



D.MIN. WRITING STYLE GUIDE

(Rev. 1/29/10)

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Resources. You will need a copy of Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition. Section and page references in the Guide noted with a “T” (i.e., T.2.23), are from the 6th edition. All others without a “T” are from the 7th edition. Though the current Guide is based on the 7th edition, some references to the 6th edition may prove helpful.

You may also want to purchase *The Chicago Manual of Style*, 15th edition, and *Merriam-Webster’s Collegiate Dictionary*, 11th edition. When *Turabian* is silent on editing issues, refer to Chicago. Spelling is based on Webster’s.

For issues of writing quality we recommend Strunk & White’s *Elements of Style* (4th ed.), and Nancy Vyhmeister’s *Quality Research Papers for Students of Religion and Theology*.

Note that the 7th edition of Turabian has three main sections, including numerous writing helps:

<i>Part 1</i>	<i>Research and Writing: From Planning to Production (pp. 3-132)</i>
<i>Part 2</i>	<i>Source Citation (pp. 133-282)</i>
<i>Part 3</i>	<i>Style (pp. 283-372)</i>

Style/Writing Well/Grammar/Punctuation/Spelling:¹ (Note: refer to ch. 20 “Spelling” and ch. 21 “Punctuation” in Turabian 7th edition.)

Remember: *Clarity* is the whole point of grammar; this is the bottom line!

- Abbreviations (See ch. 24, pp. 331-346)
- AG not A/G
- See “Abbreviations in Citations and Other Scholarly Contexts” (see 24.7, pp. 344-345 and T.2.23, “General Scholarly Abbreviations”)
 - Abbreviations in footnotes are acceptable.
 - Confine use of etc., e.g., and i.e. to parenthetical references within the text. Outside of parenthetical references, use “for example” instead of e.g. and “that is” instead of i.e. (T.2.23)
 - Use range of actual pages instead of “ff” (T.8.71)
 - [*sic*] Other than *sic* (25.3.1, pp. 352-353), do not italicize *Ibid.* or other abbreviations of Latin terms.
- a.m. and p.m. rather than AM and PM (23.1.5)
- without, not w/o; with, not w/

¹Some of the samples in the following pages were adapted from “5 Embarrassing Grammatical Mistakes” by Martha Brockenbrough at <http://encarta.msn.com/encnet/features/columns/?article=embarrassinggrammar>. Also: “Grammar Practice Exercises” from http://homepages.cambrianc.on.ca/tutorial/thetutorialcentre/writing/grammar_practice.htm. Streeter Seidell is front-page editor of CollegeHumor.com. <http://laughlines.blogs.nytimes.com/2008/02/16/literary-evolution/>

- Do not abbreviate century numbers. (Use thirteenth, not 13th.) Hyphenate twentieth-century only when it modifies something, such as: twentieth-century history...
- Put a space between initials of a person's name: A. B. Simpson
- Spell out U.S. (United States), U.N. (United Nations), NT (New Testament) (T.2.13) [Chicago, 15.34: Abbreviation U.S. is permissible when used as an adjective.]
- Spell out an abbreviation at its first use, with the abbreviation in parentheses following: Committee for Accuracy in Middle East Reporting in America (CAMERA)

• Agreement. (Make use of the following resources):

Subject-Verb Agreement (<http://owl.english.purdue.edu/handouts/esl/eslsubverb.html>)

Subject-Verb Agreement (http://grammar.ccc.commnet.edu/grammar/sv_agr.htm)

If your subject is singular, your verb must be, too.

Right: "The boy eats the pie."

Right: "The people eat the pie."

Wrong: "A child reads better if you read to them every day."

Right: "Children read better if you read to them every day."

Subject-Pronoun Agreement (<http://leo.stcloudstate.edu/grammar/pronante.html>)

Pronoun and Pronoun Antecedent Agreement

(<http://grammar.ccc.commnet.edu/grammar/pronouns.htm>)

Wrong: Christians need to experience healing in their life.

Right: Christians need to experience healing in their lives.

Wrong: The believer is responsible for the strategic investment of their time.

Right: The believer is responsible for the strategic investment of his or her time.

It gets trickier when there is a descriptive phrase tucked between the subject and the verb. Remember, a modifier doesn't change the form of the verb.

Right: "The group of people *is* eating the pie."

What's the trick here? Knowing how to identify the subject.

In this sentence, "the group" is the subject, not "people."

The subject is always whoever or whatever is performing the action.

Similar mistake: Adjective used as adverb, e.g. "I did good in this course."

• Apostrophes - Make sure you use them correctly! (see Turabian 7th ed., pp. 285-287)

- Do not confuse possessives with plural forms.

- For singular possessive use 's (the dog's dish)

- For words ending in "s" use s' (politicians' votes)

- Form the plural of capital letters and numbers with just an "s" (1950s). However, if adding an "s" to a lowercase letter may seem to create a different word (*is*, *As*), then add an apostrophe (dotting the i's).

- Add an apostrophe before *s* when an abbreviation contains internal periods or both capital and lowercase letters. (PhD's or Ph.D.'s)

- See general rule and special cases listed in Turabian.

- For contractions (in place of the missing letter) It's = it is (not to be confused with Its)

- Articles (use of)

<http://owl.english.purdue.edu/owl/resource/540/01/>

<http://www.learnenglish.de/grammar/articlestext.htm>

http://esl.about.com/od/thebasics/a/a_an_the.htm

Avoid:

- Avoid...“Attempt to” – Instead of *saying* you will *attempt* to do something in a particular section of your paper or project, just *do* it.
- Avoid...Colloquial language, Clichés, Trite Expressions.
For example: instead of “a lot of” use “substantial.” These “worn” words (see Cheney, *Getting the Words Right*, 143-145) are OK in the interest of getting your first draft out, but come back and revise them before your final copy. “Because worn out words surface without much thought, they may reflect that lack.” (Cheney, 144).
- Avoid...Dangling Participles.
Dangling participles are modifiers that have no word to which they can be correctly attached. Very often, they are ing or ed word groups at the beginning of a sentence.

Wrong: Having leaped out of a second-story window, her leg was broken by the fall.

(A leg cannot leap out of a second-story window.)

Having leaped out of a second-story window, the girl suffered a broken leg in the fall.

When opened, a snapshot fell out.

When the book was opened, a snapshot fell out.

Rewrite the following sentences to correct any misplaced or dangling modifiers:

Jeff offered an apple to the horse that he had been carrying around in his pocket for two weeks.

After passing her grade 6 English exam, the teacher congratulated the pupil.

At the age of 24, my daughter was born.

Jason and Paulette stood and watched as the deer bounded away, hand in hand.

Mark handed the book to the woman that he had found lying covered with dust under the sofa.

A man was escorted out by the security guard who was drunk and disorderly.

- Avoid...Emphasis Words. Avoid overuse of trite emphasis words such as really, very, tremendous, greatly, totally, etc.
- Avoid...End-of-Sentence Prepositions:
Instead of:
Hispanic leaders will need to understand this in order to understand themselves and the emerging youth they will minister to.

Use: ...to whom they will minister.

Instead of: This is something we need to continually work on.

Use: This is something on which we need to continually work.

Instead of: I don't know where I am at.

Use: I don't know where I am.

- Avoid...Firstly...*Do not use:* Firstly, Secondly, Thirdly, etc. *Use:* First, Second, Third.
- Avoid...“Giftings” – Simply use the word “gifts,” as “giftings” is not a word (although used extensively in Christian and specifically Pentecostal/Charismatic circles!).
- Avoid...Misplaced Modifiers.

A modifier is misplaced when it is placed next to something it was not meant to modify.

- After rotting in the cellar for weeks, my brother brought up some oranges.
- My brother brought up some oranges after they had rotted in the cellar for weeks.
- For sale: Antique dresser for woman with thick legs and large drawers.
- For sale: Woman's antique dresser with thick legs and large drawers.

Put the modifier as close as possible to the noun it is modifying.

When in doubt, start with the subject, then move right away to your verb.

If you keep your sentence structure simple, you are less likely to misplace a modifier.

Wrong: Mother gave the cake to the homeless man that she had baked and iced yesterday.

Right: Mother gave the homeless man the cake that she had baked and iced yesterday.

Wrong: We watched the tree come crashing down with bated breath.

Right: We watched with bated breath as the tree came crashing down.

Wrong: Scurrying into the hole in the baseboard, Melissa spotted a tiny gray field mouse.

Right: Melissa spotted a tiny gray field mouse scurrying into the hole in the baseboard.

Wrong: We need to stop dumping waste into the environment which kills the fish.

Right: We need to stop dumping waste, which kills the fish, into the environment.

- Avoid...Overuse of Commas.
I have always, overused commas, I don't really, know why, they just, fascinate me, commas can be used, for tons, they can be used, for lists, and, totally, rad descriptions, but also, just for fun, I have, been, overusing commas, forever, I know the, proper rules for comma, use, they, have been, drilled into, me all my life, by, my teachers, but still, I overuse them, perhaps, I do not know, how to stop, using them, is it possible that, that one button to the right, of “m” is addictive, I wonder, I do not know, but what I do know, is that I just wrote, one, grammatically correct (according to my computer), sentence with one hundred twenty-one words, in it.
- Avoid...Overuse of Parenthesis.
I hereby admit to my addiction (which I also admit to have spelled wrong). You see I have been over using a certain part of grammar to the point that it annoys people, (although it does not annoy me, it creates rather more clarity in my mind). Many people find this certain part of grammar to be rather useful (so perhaps I have just found it to be more useful)! I

hate to admit my apparent folly (but I still don't consider it a problem), but I ... I ...
OVER-USE PARENTHESIS!

- Avoid...Passive Voice – The passive voice tends to slow down the flow of written material, tends to be vague (*who* must consider these things?), and tends to overuse the verb “to be” instead of using stronger verbs and a better variety of verbs. See *Elements of Style*, 4th edition, p. 18.

•• You know you're writing in active voice when the subject of your sentence performs the action. As much as possible, identify who is doing the action as you're putting the sentence into an active form. This gets rid of the “to be” verb (was, were, is, are, being, etc.), puts the sentence into a more vibrant, active form, and informs the reader of the source of the action.

Instead of: “These concerns must be considered.”

Use: “Participants in the program must consider these concerns.”

Instead of: “There were a number of dead leaves covering the ground.”

Use: “Dead leaves covered the ground.”

A sentence is considered to be in the passive voice if the SUBJECT is not the DOER of the action or if it's not clear who did something.

Wrong: The memo was written by the secretary.

A sentence is considered to be in the active voice if the SUBJECT is the DOER of the action.

Right: The secretary wrote the memo.

Identify the following sentences as either active or passive:

Two raccoons were spotted by the children.

The workers painted our house.

Our spring flowers are being warmed by the sun.

Joshua jumped in all of the mud puddles outside our back door.

Myriam wrote a speech for the wedding.

The fence beside our driveway was damaged by the snowplow.

The following sentences are in the passive voice. Rewrite them in the active.

A beautiful mountain scene was painted by an AGTS student.

Many new applications were received by the Registrar's Office.

A wonderful time was had by Shelley in Cuba.

Adult learning is enjoyed by all AGTS D.Min. participants.

- Avoid...Run-on Sentences.

There was a time — in distant history to you and me, but to those who lived through that time very much a modern one — when, with nothing more than quill, parchment, gaslight and inkwell, Victorians, as they were called then, who thought themselves clever enough to take up the mighty yoke of language, crafted marvelous, dignified, soaring, melodic sentences that danced about the periphery of comprehension, through the very soul of the English language, down so many twists and turns and inlets and eddies that a reader, inundated by an onslaught of language as such, would be forced to compose himself and

begin the tedious, but ultimately rewarding, process of returning to the start of such a sentence and piecing its meaning together word by word, clause by clause, until said reader felt satisfied and knowledgeable of the material written therein.

- Avoid... use of the phrase, “The Author” – In reflective doctoral papers (specifically for Core 1 and Core 3), or for the more personal portions of your doctoral project (chapters 4 and 5 and portions of 1), use “I” or “me” (sparingly). Avoid use of “the author” as it is artificial. The reader knows who “the author” is.
- Avoid...beginning sentences with “This” or “It”. Work on identifying the antecedent so as to clearly and specifically identify to what or to whom you are referring. You don’t want to leave your reader asking, “What?” or “Who?”
- Avoid...overuse of the word “Today.” “Christians today need” could be simply “Christians need” OR “Contemporary Christians need”)
- Avoid...overuse of the following words:

<i>Word</i>	<i>Substitute</i>
one/one’s	a person; a believer, a Christian, Christian leaders, etc.
this	the
though	although
- Avoid...overuse of the verb “To Be.” Choose active verbs in place of verbs of being (am, is, are, were, was, be, become, being, becoming).
Instead of: I am running to the store.
Use: I run to the store.
- Avoid...We/Our/Us pronouns – In academic writing, avoid the use of the pronouns “we,” “our,” and “us.” These tend to be vague: We need to do better on this issue. (Who is we? Christians? Leaders? Pentecostal leaders specifically? Replace *who* or *what* you mean instead of using these pronouns.) Also, these pronouns can also get “preachy” at times.
- Avoid...Word Repetition in Close Proximity. For example: Many problems arise within the marriage that cause a *break in the covenant*. *A break in the covenant* can... Use a good Thesaurus to locate synonyms; this will add variety and spice to your writing.
- Avoid... “You” pronoun – In an academic paper, do not speak to your reader directly with the pronoun “you.” Again, this can tend to be vague, and is too informal for the academic context. This is used only for dialogue.

- Bold. Do not bold anything except first level subheadings.
- Church. When referring to the body of Christ, capitalize Church; when referring to a local church, lowercase church. Do not capitalize “body” in “body of Christ.”
- Contractions: Spell out as: I will, do not, does not, will not, I am, could not, and so on.

•**Do not confuse:** “its” (possessive) and “it’s” (contraction for it is); “than” and “then;” “accept” and “except;” “which” and “that;” “lead” and “led” (the past tense of lead is led, not lead). Ex. God led me into missions. Do not confuse “While” (which refers to time/during) with “Although” (in spite of, even if).

•**Ellipsis.** See Chicago Manual of Style (458ff) and Turabian section 25.3.2 (pp. 354-358) on “Omissions.” Note: *Read the Turabian section closely, as there are different types of uses for ellipses depending on the circumstances.* Use computer generated ellipsis (...) rather than three periods (. . .). (Obtain ellipsis by going to “insert” and then “symbols.” Or, note: Word may change three typed periods into an ellipsis automatically.)

Do not use an ellipsis before or after the quotation if what you are quoting can stand alone.

Leave a space after the text and before the ellipsis, and after the ellipsis and before the next text. Note the following uses of ellipses:

- Basic, most common usage, omission of text: “What we require ... is a new method.”
- Placement of the other punctuation depends on whether the omission precedes or follows the mark:
 “We are fighting for the holy cause of Slavdom; ... for freedom; ... for the Orthodox cross.”
 “All this is not exactly in S’s tradition ...; and it was not your style.”

•**Em Dash.** Use a computer generated “em dash” (—) instead of two hyphens (--). (Obtain em dash by going to “insert” and then “symbols.”) Note: there should be no spaces before or after the em dash. Word automatically turns two dashes into an em dash if you have auto format on and continue to type. Ex. This—becomes This—instead.

•**First Person.** (See “we/our/us” above) While it is permissible to use first person when you refer specifically to yourself (especially in Core 1 and Core 3), avoid using the first person when your written material is not particularly personal. Limited use of “I” is permissible, as long as you stay consistent. With first person plural, “We need to...” could be “Christians need to.”

•**Font.** Use a 12-point font, Times Roman or Times New Roman for the entire project. Footnotes, however, should be 10 point (T13.27, p. 247).

•**Gender/Ethnicity.** Be sensitive to gender and ethnic considerations. Use plurals, Christians, believers, creation, humankind, humans, people, men and women, etc., to avoid referring to only he, him, man, mankind, etc. Use he or she, men or women, etc. sparingly. Do not use he/she or s/he.

See the AGTS policy on non-discriminatory language below, as it appears in the AGTS Student Handbook
 (http://www.agts.edu/community/student_handbook/2005studenthandbook.pdf):

Non-Discriminatory Language

All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. This commitment to equality and community is rooted in the Biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev. 7:7-9). It recognizes that no particular group constitutes the norm among God's people (Gal. 3:28). It also responds to the Biblical injunction that we consider the interests of others above our own (Phil.2:4).

Writers and speakers are free to translate the Bible directly or quote any published translation that is generally accepted among Biblical scholars. Students, however, should use a particular translation if it has been prescribed by a professor for his or her class. When referring to God as Father or to the person of Jesus Christ, the masculine pronoun is required.

For more specific guidelines on non-discriminatory language, see the following materials:

- General Principles: http://www.randomhouse.com/words/language/avoid_guide.html
- Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>
- Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.
- Disabilities: <http://www.apastyle.org/disabilities.html>.

•**Homonyms.** (Avoid misusing and confusing one word with another that sounds the same).

Its/it's	Lead/led
who's/whose	Past/passed
their/there/they're	Rein/reign
You're/your	Moot/mute
Principal/principle	Every day/everyday

•Introductions and Conclusions

Regarding Introductions: See Vhymeister, 2008, 103-104 about writing introductions last and p. 106 about adding *no new material* in a summary or conclusion—whether it's concluding material at the end of sections, or at the final summary/conclusion point. Also see Turabian, chap. 10 (p. 102), "Writing your Final Introduction and Conclusion."

Tips on writing a good introduction:

- <http://www-net.cs.umass.edu/kurose/writing/intro-style.html>
- <http://www.unc.edu/depts/wcweb/handouts/introductions.html>
- <http://www2.hmc.edu/~alves/intros.html>
- <http://www.usu.edu/markdamen/WritingGuide/24intro.htm>
- http://www.crlsresearchguide.org/17_Writing_Introduction.asp
- http://www.ehow.com/how_2303267_write-introduction.html

Tips on writing a good conclusion:

- <http://leo.stcloudstate.edu/acadwrite/conclude.html>
- <http://www.unc.edu/depts/wcweb/handouts/conclusions.html>
- <http://www.brighthub.com/education/k-12/articles/10956.aspx>

•**Italicizing.** Do not italicize words for emphasis. Do italicize titles (of books, journals, magazines, newspapers, and movies), foreign words, and third-level subheads. If a foreign word is in parentheses, only the word, not the parentheses, should be italicized (*krima*). Use brackets for phonetic renderings of foreign words: *Krima* [kree'-mah] (T.3.100).

•**Jr. and Sr. in bibliography.** Omit comma between first name and abbreviation. See 16.2.2 Gates, Henry Louis Jr., and Cornel West...

•**Lists/Enumerations** (23.4.2) Introduce an appositive list with a colon. Do not indent lists with bullets or numbers; place bullet or number at the left margin and tab in. For bulleted items that are more than one line, set your indent for word wraparound (as *this* paragraph is set) rather than tabbing in manually for each line.

From 21.1, p. 296: “Put a period at the end of items in a vertical list only if the items are complete sentences (see 23.4.2). Otherwise, omit terminal periods, even for the last item, and do not capitalize the first words.”

The report covers three areas:

1. the securities markets
2. the securities industry
3. the securities industry in the economy

•**Malapropisms** - misusing a word by confusing it with another word that sounds similar. A number of words sound similar, but mean very different things.

Example: Affect (verb) and Effect (noun)

Wrong: Your ability to communicate clearly will effect your income immensely.

Wrong: The affect of a parent’s low income on a child’s future is well documented.

Affect/effect	Than/then	Assure/insure/ensure	Counsel/council
Conscience/conscious	Loose/lose	Complement/compliment	Shutter/shudder
Imminent/ eminent	Accept/except	Emigrate/immigrate	
All right/alright	Altar/alter	Breath/breathe	

•**Margins**. All papers should have a one-inch margin on all sides, except for the first page of all major sections/chapters, which has a 2-inch margin at the top. Title page has 2-inch top and bottom margins. See the paper or project templates posted on the D.Min. participant resources web site. Header/footer = .5 inch. NOTE: D.Min. PROJECTS should have a 1.5-inch LEFT margin (for binding purposes).

• **Negatives** – Avoid “no” and “not” (Avoiding the negative can also eliminate unnecessary uses of the verb “to be”). Example: The counseling protocol has not been tested [remains untested].

•**One space**. Be sure to have only one space after end punctuation and colons (21.1, p. 296; T3.54, p. 50). Perform a “find” and “replace” to take care of this problem quickly if you’ve added two spaces after punctuation. (Yes, I know you probably learned to type on a typewriter, and it was two spaces then; but with the advent of computers, it’s ONE...trust me!)

•**Pagination**. The page numbers should be placed at the top right corner. The project template is already set to have the page number on the first page of each MAIN section at the bottom center. But for papers, do not concern yourself with this formatting; upper right hand corner is fine.

• **Paragraphs.** Make sure each paragraph develops one topic/idea/unit of thought—preferably with a topic sentence and at least three to four detail sentences. Paragraphs should have progressive development: the reader should understand why sentence 3 follows sentence 2; this order could not be reversed.

• **Plural Forms.** (See 20.1 for plurals and 20.2 for possessives.) Do not confuse the two!

• **Possessive.** (See 20.2 for possessives and 20.1 for plurals). Place an apostrophe “s” (’s) after words that end in “z” such as Horowitz’s *Unholy Alliance*. Remember that “its” is possessive, and “it’s” means “it is.” Example: The organization was concerned with its image.

• **Punctuation** (see 21.1→periods; 21.2→commas; 21.3→semicolons; 21.4→colons; 21.5→question marks; 21.6→exclamation points; 21.7→hyphens and dashes; 21.8→parentheses and brackets; 21.9→slashes; 21.10→quotation marks)

Colons. Should not directly follow verbs.

- Wrong: ...whose basic elements were: (1) red, (2) white, and (3) blue.
- Right: ...whose basic elements were (1) red, (2) white, and (3) blue.
- OR (Right): contained these basic elements: (1) red, (2) white, and (3) blue.

Commas. See full listing of comma usage at Turabian 21.3. Primary uses:

- When listing a series of three things (red, white, and blue). Note that there is comma before “and” in a series.
 - Before a conjunction when what follows is an independent clause:
I went to the store, and I saw my mother trying on shoes.
 - Between individual elements of names of places (Springfield, MO)
 - Do NOT use a comma between independent clauses; use a semicolon, as in:
I went to the store; I saw my mother trying on shoes.

Exclamation Points – rarely used in academic writing (except in a quotation!!!!).

Semicolons. Use semicolons:

- (1) to separate independent clauses not separated by a coordinating conjunction:
I love you; I’m sure you love me.
- (2) with a coordinating conjunction “if the clauses are long and have commas or other punctuation within them.” (p. 301)
- (3) before the words then, however, thus, hence, indeed, accordingly, besides, and therefore
- (4) when “items in a series have internal punctuation” (p. 302)
“Green indicates vegetation that remained stable; red, vegetation that disappeared; yellow, new vegetation” (p. 302).

Quotation Marks.

- Replace straight quotes with “smart quotes” or what we sometimes call “curly quotes” (“text”). (You can use find and replace to do this. Change default in computer by going to

“tools,” “auto correct,” and “auto format.”) Often material copied from the Web or an e-mail defaults to straight quotation marks. Also use “curly” apostrophes instead of straight.

- Put definitions within quotation marks; ex., *tsadaq* can also be translated as “righteous”
- ***Punctuation always goes INSIDE the quotation marks:*** John said, “I don’t think I understand Turabian.”

• ***Split infinitives:*** *Elements of Style* (p. 58) says, “There is precedent from the fourteenth century down for interposing an adverb between *to* and the infinitive it governs, but the construction should be avoided unless the writer wishes to place unusual stress on the adverb (to diligently inquire, to inquire diligently).”

However, *Elements* also says on p. 78, “The split infinitive is another trick of rhetoric in which the ear must be quicker than the handbook. Some infinitives seem to improve on being split, just as a stick of round stovewood does. ‘I cannot bring myself to really like the fellow.’ The sentence is relaxed, the meaning is clear, the violation is harmless and scarcely perceptible. Put the other way, the sentence becomes stiff, needlessly formal. A matter of ear.” So allow a split infinitive if the meaning is clearer and the sound better.

- ***Titles.*** Words to capitalize in titles (See 22.3, “Titles of Works”):
Use headline style capitalization (see p. 314) for titles of works in English.
Use sentence-style capitalization for titles of works in foreign languages.

“...capitalize the first letter of the first and last words of the title and subtitle and all other words” except as follows:

- 1) articles
- 2) prepositions (unless emphasized, as in: “A River Runs Through It” or used as an adverb, as in: “*Look Up*” or an adjective: *The On Button*)
- 3) *to* when used as part of an infinitive; *to* and *as* unless it’s the first or last word
- 4) coordinating conjunctions
- 5) second part of a hyphenated compound unless it’s a proper noun or adjective
- 6) parts of proper nouns normally in lowercase: *Ludwig van Beethoven*

Note: the word following a colon in a subtitle is capitalized, even if it is an article or preposition. (Example: Computer-Aided Graphics: A Manual for Video-Game Lovers).

Correcting errors in source titles.

- * Example: if title of article has “12,” which would normally be corrected to “Twelve”—leave as is.
- * For titles from the eighteenth century or earlier, retain original capitalization and Spelling; if word is in all caps, use initial caps only

- ***That*** – This word is ONE THAT IS often overused. [This word is often overused.] Learn when *that* is needed and when it is not. Consider how it *sounds* and consider *meaning*. If you can do without *that*, then do. If it is necessary to meaning, keep *that*.

Not needed: She knew she could do it. (Instead of: She knew that she could do it.)

Needed: A stir that suggested disapproval swept the audience.

78) “He felt that his big nose, which was sunburned, made him look ridiculous.” (*Elements*,

To omit the *that* here, you have, “He felt his big nose...”

- That/Which – Tip from Microsoft Word: Word’s grammar correction indicates that “which” requires a comma before it, whereas “that” does not. Strunk & White say “that” is defining and restrictive, and “which” is non-defining, or nonrestrictive.

Defining: The lawn mower that is broken is in the garage. (Tells which one)

Non-defining: The lawn mower, which is broken, is in the garage. (Adds a fact about the mower in question.)

Often you just need to trust your ear to know WHICH word to use (the first example below sounds better, yes?):

You may have to trust your ear, which is usually a good judge.

You may have to trust your ear that is usually a good judge.

- That/Who – Basic rule of thumb: use “who” when referring to people, “that” when referring to things.

Capitalization: cApitAlize or nOt?

Yes:	No:
<p>Apostle (when followed by Paul, Peter, etc.)</p> <p>Bible</p> <p>Church (universal)</p> <p>Gospel (four Gospels)</p> <p>Deity (the word)</p> <p>deity reference: He/Him/His</p> <p>Divine (when referring to God, i.e., “the Divine”)</p> <p>Early Church</p> <p>Epistle (when used as the book’s title: “Epistle to the Ephesians”)</p> <p>Fall (i.e., the Fall of humankind)</p> <p>Full Gospel (if part of organization name)</p> <p>Gospel (only for the four Gospels: Gospel of Mark; lowercase for “gospel” as good news)</p> <p>King of Judah (Jesus)</p> <p>King of Kings</p> <p>Kingdom (as in “<u>the</u> Kingdom” when referring to Christ’s) <u>Do</u> capitalize “Christ’s Kingdom” and “God’s Kingdom,” but not “kingdom of God.”</p> <p>Messiah</p> <p>Pentecost</p> <p>Pentecostal</p> <p>Scripture (i.e., whole Bible)</p> <p>the Bride – capitalize the Bride; do not capitalize the bride of Christ. This is true with most concepts: capitalize the Rapture (but, rapture of Christ); capitalize the Resurrection (but, the resurrection of Christ); capitalize the Second Coming (but, the second coming of Christ).</p> <p>Spirit (when referring to Holy Spirit)</p> <p>Sunday School</p> <p>Vol. (in Bibliography format)</p> <p>Winter, Spring, Summer, Fall</p> <p>Word of God</p>	<p>adviser</p> <p>apostles (except when part of the title, such as Apostles’ Creed)</p> <p>apostolic (except when part of a title, i.e., Apostolic Church, Apostolic Era)</p> <p>biblical</p> <p>body of Christ</p> <p>book (as in “the book of Acts”)</p> <p>bride of Christ</p> <p>chapter (as in, chapter 5 of this project)</p> <p>charisma</p> <p>charismatic</p> <p>church (local)</p> <p>church fathers</p> <p>civil rights</p> <p>deity pronouns (reflexive “himself”)</p> <p>evangelical (however, capitalized if part of an official name of an organization or church, sometimes capitalized if referring to Evangelical believers or churches—if it is capitalized to refer to churches that are fundamentalist versus)</p> <p>epistle (when not used as a title) “Paul wrote an epistle to the church at Ephesus”</p> <p>full gospel (as in “I preach the full gospel”)</p> <p>godly/godliness</p> <p>gospel (“good news” also lowercase)</p> <p>king (of Judah)</p> <p>kingdom of God (DO capitalize God’s Kingdom)</p> <p>messianic</p> <p>rabbinic (except when referring to Rabbinic Hebrew)</p> <p>scriptural</p> <p>spirit (when referring to a person’s spirit)</p> <p>tabernacle (not Tabernacle)</p> <p>temple (not Temple)</p> <p>vol. (in footnote format)</p>

Miscellaneous: Note the proper form of the following words:

<u>One word:</u>	<u>One word:</u>	<u>Hyphenated words:</u>	<u>First choice spelling:</u>
bodybuilders	ongoing	long-standing	worshiping
Christlike	prefallen state	mind-set	counselor
downside	presession	real-life	
everyday (as adj.)	pretest	twenty-three	<i>Two words:</i>
interpersonal	sociocultural	well-being	decision making
laypeople	threefold	three-month	problem solving
lifelong		over-saturate	team taught
lighthearted		follow-up	
midlife		single-spaced	
multifaceted			
postmodern		well-equipped (see 20.3.1 for when this is hyphenated and when it is <i>not</i> .)	
posttest			

Writing and Research Resources

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, 2nd ed. Chicago: University of Chicago Press, 2003.
- Cheney, Theodore A. Rees. *Getting the Words Right: 39 Ways to Improve Your Writing*, 2nd ed. Cincinnati: F & W Publications, 2005.
- Davies, Richard E. *Handbook for Doctor of Ministry Projects*. Lanham, MD: University Press of America, 1984.
- Shertzer, Margaret. *The Elements of Grammar*. New York: Longman, 1986.
- Søgaard, Viggo. *Research in Church and Missions*. Pasadena, CA: Wm. Carey Library, 1996. (Sr. Professor of Communication, School of Intercultural Studies, Fuller Theological Seminary).
- Strunk, William, and E. B. White. *The Elements of Style*, 4th ed. New York: Macmillan, 2000.
- Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007. (Don't forget this section: "Research and Writing: From Planning to Production," pp. 1-132...very helpful for conceptual aspects of writing.)
- Vhymeister, Nancy Jean. *Quality Research Papers*. Grand Rapids, MI: Zondervan Publishing House, 2001.
- Wilbers, Ken. *Keys to Great Writing*. Cincinnati, OH: Writer's Digest Books, 2007.
- Zinssler, William. *On Writing Well*, 4th ed. New York: Harper Collins, 1990.

D.Min. Participant Resources Web Page:

<http://www.agts.edu/dmin/project/index.html>

D.Min. Writing Style Guide

Paper Template

Biblical-Theological Resources (document, video, PPTs)

Editors List

Guideline for Writing Abstracts (1 p.); Sample Abstracts

Plagiarism (Turnitin.com, on web); see also *The Craft of Research* (Wayne Booth et al)

Looking to the Future: Project Template/Project Outline/Prospectus Template

Additional Selected Web Resources (*This is just a sample. Google "Writing Resources" for more!*)

Turabian Quick Guide

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Chicago Manual of Style Online

<http://www.chicomanualofstyle.org/home.html>

Enhance My Writing

<http://www.enhancemywriting.com/>

Princeton Writing Resources

http://web.princeton.edu/sites/writing/Writing_Center/WCWritingResources.htm

Purdue University Online Writing Lab

<http://owl.english.purdue.edu/owl/>

Grammar Girl: Quick and Dirty Tips for Better Writing

<http://grammar.quickanddirtytips.com/>

Questia Newsletter

<http://www.questianewsletter.com/subscribe/> (sign up for free 3-day trial; pay after that)

See volume 5, issue 2, "A Handy Checklist for Writers"

Fuller Seminary D.Min. Writing Resources (See specifically "D.Min. Writing Helps," pp. 5-7).

www.fullerseminary.net/cll/dmin/finalproject/pdfs/DMinAcademicWritingStandards1107.pdf

Libronix Digital Library System

<http://www.logos.com/products/ldls>

Accordance Bible Software

<http://www.accordancebible.com/>

Reformed Theological Seminary (Charlotte, NC)

"Doctor of Ministry Project Guidelines"

http://www.rts.edu/Site/Academics/Degree_programs/Dmin/Charlotte/Dminc-guide.pdf

Writing at Colorado State University

<http://writing.colostate.edu/index.cfm>

Carnegie Mellon Writer's Style Guide

<http://www.cmu.edu/styleguide/index.html>

Spacing/Headings(See pp. 397-399, Turabian 7th edition, particularly the plan for five levels of subheadings, on p. 398. It is rare, however, in a doctoral project that you will need more than the third-level subheading.)

- To ease spacing and heading hassles,

MAKE USE OF THE D.MIN. TEMPLATES POSTED AT:

<http://www.agts.edu/dmin/project/index.html>.

USING THESE paper, prospectus, and project TEMPLATES WILL SAVE YOU MUCH TIME, EFFORT, AND MONEY. (I.e., if your editor doesn't need to take time setting a document up properly, this will save you money!)

- Two-inch top margin on FIRST page ONLY of each major section.
 - Put chapter number and title in all caps. Use Arabic number (Chapter 3), not three.
 - A page should not end with a “dangling” subhead. Tip: Click on Format, then Paragraph, then the tab for Line and Page Breaks. Check “Keep with next.” This keeps the heading with the text that follows.”
 - Check spacing at the end of each page; often more text can be placed on a page.
 - Check spacing at the top of pages starting with subheadings; in case an extra blank space is above heading.
 - Note: The version of Word in Office 2007 (PC) or 2008 (Mac) adds in an extra space after each paragraph. Go to the “Format” menu, then to “Paragraph,” and put “0” in the “before” and “after” boxes to prevent that.
 - Double-space the main body of text; use single space only in footnotes and in the Table of Contents if the title requires two lines. Appendix material may be single-spaced.
 - Double-space between MAIN headings and first level sub-headings, and between first-level subheadings and the paragraph. (See Section 1 example on next page.)
 - Insert a triple-space (or *two* blank lines) between MAIN headings and paragraph which follows *if* there is no first-level subheading (See Section 2 example on next page.)
- To get a “triple” space, go to format, select paragraph, and choose to add 12 pt. in the “after” box when a triple space is required *after* text, and choose to add 12 pt. in the “before” box when a triple space is required *before* text.
- Insert a triple-space (or *two* blank lines) between the end of a paragraph and the heading which follows. (See Section 1 example on next page.)

See samples on following page →

Biblical References:

(See Turabian 7th edition: 256-257, 340-344 and *Chicago* 15.47-15.54.)

•After Scripture has been quoted in text, put Scripture reference(s) in parentheses (NOT IN A FOOTNOTE), using the abbreviations below. For example: (Gen. 3:12-13). *Note that the period goes AFTER the closing parenthesis*: “Jesus wept” (John 11:35).

•The first time you quote Scripture, insert the following footnote: All Scripture quotations, unless otherwise noted, are from (name of version you use).

•If you refer to a different version than your main source, put the abbreviation of that version in parentheses also: (Gen. 3:12, NIV).

•The Bible paraphrase, *The Message*, is spelled out since it does not have a standard abbreviation yet.

•Make sure multiple Scripture references are in proper sequence as found in the Bible (Gen. 1:1; Mark 1:1; Rev. 1:1).

•Abbreviations: (See Turabian pp. 340-343); use *traditional* not *shorter* version listed.

<i>Old Test.:</i>	2 Sam. 1 Kings	Prov. Eccles.	Amos Obad.	<i>New Test.:</i>	Eph. Phil.	1 Pet. 2 Pet.
Gen.	2 Kings	Song of Sol.	Jon.	Matt.	Col.	1 John
Exod.	1 Chron.	Isa.	Mic.	Mark	1 Thess.	2 John
Lev.	2 Chron.	Jer.	Nah.	Luke	2 Thess.	3 John
Num.	Ezra	Lam.	Hab.	John	1 Tim.	Jude
Deut.	Neh.	Ezek.	Zeph.	Acts	2 Tim.	Rev.
Josh.	Esther	Dan.	Hag.	Rom.	Titus	
Judg.	Job	Hosea	Zech.	1 Cor.	Philem.	Apoc.
Ruth	Ps. (pl. Pss.)	Joel	Mal.	2 Cor.	Heb.	
1 Sam.				Gal.	James	

•Subsequent Citation from Bible Passages:

•• If you refer to verses from the same chapter as the previous citation, use the abbreviation v.

or vv. for verse(s) (e.g., vv. 17-18).

••Do not repeat a book abbreviation for a citation immediately following one from the same book.

•• Do repeat the book once you have begun a new paragraph. This helps to reorient the reader

to the book of the Bible you are referring to, without having to look back in the previous paragraph to do so.

•Do not abbreviate a biblical reference in running text of the paper: (“The opening chapters of Ephesians constitute a sermon on love.” OR “According to Genesis 1:27, God

created man in His own image.” OR “Jeremiah, chapters 42-44, records the flight of the Jews to Egypt.

- DO abbreviate a biblical reference when it appears in a footnote (Chicago, 15.47-49).
- In biblical referencing, *Turabian* and the *Chicago Manual* discourage the use of “f” and “ff.” Use the specific page range of verses instead.
 - Use a hyphen between verses instead of a comma (72-73, not 72, 73)
 - When more than one Psalm is being referenced, use Pss. Instead of Ps.
 - Be sure to double-check EVERY Scripture reference for accuracy.
 - Use “cf.” sparingly. T.2.23 says cf. is preferable only in footnotes.
 - Use 1 or 2 instead of I or II for 1 Samuel, 2 Samuel, and so on.
- Tense: Download this document and follow its guidelines:
www3.wooster.edu/writing_center/documents/historicalpresent.doc
Tense as it relates to the D.Min. project chapters:
 Chapter 1 - past and present relative to the problem; future relative to proposed project.
 Chapters 2 and 3 – (see document above)
 Chapters 4 and 5 - past tense since they describe evaluation and summary of project. In the contribution to ministry section of chapter 5, use past tense to describe what contribution the project already *has made* to ministry as a result of your project and then future tense when you talk about ways it *will continue to* make a contribution in the future.

Numbers and Dates: (See chapter 23, pp. 318-330)

- General Rule: Spell out numbers through one hundred and any whole numbers followed by *hundred, thousand, hundred thousand, million*, and so on (23.1.1)
 - “Ignore the general rule when you have a series of numbers in the same sentence that are above *and* below the threshold, especially when those numbers are being compared” (p. 321) Of the group surveyed, 78 students had studied French and 142 had studied Spanish for three years or more.
 - “If your topic relies heavily on numerical data, follow a different rule: spell out only single-digit numbers and use numerals for all others” (p. 320) He hit the wall at 65 miles per hour, leaving skid marks for nine feet.
- Do not use small superscript for (4th, 1st) after numbers; use 1st, 2nd, 4th. Word makes a small superscript automatically, so you need to fix it manually.
- Percents and Percentages (23.1.3). Use percent not %; and percent not per cent. “Use numerals to express percentages and decimal fractions, except at the beginning of a sentence” (p. 321).

- If a number has two words, use a hyphen (fifty-five).
- “Never begin a sentence with a numeral” (23.1.2).
- and, not &
- inclusive numbers (see 23.2.4)
- Forty to fifty, not 40-50
- Use 1 or 2 instead of I or II for 1 Samuel, 2 Samuel, and so on.
- For parts of written works such as chapters, use Arabic numerals (chapter 5).
- Dates (see 23.3) and Times (23.1.5)

May 2005 (no comma between)

February 1998, not Feb '98

Comma after date: On June 7, 2005, the Senate passed a resolution.

Spell out centuries (thirteenth century); hyphenate if modifying: first-century teaching
AD and CE precede the number (AD 70), BC and BCE follow it (515 BC). (23.3.2)

Decades, Centuries, and Eras (see 23.3.2):

- In general, use numerals for decades: 1930s
- If century is clear, spell out: sixties and seventies, not '60s and '70s
- Use 2000s, as “two thousands” is awkward.
- For clarity, describe fully the first two decades of any century: Many of these discoveries were announced during the first decade of the twenty-first century.
- For centuries, use either numerals (1600s) or lowercase spelled-out names:
No hyphen: He lived in the sixteenth century.
Hyphen: He wrote sixteenth-century novels.

Footnotes/Bibliographies/Citation/Quoting:

Read chapter 16(pp. 141-215) for patterns for footnotes and bibliographies (SOURCES CONSULTED in our case) and chapter 25, “Quotations” (pp. 347-358) for avoiding plagiarism.

- Do not use the parenthetical reference style.
- List sources in alphabetical order.
- Use end-of-page footnotes with superscript numbers in text.
- Use the D.Min. Style in note 2 below.
(Note: This is not what you’ll see in Turabian 7th edition): *Make sure there is NO space between the footnote number and the text (see also footnote sample below, in footer):*

See how this sample shows no space between period and note number.²

- Begin SOURCES CONSULTED two inches from the top of the page, centered:

²See how this sample shows no space between footnote number and beginning of the footnote.

SOURCES CONSULTED

Biblical-Theological Literature Review

Separate your chapter 2 sources under this heading. Make sure to set your automatic indent so that the second and subsequent lines will be indented, as in this sample.

General Literature Review

Separate your chapter 3 sources under this heading. Make sure to set your automatic indent so that the second and subsequent lines will be indented, as in this sample.

- If you have an extensive list, group books under headings; for example, a project on leadership could include sources on General Leadership, Church Leadership, etc. These headings would be centered and not bolded (under the bolded headings for chapters 2 and 3).

NOTE→ When you submit your chapters 2 and 3 to your editor, adviser, and D.Min. Project Coordinator, include your bibliographic sources from those chapters.

- Authors.
 - Do not use Dr., Rev., Mr. or any other title when referring to an author.
 - Use author's full name upon first reference.
 - Use only author's last name (*not* first) with subsequent references.
 - If two authors, cite last name of *both* authors on subsequent references: Gill and Cavaness.
 - If you cite two authors (of *separate* books) with the same last name, use the author's first name whenever you cite him or her.
 - If a book's authors have the same last name (such as a married couple), add *both* last names (see footnote below).³
 - For more than one work by the same author, in Bibliography list books alphabetically by title, with second and subsequent works having a three "em-dash" line in place of author's name (see 16.2.2, "Arrangement of Entries"):

³Paul Wood and Dene Wood, *Another Great Book by Amazingly Intelligent Assemblies of God Theological Seminary Authors* (Springfield, MO: Gospel Publishing House, 2008), 1.

Gates, Henry Louis Jr. *America behind the Color Line...*
 — — —. *The Signifying Monkey: A Theory of...*

•• Multiple authors.

If two authors or editors, add a comma before the “and”:

(B) Botterweck, G. Johannes, and Helmer Ringgren, eds.

- Block quotations.

Criterion:

- “Run four or fewer quoted lines into your running text.” (p. 74)
- “Set off five or more lines as an indented block.” (p. 74)
- For use of epigraphs used as block quotes, see (p. 352).

Format:

- single-spaced
- Do *not* set off with quotations marks.
- Leave a blank line before and after the block quote.
- Indent entire quotation to the half inch mark *only on the left side of the quotation*. Extend all the way out on right.
- If the original you are quoting is the beginning of a paragraph, indent the block quote a half inch and capitalize the first word.
- Preserve quotation marks *within* the quote. (Note: A quote within a block quote should be set off with *double* quotation marks, not single.)
- For a block quote of more than one paragraph, do not add a blank line between; indent first line of second paragraph (p. 350).
- See p. 357 for *paragraph* omission within a block quote.
- Block quotation footnote number should be at the end of the quote itself. Use the footnote number method, *not* the parenthetical method: Place the footnote number at the end of the block quote, not at the end of the introductory sentence that introduces the block quote (see sample at end of this sentence).¹

Style:

- Introduce block quotes with your own words.
- Read helpful tips on how to integrate quotes into your text (p. 74, 348-9).

- Class/Course Lecture Reference format:

Footnote form:

Earl Creps, “Renewing the Spiritual Leader” (class notes for Core 1 Course at Assemblies of God Theological Seminary, Springfield, MO, February 7, 2008), 41.

Bibliographic form:

Creps, Earl. “Renewing the Spiritual Leader.” Class notes for Core 1 Course at Assemblies of God Theological Seminary, Springfield, MO, February 7, 2008.

- Dictionaries/Encyclopedias. (17.5.3)
 - For well-known reference works:
 - cite only in notes
 - may choose to include a specific work in bibliography if critical to your argument
 - in note, omit facts of publication but specify edition if not first
 - for alphabetically arranged work, cite thus:
Encyclopaedia Britannica, 15th ed., s.v. “Salvation.”
 - For less well-known works
 - include publication details in notes
 - list work in bibliography (See p. 191 for note and bibliographic sample.)
- ed. and eds. (see p. 144, fig. 16.1 and p. 163-164)
 - Use “ed.” (or “eds.”) after a book title if the “author” was an editor:
 - (N) Earl Creps, ed. *Title...*
 - (B) Creps, Earl, ed. *Title...*
 - (N) David Stoop and Jan Stoop, eds. *The Complete Marriage Book*
 - (B) Stoop, David, and Jan Stoop, eds. *The Complete Marriage Book*
 - Use “ed.” before editor’s name/editors’ names) when citing a work within a work. “ed.” here stands for “edited by” rather than editor or editors (see 16.1, p. 144).
 - (N) John H. Sailhamer, “Genesis,” in *The Expositor’s Bible Commentary*, ed. Frank E. Gaebelein
 - (B) Sailhamer, John H. “Genesis.” In *The Expositor’s Bible Commentary*. Edited by Frank E. Gaebelein

See below for “trans.” and “Translated by.”
 - Editions and Volumes. (See 17.1.3, pp. 170-171).
 - Use 2nd ed. not 2nd.
 - If you cite a book with more than one edition, always indicate which edition you consulted, because editions may differ:
 - N: Author, *Title*, 8th ed. (City: Publisher, Year), page.
 - B: Author. *Title*. 8th ed. City: Publisher, Year.
 - For Revised edition:
 - N: Author, *Title*, rev. ed. (City: Publisher, Year), page.
 - B: Author. *Title*. Rev. ed. City: Publisher, Year.
 - For Reprint edition:
 - N: Author’s name, *Title* (1975; repr., City: Publisher, Year), page.

B: Author's name. *Title*. 1836. Reprint, City: Publisher, Year.

- For Volumes (see 17.1.4, p. 171-172 for details; this can get complicated!)
(For multi-volume works, cite volume you used.)

N: Author, *Volume Title*, vol. 1 of *Series Title* (City: Publisher, Year), page.

B: Author. *Volume Title*. Vol. 1 of *Series Title*. City: Publisher, Year.

- E-mail (citation of) – see pp. 195-196, 261.

•Emphasis Mine – If, in a quotation you have italicized a word or phrase for the purpose of emphasis, add [emphasis mine] immediately after the italicized word or phrase. See (25.3.1, p. 354) for more details.

- Et al.

- For a book with four or more authors, use et al only in the footnote citation:
Jacquelyn Dowd Hall et al, *Title*...

•• Do not use et al in the bibliography. (See 19.1.1, p. 230), but format as follows:
Hall, Jacquelyn Dowd, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones,
and Christopher B. Daly.

- Format of Citations. (See 16.1, pp. 143-145 for basic patterns.)

- Note: in footnotes, there should be no comma after title: *title* (City: Publisher, Year), 23.
- Indent first line of footnotes to the half inch mark. Second and subsequent lines should be on the left margin. There should be no space between the footnote number and beginning of the footnote text. Footnotes are single-spaced and 10-point font. Avoid *tabbing* in. Set your ruler for automatic indent.
- If at the end of a footnote a reference is needed, the citation is in parentheses with the period *following* (Ibid., 9).

•Full and Subsequent References. (See Turabian 7th edition section on “Short Forms for Notes,” pp. 154-157, which includes explanation about the use of “Ibid.”)

•• You must give full bibliographic information for the first-time reference of each source in each chapter, even though you may have used it in a previous chapter.

- For subsequent references, use author's last name and page number: Palma, 19.

6th edition: Subsequent references: T8.84-8.96, 8.111 (pp. 137-141, 146).

7th edition: Shortened Notes (16.4, pp. 154-155) and Ibid.

- If author has more than one book, use a shortened form for the title in order to specify title you're using: Maxwell, *21 Irrefutable Laws*, 19.

the

- **Ibid.** Use Ibid. for a citation immediately following the same author. If page number is the same, just use Ibid. If page number is different, use Ibid., 22. Make sure to place a period and a comma after Ibid. (Ibid., 27.) And do not italicize Ibid. Be careful the Ibid. truly refers to the documented resource immediately preceding it. Often with cutting and pasting footnotes, the final product may not reflect the original Ibid. reference.

- **Internet citation form (footnote): [17.7.1]:**

¹Dan Pantoja, "The Paradox of Postmodern Leadership," Next Wave, http://next-wave.org/dec99/paradox_of_postmodern_leadership.htm (accessed September 18, 2002).

- **Internet citation form (bibliography): [17.7.1]:**

Pantoja, Dan. "The Paradox of Postmodern Leadership." Next Wave. http://next-wave.org/dec99/paradox_of_postmodern_leadership.htm (accessed September 18, 2002).

If there is no author to the article, just list alphabetically by title of article.

- **Italicize:** titles of books, journals, magazines, newspapers, courses, movies. Italicize foreign words. Italicize third-level subheadings. **DO NOT ITALICIZE (OR BOLD) FOR EMPHASIS.**

- **Kindle.** See "Online and Other Electronic Books" at the top of page 181 in Turabian (17.1.10).

N: Author(s), *Title* (City, STATE: Publisher, Year), Kindle e-book, locations 552-53.
B: Author(s). *Title*. City, STATE: Publisher, Year. Kindle e-book.

- **Magazines (17.3) and Journals (17.2).** Be sure to distinguish between these formats. Journals are scholarly in nature.

- **Magazines (see 17.3 for various formats; below is the basic format):**

N: Author, "Title," *Magazine*, January 1, 2008, 12.

B: Author. "Title." *Magazine*, January 1, 2008.

- **Journals (see below).**

- **Distinguish between a chapter or essay within a book (see 16.1, #5, p. 144):**

Mary Higdon Beech, "The Domestic Realm in the Lives of Hindu Women in Calcutta," in *Separate Worlds: Studies of Purdah in South Asia*, ed. Hanna Papanek and Gail Minault (Delhi: Chanakya, 1982), 115.

Beech, Mary Higdon. "The Domestic Realm in the Lives of Hindu Women in Calcutta." In *Separate Worlds: Studies of Purdah in South Asia*. Edited by Hanna Papanek and Gail Minault. Delhi: Chanakya, 1982.

and an article in a journal (see 16.1, #6, p. 145):

Footnote format:

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

Bibliography format:

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

- Numbering. Begin footnotes again at #1 at the beginning of each new chapter/section.
- Publishers. Make sure you are consistent in how you list publishing companies (not Zondervan in some places, and Zondervan Publishing House in others).
- Quoting One Source in Another (17.10) After the regular citation for a given source (book, journal, magazine, etc.), add the words "quoted in" (without the quotation marks!), and then list the source in its proper format.

- Reviews (see 17.5.4)

Footnote format:

Lewis Brogdon, review of *Women in Leadership*, by Kimberly Alexander and Alice Gause, *Pneuma: The Journal of the Society for Pentecostal Studies* 31, no. 2 (2009): 305.

Bibliography format: ("You generally need not include reviews in your bibliography, although you may choose to include a specific review that is critical to your argument or frequently cited." P. 192):

Brogdon, Lewis. Review of *Women in Leadership* by Kimberly Alexander and Alice Gause. *Pneuma: The Journal of the Society for Pentecostal Studies*, 2009.

- Secondary Source of Quotation (6th edition 11.31) / Quoting One Source in Another (7th edition, 17.10) After the regular citation for a given source (book, journal, magazine, etc.), add the words "quoted in" (without the quotation marks!), and then list the source in its proper format.

- Separator Line.
- Make sure there is a blank space between the text separator line and the first footnote on each page (Word will make this space automatically when you insert the first footnote. There is no need to add a separate space.)
- Separator at bottom of page should be short over new notes, long over continuing notes; to make a long one short, an extra space above the footnote may need to be removed.

- Sic. If the author you are quoting makes a spelling or grammar mistake, use [sic] in the quote to show it is not *your* spelling or grammar mistake, but copied from original.

- Spacing.
- Make sure there is a blank line between footnote entries (T14.13, p. 255).

- No spaces between the number and the note (¹Author's Name, *Book Title*...)
- State Abbreviations. Use the two-state abbreviation (MO instead of Mo.) for citations.
 - When the city name is common, always use the state abbreviation (Springfield, MO: GPH...)
 - When the city name is well known, the state is not needed: (New York: Harper Collins...)
 - When the city name is obscure but the state is identified by the publisher name, the state abbreviation is omitted. For example: Chapel Hill: University of North Carolina Press.
- Titles. Book titles are to be italicized, not underlined. Books such as *Encyclopedia Britannica* do not require “the” before the title. Just type: in *Encyclopedia Britannica*.
- Translations: (see p. 164)
 - (N) Jean Anouilh, *The Lark*, trans. Christopher Fry (London: Methuen, 1955), 86.
 - (B) Anouilh, Jean. *The Lark*. Translated by Christopher Fry. London: Methuen, 1955.
- Volumes (See “Editions and Volumes” above)