations for a research paper. The first example is the **footnote/endnote form**, and the second is the **bibliographical form**.<sup>16</sup>

### **Single-Volume Commentary:**

<sup>1</sup>Walter A. Brueggemann, *Jeremiah 26–52: To Build, To Plant*, International Theological Commentary (Grand Rapids, MI: Eerdmans, 1991), 101–9.

Brueggemann, Walter A. *Jeremiah 26–52: To Build, To Plant*. International Theological Commentary. Grand Rapids, MI: Eerdmans, 1991.

### **Commentary in a Bound or Multi-Volume Set:**

<sup>23</sup>Ralph L. Smith, *Amos*, Broadman Bible Commentary, vol. 7, ed. Clifton J. Allen (Nashville, TN: Broadman, 1972), 81–88.

Smith, Ralph L. *Amos*. Broadman Bible Commentary, Vol. 7. Edited by Clifton J. Allen. Nashville, TN: Broadman, 1972.

### **Book with One Author:**

<sup>4</sup>Paul D. Hanson, *The Dawn of Apocalyptic: The Historical and Sociological Roots of Jewish Apocalyptic Eschatology* (Philadelphia, PA: Fortress, 1979), 211–15.

Hanson, Paul D. *The Dawn of Apocalyptic: The Historical and Sociological Roots of Jewish Apocalyptic Eschatology*. Philadelphia, PA: Fortress, 1979.

### **Multi-Volume Work by One Author:**

<sup>16</sup>Gerhard von Rad, *Old Testament Theology*, vol. 1, trans. D. M. G. Stalker (New York, NY: Harper & Row, 1962), 230.

Rad, Gerhard von. *Old Testament Theology*. 2 Vols. Translated by D. M. G. Stalker. New York, NY: Harper & Row, 1962, 1965.

### **Translated Works:**

<sup>27</sup>Claus Westermann, *A Thousand Years and a Day: Our Time in the Old Testament*, trans. Stanley Rudman (Philadelphia, PA: Muhlenberg, 1962), 18.

Westermann, Claus. *A Thousand Years and a Day: Our Time in the Old Testament*. Translated by Stanley Rudman. Philadelphia, PA: Muhlenberg, 1962.

### **Book with Several Authors:**

<sup>5</sup>William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, Jr., *Introduction to Biblical Interpretation* (Dallas, TX: Word, 1993), 198–202.

---

<sup>16</sup> **Note:** In a commentary series or a work such as a dictionary or encyclopedia in which the entries are credited with the author's name, cite the source as an essay in a book, giving credit to the author. If no author's name is given, cite the source under the name of the editor.

Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Dallas, TX: Word, 1993.

**Journal Article:**

<sup>13</sup>John H. Hayes, “The Tradition of Zion’s Inviolability,” *Journal of Biblical Literature* 82 (December 1963): 419. [Add page number only for footnotes.]

Hayes, John H. “The Tradition of Zion’s Inviolability.” *Journal of Biblical Literature* 82 (December 1963): 419–26. [Add page range for journal refs.]

**Encyclopedia Article:**

<sup>10</sup>Michael D. Guinan, “Davidic Covenant,” *Anchor Bible Dictionary*, ed. David Noel Freedman (New York, NY: Doubleday, 1992), 2:69.

Guinan, Michael D. “Davidic Covenant.” *Anchor Bible Dictionary*. Edited by David Noel Freedman, 2:69–70. New York, NY: Doubleday, 1992.

**Essay in a Book:**

<sup>23</sup>Dennis J. McCarthy, “God’s Presence and the Prophetic Word,” in *The Presence of God*, edited by P. Benoit, R. Murphy, and B. van Iersel (New York, NY: Paulist Press, 1969), 22–24.

McCarthy, Dennis J. “God’s Presence and the Prophetic Word.” In *The Presence of God*. Edited by P. Benoit, R. Murphy, and B. van Iersel, 21–33. New York, NY: Paulist Press, 1969.

**Entry in a Lexicon:**

<sup>3</sup>William L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Grand Rapids, MI: Eerdmans, 1989), s.v. “word,” 364. [Hebrew font]

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids, MI: Eerdmans, 1989.

**Unpublished Dissertation or Thesis:**

<sup>7</sup>Kevin C. Peacock, “The Covenant Promises in Their Canonical Relationship to the Eden Narrative” (PhD dissertation, Southwestern Baptist Theological Seminary, 1995), 10.

Peacock, Kevin C. “The Covenant Promises in Their Canonical Relationship to the Eden Narrative.” PhD dissertation, Southwestern Baptist Theological Seminary, 1995.

**Unpublished Article:**

<sup>66</sup>Gary N. Knoppers, “Ancient Near Eastern Royal Grants and the Davidic Covenant: An Examination of a Proposed Parallel” (Chicago, IL: Society of Biblical Literature, 1994), 33, photocopied.

Knoppers, Gary N. "Ancient Near Eastern Royal Grants and the Davidic Covenant: An Examination of a Proposed Parallel." Chicago, IL: Society of Biblical Literature, 1994. Photocopied.

### Web Sites

<sup>12</sup>John Stackhouse, "Thinking About a PhD?" Prof. John Stackhouse's Weblog, <http://stackblog.wordpress.com/thinking-about-a-phd> (accessed Sept 22, 2010).

Stackhouse, John. "Thinking About a PhD?" Prof. John Stackhouse's Weblog. Accessed Sept 22, 2010. <http://stackblog.wordpress.com/thinking-about-a-phd>

## APPENDIX F<sup>17</sup>

### FINAL THOUGHTS ON IMPROVING YOUR PAPERS

#### Use First Person Pronouns Appropriately (11.1.7)

"Most instructors and editors do agree that two uses of *I* should be avoided:

- Insecure writers begin too many sentences with *I think* or *I believe* (or their equivalent, *In my opinion*). Readers assume that you think and believe what you write, so you do not have to say you do.
- Inexperienced writers too often narrate their research: *First, I consulted ... , then I examined ... ,* and so on. Readers care less about the story of your research than about its results.

"But we believe, and most scholarly journals agree, that the first person is appropriate on two occasions. That last sentence illustrates one of them: *we ... believe that the first person ...*

- An occasional introductory *I* (or *we*) *believe* can soften the dogmatic edge of a statement. Compare this blunter, less qualified version:  
*But we believe, and most scholarly journals agree, that the first person is appropriate on two occasions.*  
The trick is not to hedge so often that you sound uncertain or so rarely that you sound smug.
- The first person *I* or *we* is also appropriate when it is the subject of a verb naming an action unique to you as the writer of the argument: verbs referring to such actions typically appear in introductions: *I will show/argue/prove/claim that X*, and in conclusions: *I have demonstrated/concluded that Y*. Since only you can show, prove, or claim what is in your argument, only you can say so with *I*."

---

<sup>17</sup> Turabian, 7th edition, 2007.

## **Learning from Your Returned Paper** (chapter 12)

Teachers are baffled when a student looks only at the grade on his/her paper and ignores substantive comments, or, worse, does not bother to pick up the paper at all. Since you may write many reports in your academic life, it is smart to understand what you can do next time to earn a better response.

### **Find General Principles in Specific Comments** (12.1)

- Look for a pattern of errors in spelling, punctuation, and grammar. If you see one, you know what to work on.
- If your teacher says you made factual errors, check your notes: Did you take bad notes or misreport them? Were you misled by an unreliable source? Whatever you find, you know what to do in your next project.
- If your teacher reports only his/her judgments of your writing, look for what causes them. You will not always find what caused the complaints, but when you do you will know what to work on next time.

### **Talk to Your Instructor** (12.2)

If your teacher's comments include words like *disorganized*, *illogical*, or *unsupported* and you cannot find what triggered them, make an appointment to ask. As with every other step in your project, that visit will go better if you plan it:

- If your teacher marked up spelling, punctuation, and grammar, correct those errors in bold letter *before* you talk to your teacher to show that you took his/her comments seriously....
- Do not complain about your grade. Be clear that you want only to understand the comments so that you can do better next time.
- Focus on just a few comments. Rehearse your questions so that they will seem amiable; not: "You say this is disorganized but you do not say why," but rather "Can you help me see where I went wrong with my organization so I can do better next time?"
- Ask your instructor to point to passages that illustrate his/her judgments and what those passages should have looked like. Do not ask "What didn't you like?" but rather "Where exactly did I go wrong and what could I have done to fix it?"